

Health

3.NPA.1.1

Use MyPlate to eat a nutritious breakfast each morning.

Materials:

- USDA Poster, You've got the Power!, https://fns-prod.azureedge.net/sites/default/files/diginposter_racecar.pdf
- Video Healthy Breakfast Tips: Eating 3 out of 5 Food Groups, 2:54 (from the Dairy Council of CA) <https://www.youtube.com/watch?v=Qdc8Ng8sztQ>
- Activity Breakfast Around the World (from the FDA), <https://www.fns.usda.gov/apps/TNinteractive/index.html>
- Myplate, grayscale, https://www.myplate.gov/sites/default/files/2020-12/MyPlate_grayscale.jpg

Focus:

Go to https://fns-prod.azureedge.net/sites/default/files/diginposter_racecar.pdf. Show the race car made of fruits and vegetables. Ask students how their bodies are like a race car (they both need fuel to run). Ask students if they can identify the fruits and vegetables that make up the car (black beans, blueberries, broccoli, carrots, celery, green beans, oranges, peaches, red bell pepper, rhubarb, sugar snap peas)

Statement of Objectives:

Today we are going to talk about the importance of breakfast and how to create a nutritious breakfast. Like the race car, we need fuel, or energy to keep our bodies going. Eating breakfast is an important part of getting the day started.

Teacher Input:

Show the video Video Healthy Breakfast Tips: Eating 3 out of 5 Food Groups, 2:54 (from the Dairy Council of CA) <https://www.youtube.com/watch?v=Qdc8Ng8sztQ>

Ask students the following questions:

- Which meal did they say was the most important?
- How does choosing three or more food groups create a healthy breakfast?
- What are some breakfast examples?
- What is a healthy breakfast that you enjoy?
- What would you have for breakfast tomorrow if you could choose any of the healthy examples?

Now let's take a moment to explore breakfast from around the world. Go to the link: <https://www.fns.usda.gov/apps/TNinteractive/index.html> Working with a partner, travel to the eight locations around the world and move the different breakfast foods to the correct food groups.

Assessment:

Provide students with the black and white MyPlate handout, https://www.myplate.gov/sites/default/files/2020-12/MyPlate_grayscale.jpg. Ask students to create a healthy breakfast using three of the five food groups. Each food should be identified by name and a drawing and be placed in the appropriate section of the MyPlate handout. If these foods are combined to make something (like a smoothie) students should draw or write how the foods are combined and show what the final product looks like. In small groups, 3-4, allow students to share the healthy breakfast they created.

Closure:

Today's lesson was about the most important meal of the day, breakfast! Remember that you are all like race cars and need fuel to run. Eating a healthy breakfast each morning ensures that you are each off to a great start.