

Grade 3

Breakfast Unit; Card # 1

Objective:

Students will share how eating a healthy breakfast makes them feel.

Activity:

- 1.** Gather the students into a large circle. Ask them why we eat breakfast (to give our bodies the energy to learn and play). Ask them how they feel when they skip breakfast (tired, hungry, weak, distracted). Ask them if they like feeling this way. Tell them foods high in added sugar (such as donuts and high-sugar cereals) and foods high in fat (such as pork bacon) are not the healthiest options and should not be eaten often because they can slow our bodies down.
- 2.** Tell the class they are going to create a “Food Dance.” Ask them to think of their favorite, healthy breakfast food, how eating it makes them feel, and to think of a movement to show that feeling (some movement ideas: to show “full,” rub your tummy; to show “happy,” twirl around; to show “refreshed,” stretch your arms high above your head; to show “fast,” pump your arms). Tell them they will each say the name of their favorite healthy breakfast food while they do their movement.
- 3.** You should give the first example. You can say the word “blueberries” as you jump up and down to show “excited.” The next student should repeat your food and movement and then say and perform her/his own, and so on until the last student, who must repeat all that came before her/him. (If the activity is too difficult, divide the class into small groups or, when a student makes a mistake, have the next student start over with only her/his food and movement.) If a student names a food/drink high in added sugar or fat, gently guide her/him to think of a healthier choice.
- 4.** If time permits, review the foods mentioned and reinforce the importance of eating a healthy breakfast every day.



Active Eating



Teacher Background Information:

Breakfast is an important meal. Growing bodies and developing brains rely heavily on the regular intake of food. When kids skip breakfast, they can end up going for as long as eighteen hours without food, and this period of semi-starvation can create a lot of physical, intellectual and behavioral problems. Breakfast eaters can concentrate better, have better attendance, are less irritable and fatigued, and have better control of their weight. Skipping breakfast is associated with increased body weight. "Go" foods refer to nutritious foods which give the body the energy to go and grow. "Slow" foods refer to foods high in fat and added sugar which can slow the body down.

Healthy ("Go") Breakfast Foods/Drinks:

Chicken/turkey sausage, beans, oatmeal with skim/low-fat milk and honey, whole grain (brown) bread/toast, cream of rice or wheat with water and honey, skim/low-fat yogurt, cheese, and milk, bananas, peaches, spinach omelets, scrambled eggs, berry whole wheat/buckwheat pancakes, 100% orange juice, whole-grain cereals like Cheerios and Wheaties

Less Healthy ("Slow") Breakfast Foods/Drinks:

Donuts, Danishes, high-sugar cereals like Lucky Charms and Frosted Flakes, pork sausage or bacon, white bread/toast, high-sugar fruit juices like Kool-Aid and Hawaiian Punch, home fries (fried in oil or with butter), coffee cake, white flour pancakes with syrup

**Related National Standards: NHES: 1.5.1, 1.5.2, 7.5.1, 7.5.2
NSPELA: E3b, NS: NS.K-4.6, NSPE: 1, 5**

Grade 3

Breakfast Unit; Card #2

Objective:

Students will recognize the importance of eating a variety of foods for breakfast.

Materials:

One medium sized, bouncy ball

Activity:

1. Have the class form two lines facing each other. Ask a few students for examples of their favorite healthy breakfast foods. Say, "Even though you might love, love, love that food, if you ate it all day long every day, it wouldn't taste good anymore. That's our body's way of saying that we need a variety of foods to be healthy. Each food does something very special, and very different, for our body."
2. Tell the students they are going to brainstorm lots of different healthy foods and drinks they can have for breakfast. Explain that, together, you are going to go through the alphabet (A to Z), filling in this blank with a healthy breakfast food/drink:
I like to eat/drink _____ for breakfast
3. Give the ball to the first student in one line and tell them to start with "A" (e.g. "I like to eat applesauce for breakfast"). When she/he is done, she/he should bounce pass the ball to the student directly across from her/him and then run to the end of her/his line. The new student with the ball should fill in the blank with a healthy breakfast food beginning with "B," bounce pass the ball to the next student in the opposite line, and run to the end of her/his line. Have them continue through the alphabet, skipping difficult letters as necessary. If a student names a food/drink high in added sugar or fat, gently guide her/him to think of a healthier choice. (See back of card for ideas.)



Active Eating



Healthy Breakfast Foods/Drinks in Alphabetical Order:

A– almond butter, apples, applesauce; **B**– bananas, blackberries; **C**– cherries, cantaloupe, cream of wheat/rice (whole grain); **D**– dates, deviled eggs; **E**– eggs; **F**– figs, French toast (whole wheat); **G**– granola (low-fat and low-sugar), grapefruit, grapes; **H**– honeydew melon; **I**– iced tea (low-sugar); **J**– jam (natural), juice (100% fruit juice); **K**– Kashi cereal; **L**– lemonade (low-sugar); **M**– maple syrup (on whole grain pancakes), mangoes, melons, milk (low-fat/skim); **N**– nectarines; **O**– oatmeal, omelets, oranges, orange juice; **P**– pancakes (whole grain), papayas, peaches, peanut butter on toast, pears, pineapples; **Q**– quiche, quinoa; **R**– raisins, raisin toast, raspberries; **S**– smoothies, starfruit, strawberries, scrambled eggs, smoothies, spinach (in an omelet); **T**– tangerines, tortillas, tofu, turkey sausage; **U**– skip; **V**– vegetables; **W**– watermelon, whole grain bread; **X**– skip; **Y**– yogurt, yolks; **Z**– skip

Activity Note:

Certain letters such as U, X, and Z are difficult, so they can be skipped or you can provide hints.

**Related National Standards: NHES: 1.5.1, 1.5.2, 7.5.1, 7.5.2
NSPSELA: E3b, NS: NS.K-4.6, NSPE: 1, 2, 5**

Grade 3

Breakfast Unit; Card #3

Objective:

Students will distinguish between “go” (healthy) and “slow” (less healthy) breakfast foods.

Activity:

1. Ask the students to stand against a wall facing you. Tell them foods such as bananas, strawberries, spinach, milk, tomatoes, whole grain (brown) toast, low-fat yogurt, and eggs are called “go” foods because they make their bodies strong and healthy so they can play and grow. Ask them if they have ever had a doughnut for breakfast. Explain that because donuts are high in fat and added sugar they should not be eaten too often. Tell them foods that taste sugary (candy) and foods that feel greasy (bacon) are called “slow” foods because they can slow their bodies down. Explain that “slow” foods are also called “junk foods.” Point out although sugar can make them feel excited at first, it will make them feel very tired after a while. Ask them if they like feeling tired. Emphasize students should choose “go” breakfast foods more often.
2. Explain that you will list some breakfast foods (select examples from the “go” and “slow” foods on the back of the card) and ask the students to call out “go” or “slow” for each one.
3. Once they have correctly identified some foods, play a game called “Go’ Food/’Slow’ Food” with the students. Call out the breakfast foods again in a random order. Start the game with a “go” food. If a food is a “go” breakfast food the students should jog (or skip or hop) toward you at the other end of the room. If a food is a “slow” food, they should freeze in place. If a student moves after a “slow” food is called or freezes when a “go” food is called, they must go back to the start.



Active Eating





Teacher Background Information:

Although all foods can fit into a healthy eating plan in *moderation*, it is important to reinforce that healthier foods give the body more energy to play and grow. “Junk foods,” (processed foods high in fat and added sugar), contain a significant amount of calories but add very little nutrition to kids’ diets. It is important to connect kids with their food and get them thinking about food less in terms of “good” and “gross” and more in terms of “healthy” and “less healthy” (or “go” and “slow”).

Healthy (“Go”) Breakfast Foods/Drinks:

Chicken/turkey sausage, beans, oatmeal with skim/low-fat milk and honey, whole grain (brown) bread/toast, cream of rice or wheat with water and honey, skim/low-fat yogurt, cheese, and milk, bananas, peaches, spinach omelets, scrambled eggs, berry whole wheat/buckwheat pancakes, 100% orange juice, whole-grain cereals like Cheerios and Wheaties

Less Healthy (“Slow”) Breakfast Foods/Drinks:

Donuts, Danishes, high-sugar cereals like Lucky Charms and Frosted Flakes, pork sausage or bacon, white bread/toast, high-sugar fruit juices like Kool-Aid and Hawaiian Punch, home fries (fried in oil or with butter), coffee cake, white flour pancakes with syrup

**Related National Standards: NHES: 1.5.1, 1.5.2, 5.5.5, 7.5.1, 7.5.2
NSPSELA: E3b, NS: NS.K-4.6, NSPE: 1, 5**

Grade 3

Breakfast Unit; Card # 4

Objective:

Students will identify the five food groupings and a variety of protein-rich breakfast foods.

Optional Materials:

One volleyball or beach ball

Activity:

1. Ask the students to form a circle around you. Ask them if they know what food groupings are (a category of certain types of foods based on what they provide for and how they affect our bodies). Ask them if they can guess any of the food groupings (fruits, vegetables, grains, milk/milk products, and meats/beans/nuts). Ask for examples of foods in each (see back of card). Tell them today you will discuss foods in the meats/beans/nuts and milk/milk products groupings because they are high in proteins. Explain that proteins strengthen our bones, muscles, cartilage, skin, and blood, make us feel energized, and help us feel full so we know when to stop eating. Tell them eggs, beans, and low-fat yogurt are protein-rich foods. Some greasy, fatty foods like pork bacon and sausage also contain protein, but should not be eaten too often because they are high in fat and salt. Ask the students why they think it is important to eat protein for breakfast (because it gives you the energy to get through your morning).
2. Tell them you are going to play "ProteinBall." Assign each student a number between 1 and 10. Each number should be assigned to at least two students. Have the students begin to move around the room using a loco-motor activity that you name (skip, jog, etc). Call out a number between 1 and 10 as you throw the ball up in the air. The students assigned this number should come to the center and attempt to catch the ball. The student who gets the ball should name a protein-rich breakfast food/meal and then call out a new number between 1 and 10 as she/he throws the ball up in the air again, and continues moving around the playing space.



Active Eating



Teacher Background Information:

There are five food groupings: **milk/milk products grouping**– skim/low-fat milk, yogurt; **vegetable grouping**– spinach, broccoli (in omelets); **fruit grouping**– grapefruit, bananas, peaches; **meat/beans/nuts grouping**– peanut butter, turkey sausage, eggs; **grain grouping**– whole grain bread, bagels, cereals

Healthy (“Go”) Protein-Packed Breakfast Foods/Meals:

Eggs, peanut butter (on whole grain toast), low fat/skim milk, chicken or turkey sausage, nuts (in cereal or train mix), cottage cheese, low-fat/skim yogurt, granola, oatmeal, black beans (in breakfast burrito)

Less Healthy (“Slow”) Protein-Packed Breakfast Foods/Meals:

Bacon, pork sausage, whole milk *(or any of the above if combined with a too much of a slow food such as butter or sugar (e.g. eggs fried in too much butter))*

Less Healthy (“Slow”) Protein-Lacking Breakfast Foods/Meals:

Coffee cake, donuts, high-sugar cereals like Coco Puffs or Frosted Flakes, white toast with butter

Activity Note:

It is okay if some protein-rich foods are repeated, as it would be difficult for each student to come up with a new one. If a student mentions a food/drink high in fat and/or salt such as pork sausage or bacon, gently guide her/him to come up with a healthier choice.

**Related National Standards: NHES: 1.5.1, 1.5.2, 7.5.1, NSPSELA: E3b
NS: NS.K-4.6, NSPE: 1, 2, 5**

Grade 3

Breakfast Unit; Card #5

Objective:

Students will identify a variety of healthy breakfast foods.

Activity:

1. Have the students stand shoulder to shoulder at one end of the room. Quickly review why it is important to eat different kinds, or a variety, of healthy breakfast foods (because each different type of food does some-thing very special and very different for our bodies, such as oatmeal which gives us energy, and oranges which keep us healthy).
2. Stand in the center of the room and explain that you are going to call out a breakfast food using this familiar phrase: "Red Rover, Red Rover, let anyone who ate [fill in with a common and *healthy* breakfast food such as *wheat toast*] come over!" The students who ate this food for breakfast must try to run to a line at the opposite end of the room without being tagged by you. If a student is tagged, she/he joins you in the middle as a tagger and must call out the next food. If more than one student is tagged, together they must come up with and call out the next food. (Consult with the student(s) first to ensure the food is healthy; if not, help them come up with a healthier alternative.) If you want to liven things up you can tell the students to attempt to cross if they have eaten this food in the past week or if they like it (and not just if they ate it that morning).
3. After a few minutes, review some of the foods mentioned. Challenge them to guess which food grouping each one belongs to.



Active Eating



Teacher Background Information:

There are five food groupings: **milk/milk products grouping**— contain vitamin D and calcium which keep bones and teeth strong, includes skim/low-fat milk, yogurt, cheese; **vegetable grouping and fruit grouping**— contain vitamins A, B, C, and E, folate and potassium which make eyes sparkle, skin smooth, and help fight off colds, contain fiber which helps body digest food, keeps teeth and gums healthy, and helps cuts heal quickly, includes grapes, grapefruit, bananas, potatoes, spinach, broccoli (in omelets), and peaches; **meats/beans/nuts grouping**— contains iron which makes blood healthy, brain grow, and builds muscles, includes peanut butter, turkey sausage, eggs; **grain grouping**— contain carbohydrates which give the body energy, includes whole grain breads, bagels, and cereals

Less Healthy ("Slow") Breakfast Foods/Drinks:

Donuts, Danishes, high-sugar cereals like Lucky Charms and Frosted Flakes, pork sausage or bacon, white bread/toast, high-sugar fruit juices like Kool-Aid and Hawaiian Punch, home fries (fried in oil or with butter), coffee cake, white flour pancakes with syrup

Related National Standards: NHES: 1.5.1, 1.5.2, .5.5.5
NSPELA: E3b, NS: NS.K-4.6, NSPE: 1, 5