



[KidsHealth.org/classroom](http://KidsHealth.org/classroom)

## Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

## Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

National Health Education Standards: [www.cdc.gov/healthyschools/sher/standards/index.htm](http://www.cdc.gov/healthyschools/sher/standards/index.htm)

We hear it all the time: “Breakfast is the most important meal of the day!” The following activities will help your students understand why a healthy breakfast is an important part of good nutrition and what they can do to start every day on the right track!

## Related KidsHealth Links

### Articles for Kids:

#### Ready, Set, Breakfast!

[KidsHealth.org/en/kids/breakfast.html](http://KidsHealth.org/en/kids/breakfast.html)

#### Go, Slow, and Whoa! A Kid's Guide to Eating Right

[KidsHealth.org/en/kids/go-slow-whoa.html](http://KidsHealth.org/en/kids/go-slow-whoa.html)

#### MyPlate Food Guide

[KidsHealth.org/en/kids/pyramid.html](http://KidsHealth.org/en/kids/pyramid.html)

#### How to Read a Recipe

[KidsHealth.org/en/kids/read-a-recipe.html](http://KidsHealth.org/en/kids/read-a-recipe.html)

#### Recipes

[KidsHealth.org/en/kids/recipes/](http://KidsHealth.org/en/kids/recipes/)

## Discussion Questions

*Note: The following questions are written in language appropriate for sharing with your students.*

1. When you wake up in the morning, what are the first things you do? Do you feel hungry when you wake up? Why do you think your body wants you to eat in the morning?
2. What do you usually eat for breakfast? Which breakfast foods are good for you? Which breakfast foods should you only eat once in a while?
3. People sometimes skip breakfast because they don't have enough time in the morning. What are some things you can do to make sure you have time to eat a healthy breakfast every morning?
4. Describe your favorite breakfast.



## Activities for Students

*Note: The following activities are written in language appropriate for sharing with your students.*

### Breakfast Buffet

#### Objectives:

Students will:

- Describe what a healthy breakfast includes.
- Distinguish between healthy and unhealthy breakfast choices.

#### Materials:

- Chart paper
- Art supplies (colored pencils, markers, crayons)
- Grocery advertisements or magazine pictures of different breakfast foods
- “Breakfast Buffet” handout or large sheets of plain paper
- “Breakfast Tracker” handout for extension activity

#### Class Time:

45 minutes

#### Activity:

What do you eat for breakfast? As a class, make a list of the different foods kids eat for breakfast. Your teacher can write down all the foods on chart paper. Be specific – for example, don’t just say “fruit,” but name the kind of fruit, like “apple” or “banana.”

Some foods are healthier than others. “Go” foods are good to eat almost anytime because they are healthy (like skim milk). Other foods are “Slow” foods. It’s OK to eat them, but not every day (like waffles). Finally, there are “Whoa” foods. These are the foods that are not very healthy, and you should only eat them once in a while (like bacon and donuts). Which breakfast foods on the chart are “Go” foods? Which ones are “Slow” foods? Which ones are “Whoa” foods?

Now, imagine you are a restaurant owner setting up a breakfast buffet. Draw pictures of the foods you would serve for breakfast. (Or, you can cut pictures out of magazines and grocery advertisements and paste them onto a big sheet of paper.) Be sure to include lots of “Go” foods, some “Slow” foods, and only a few “Whoa” foods. When you’re finished, share your breakfast buffet with a classmate.

#### Extension:

Use the Breakfast Tracker handout to record (with words and/or pictures) what you eat for breakfast every day for a week. At the end of the week, draw a circle around the “Go” foods, a triangle around the “Slow” foods, and a square around the “Whoa” foods. How many foods did you eat from each group?



## Adventures of Captain B. Fast!

### Objectives:

Students will:

- Understand and explain the importance of eating a healthy, well-balanced breakfast.
- Suggest ways to make healthy breakfast choices.

### Materials:

- Plain paper
- Art supplies (colored pencils, markers, crayons)

### Class Time:

40 minutes

### Activity:

If it weren't for Captain B. Fast, the caped breakfast crusader, kids around the world would be eating really unhealthy breakfasts! Just the other day, the Captain caught a kid about to chow down on 4 stacked pancakes covered with butter and drenched in maple syrup! In the blink of an eye, before the kid could even take a sip of his chocolate milk, Captain B. Fast had swooped into the kitchen and swapped his plate for one with 2 pancakes topped with fresh blueberries and a glass of skim milk on the side. Why did Captain B. Fast do that?

Now for the Captain's next adventure! Think of your favorite "Slow" or "Whoa" breakfast. What might Captain B. Fast do to that meal? Draw a BEFORE and AFTER picture of your favorite breakfast. Be sure to label the foods, and show the healthy changes that the Captain makes. When you're finished, share your "new" breakfast with the class. You could even make a class booklet of the new-and-improved breakfasts!

## Reproducible Materials

### Handout: Breakfast Buffet

[KidsHealth.org/classroom/prekto2/personal/nutrition/breakfast\\_handout1.pdf](http://KidsHealth.org/classroom/prekto2/personal/nutrition/breakfast_handout1.pdf)

### Handout: Breakfast Tracker

[KidsHealth.org/classroom/prekto2/personal/nutrition/breakfast\\_handout2.pdf](http://KidsHealth.org/classroom/prekto2/personal/nutrition/breakfast_handout2.pdf)

### Quiz: Breakfast

[KidsHealth.org/classroom/prekto2/personal/nutrition/breakfast\\_quiz.pdf](http://KidsHealth.org/classroom/prekto2/personal/nutrition/breakfast_quiz.pdf)

### Answer Key: Breakfast

[KidsHealth.org/classroom/prekto2/personal/nutrition/breakfast\\_quiz\\_answers.pdf](http://KidsHealth.org/classroom/prekto2/personal/nutrition/breakfast_quiz_answers.pdf)



Personal Health Series  
**Breakfast**

Name:

Date:

## Breakfast Buffet

Instructions: Draw pictures of the foods you would include on your “Breakfast Buffet” table. Be sure to include lots of “Go” foods, some “Slow” foods, and only a few “Whoa” foods. When you’re finished, share your buffet with a classmate.

A large, empty rectangular area with a thin black border, intended for drawing a breakfast buffet table. The area is mostly white, with a gray shadow effect on the right and bottom edges, giving it a 3D appearance as if it's a table or a page.


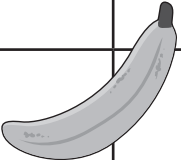


Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Breakfast Tracker

Instructions: Write or draw a picture of what you eat for breakfast, every day, for 1 week (including Saturday and Sunday). Draw a green "O" around the "Go" foods. Draw a yellow "Δ" around the "Slow" foods. Draw a red "□" around the "Whoa" foods. At the end of the week, count how many foods you ate from each group.

DAYS	WHAT I ATE FOR BREAKFAST
<p>MONDAY</p> 	
<p>TUESDAY</p> 	
<p>WEDNESDAY</p>	

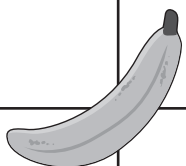


Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Breakfast Tracker

DAYS	WHAT I ATE FOR BREAKFAST
THURSDAY	
FRIDAY	
SATURDAY	
SUNDAY	



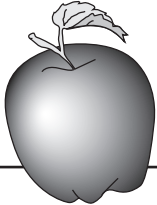
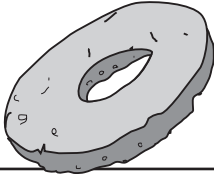
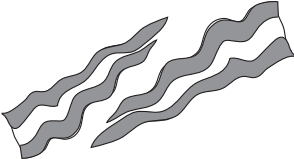

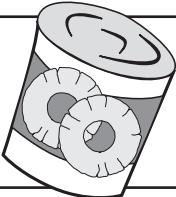





Name: \_\_\_\_\_

Date: \_\_\_\_\_

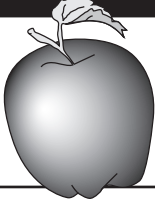
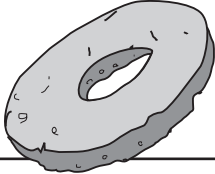
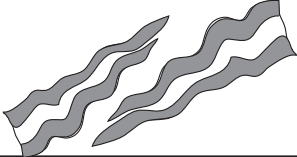

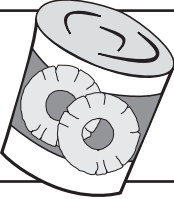



## Quiz

Instructions: Is this food a "Go" food, a "Slow" food, or a "Whoa" food? Look at the picture and the word, then mark an "X" in the correct column.

FOOD		GO	SLOW	WHOA
	apple			
	bagel 			
	bacon			
	chocolate milk 			
	pineapple in light syrup			
donut				
	oatmeal			
low-fat yogurt				



**Quiz Answer Key**

FOOD		GO	SLOW	WHOA
	apple	X		
	bagel 		X	
	bacon			X
	chocolate milk 			X
	pineapple in light syrup		X	
donut				X
	oatmeal	X		
low-fat yogurt		X		