

Dear Educator,

As you know, a balanced diet is critical for optimal growth and development of children. While food is a necessary and delicious part of life, there are concerns about the increasing incidence of obesity and overweight, diabetes, and other diet related health issues among children. In an effort to help improve eating habits of children and to help empower children with the ability to make healthier food choices, Campbell Soup Company through the Labels For Education program, has created these exciting teaching materials. The following resource addresses children's nutrition and the importance of consuming a variety of foods, and meets the National Education Standards.

Children enjoy learning about things that are of interest to them, especially if the materials are made appealing. Of particular interest is the human body. This resource capitalizes on this interest and focuses on engaging children in hands-on-learning about nutrition and its effects on the human body. Children will also engage in learning about the importance and benefits of trying and eating a variety of foods, and how to create "balance."

How to Use These Lessons

Each of the lessons is comprised of student-centered activities that can be integrated into classroom subjects such as language arts, art, physical education, music, math, science, and health education. These activities can be used over a period of time as one unit of study or may be broken up and used as part of several individual lessons.

The lessons are organized to guide children through activities that will develop their nutrition-related knowledge, attitudes, skills, and behaviors. Lessons are broken down into the following parts:

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| Objectives: | Outcomes based on participation in lesson's activities. |
| National Education Standards: | These are standards, which are met by one or more of the activities in the lesson. |
| Points to Emphasize: | Important themes and facts to stress during activities and discussions. |
| You Will Need: | This section highlights the materials you will need to implement the lesson's activities. Most are generally readily available. |
| Main Activity: | For each grade level, there is one main activity that includes learning games, worksheets, and other experimental activities. In some instances, extensions of this main activity are offered. |
| Activity Outcomes: | Questions are included to help students reflect upon the content and their experience as a result of participation in the main activity. |

How to Use These Lessons (continued from page one)

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| Extension Activity: | Additional activities are provided in order to further enhance learning of the concepts addressed in the main activity. |
| Safety Note: | Recommendations for the teacher to take note of or be aware of a safety concern or issue. |
| Vocabulary: | Words that have been introduced or reviewed in the lesson activities. |
| Teacher Information: | Background information is provided for each lesson and can be found immediately following the lesson activities. It is recommended that teachers review this information before starting the lessons. |

Special Considerations

- ♦ All lesson activities may be modified for different grades and/or student ability levels or abilities.
- ♦ You may have children in your classroom with special dietary needs, like diabetes or lactose intolerance. In these instances, you should work with the the parents and the school nurse.

FIRST GRADE LESSON PLAN

Name of Lesson: *My Favorite Breakfast Foods*

Objectives:

- ♦ The children will be introduced to a variety of breakfast foods.
- ♦ The children will understand why their bodies need breakfast every day.
- ♦ The children will share their favorite breakfast foods with one another.
- ♦ The children will be introduced to breakfast meal planning by choosing foods from a variety of food groups to make up a breakfast meal.
- ♦ The children will be encouraged to taste a variety of breakfast foods.

Points to Emphasize

- ♦ Breakfast should include a variety of different foods and beverages chosen from a variety of the five food groups (grains, fruits, vegetables, low-fat milk, meat/beans) – for example, whole grain breads and cereals, eggs, beans, lean meats, low-fat milk, low-fat yogurt, fruits, vegetables, 100% fruit and vegetable juices, peanut butter, and so on. (See Teacher Information for further information on the five food groups.)
- ♦ Breakfast is one of the most important meals to eat during the day.
- ♦ Breakfast foods and beverages give you the energy and nutrition you need to run, jump, play, think, and learn.
- ♦ Eating breakfast helps you to grow and to be strong.
- ♦ Tasting a variety of foods/beverages can be fun and helps you to try and enjoy a variety of different foods/beverages; how much of them you have, and how often you have them for breakfast is important.

You Will Need:

- ♦ Chart paper
- ♦ Graph Paper
- ♦ Hole Punch
- ♦ Scissors
- ♦ Art Supplies
- ♦ Drawing paper
- ♦ Tape
- ♦ String

National Education Standards: Refer to “Campbell’s Breakfast Lesson Plans Alignment to National Standards” chart.

Getting ready:

STEP 1 Print the poem (see Procedure #2) on chart paper leaving a blank for the name of the child’s favorite breakfast food.

STEP 2 Draw a large clock on a piece of chart paper. Have the hands of the clock show 7am.

Procedure:

STEP 1 Gather children around the picture of the clock on the piece of chart paper. Ask children what time the clock shows. Ask:

- ♦ What meal do we eat at this time of the day?
- ♦ Why do we eat breakfast?
- ♦ What is one example of a food that people eat for breakfast?

STEP
2

Invite children to draw a picture of one of their favorite breakfast foods and write the name of the food. (Some of the children may need help with the spelling of their favorite food.) Then, have children take their food pictures and sit around the poem that is displayed on chart paper. Explain to children that there are many different kinds of foods to eat for breakfast and that not all of us eat the same foods. Emphasize that a variety of foods can be eaten for breakfast. (For a more comprehensive review of the five food groups, see Teacher Information section.) Read the poem aloud to children, using your finger to point to the words as you read. Then, allow children to take turns inserting their favorite breakfast foods in the poem.

*Eating breakfast is a smart thing to do.
It helps you to grow, think and play, too.
_____ is my favorite breakfast food
Eating it always puts me in a happy mood!*

STEP
3

Using children's favorite breakfast foods, set up a graph to represent the data. Draw a graph on a board by writing the names of the five food groups – grains, fruits, vegetables, low-fat milk products, and meat & beans on the board. Have each child place their food picture under the appropriate food group.

When all children have added their foods, discuss the graph. Ask:

- ♦ What does this graph tell us?
- ♦ What would be a good name for this graph?
- ♦ How many children have a favorite breakfast food from the grain food group? (Insert other food group names.)
- ♦ Which breakfast food was the most popular?
- ♦ Which breakfast food is the least popular?
- ♦ How many more children liked foods from the _____ food group for breakfast than foods from the _____ food group? (Insert other food group names.)
- ♦ Who might find the information on this graph helpful?

STEP
4

Explain to children that when deciding what to eat for breakfast, it is important to choose a variety of foods from the five different food groups in order to get all of the vitamins and minerals their bodies need. Using the graph of foods and the list of meal combinations from the Teacher Information section, describe some examples of what foods could be chosen to make up a diverse breakfast – for example, 1/2 English muffin, with 1 Tbsp. low fat cream cheese and 1 cup 100% orange juice. As you describe some of the different breakfast combinations, help children identify the food group that each food comes from. (NOTE: It may be helpful to have measuring cups and spoons available for children to observe as you discuss the different amounts of food.)

STEP
5

Invite children to brainstorm other combinations of breakfast foods using the graph of food pictures to help them with their selections. What other foods can children eat for breakfast that are not included on the graph? How many combinations can children think of? Emphasize how breakfast is a fun meal to eat because there are so many foods to choose from. Point out that children only need a certain amount of each type of food every day and need to save room for a variety of choices from the different food groups.

STEP
6

Using that information, invite children to create a breakfast meal by choosing a variety of foods from the five food groups. Ask children to draw a picture of their meal incorporating these foods. Ask them to write a few sentences describing why eating these foods together would be a fun thing to do and to write one breakfast goal. When children are done, bind pages together to create a Class Breakfast book. Let children take turns sharing the book at home. Celebrate the “publication” of the book by holding a class breakfast party

Activity Outcomes:

- ♦ What is one of your favorite foods to eat for breakfast? Why?
- ♦ What food group is it from?
- ♦ What are the names of the five food groups?
- ♦ Why is it important to eat a combination of different foods for breakfast?
- ♦ Why is it important to eat breakfast?
- ♦ Why is eating breakfast a fun thing to do?

Extension Activity: *Do You Recognize This Breakfast Food?*

STEP
1

Explain to children that every week, you are going to be able to try children’s favorite breakfast foods. Invite children to write down their favorite breakfast food on a strip of paper.

STEP
2

At the end of each week, place the paper strips into a box or other container and mix them up. Choose one of the strips and then instruct children or ask parents to contribute the food so everyone can try it. When possible, you may be able to get the food from the school food service department.

STEP
3

As children try the different foods, talk about how the food looks, smells, tastes, feels, and sounds when they eat it.

STEP
4

Review the importance of eating breakfast every morning to help their bodies grow and be strong, and to have the energy and nutrition they need to run, play, think and learn every day.

Extend Activity:

Some restaurants feature a Special-of-the-Day. Invite children to take turns choosing a breakfast menu of the day and writing it on a board. Have children share why this breakfast menu is a fun choice and identify the foods from the different food groups that it includes.

Safety Note:

This lesson suggests a food tasting. Some children may be allergic to certain foods or ingredients of foods such as nuts. Before serving or having any of these foods near children, be sure to ask parents for a list of any food allergies that children may have. Be sure to examine the ingredient lists of breakfast foods before serving them to children.

Teacher Information

Food is important because it helps children grow and develop, and can help set a foundation for good health. Foods provide fuel and nutrients that growing children need. It is important for children to eat every meal and not to skip meals. One of the most important meals is breakfast.

This lesson focuses on the introduction to a variety of breakfast foods that can be eaten for breakfast. Because children do not have discretion over everything they eat, the focus is to introduce children to the variety of breakfast foods and beverages that are available. It is also intended to encourage children to try a variety of foods and beverages, and to explore the uniqueness of different foods from each of the five food groups using their five senses.

Many breakfast foods and beverages are high in a variety of vitamins, minerals, and nutrients (for example, foods such as whole grains are high in fiber). Fruits and vegetables, including 100% fruit and vegetable drinks, are high in vitamins and minerals, low in fat and high in fiber. Low-fat milk products contain the same amount of vitamins and minerals and less fat than whole milk products. All breakfast foods can be eaten in moderation.

The information presented is based upon the recommendations of the USDA's *MyPyramid* and the new 2005 Dietary Guidelines for Americans.

The *MyPyramid* Food Guidance System provides specific recommendations for making food choices to improve the quality of an average American diet. The recommendations in this framework fall under four overall themes:

- ♦ Variety – eat foods from all food groups and subgroups. This is represented by 6 color bands representing the five food groups of the Pyramid and oils. This shows that foods from all food groups are needed each day for good health.
- ♦ Proportionality – This is shown on the Pyramid by the different widths of the food group bands. The widths suggest how much food a person should choose from each group.
- ♦ Moderation – Choose forms of foods that limit intake of saturated or trans fats, added sugars, cholesterol, salt, and alcohol. This is represented on the Pyramid by the narrowing of each food group section from bottom to top. The wider base stands for foods with little or no solid fats or added sugars. These should be selected from more often. The narrower top stands for foods containing more added sugars and solid fats. The more active you are, the more of these foods can fit into your diet.
- ♦ Activity – be physically active every day. This is represented by the stairs and the person climbing them.

Generally, the recommendations for each food group include:

- ♦ Grains: Make at least half your grains whole grains.
- ♦ Vegetables: Vary your veggies – try to choose vegetables from several subgroups (orange veggies, dark green veggies, etc.) each day.
- ♦ Fruits: Focus on fruits – eat a variety of fruits.
- ♦ Milk: Get your calcium-rich foods – choose fat-free or low fat most often.
- ♦ Meat & Beans: Go lean with protein – choose lean meat and poultry. Vary your choices – include more fish, beans, peas, nuts, and seeds.

(Source: This information has been adapted from the USDA, at www.mypyramid.gov).

