

Grades 6-8 Lesson 2: Applying Solutions to Plan GO Power



Ask kids to recall the barriers and solutions (below) to eating breakfast.

1. No time to make breakfast

- Write a menu ahead of time (so you don't have to think about it in the morning)
- Make a grocery list so the food is on hand
- Fix it the night before

2. No time to eat breakfast

- Take it with you
- Get up earlier
- Eat at school

3. Not hungry after waking up

- It is a habit—change it – start out with eating a small amount and increase it
- Change factors that contribute to the problem, i.e., are you not hungry because you need to wake up earlier

4. Not liking breakfast food

- Find something you do like

Solutions + healthy menu ideas

Once we find the motivation and solutions to eat breakfast, the goal is to apply the solution in a way that results in a healthy, ENJOYABLE breakfast.

For a healthy menu:

1. The Dietary Guidelines and *MyPlate* sends several messages to keep in mind:
 - Make half your plate fruits and veggies
 - Make half your grains whole grains
2. Just like with other meals, plan to choose a variety of foods. For most people, it is a little more difficult to “make half your plate fruits and veggies” at breakfast. However, a good breakfast menu guideline is to choose a breakfast meal from at least 3 *MyPlate* food groups.
 - Grains
 - Vegetables
 - Fruits
 - Dairy
 - Protein



Discussion

Ask kids to describe their idea of a healthy breakfast. For the ideas presented, discuss:

- What makes it a healthy breakfast? Does it include foods from at least 3 food groups?
- Is it a breakfast they would eat frequently? Why or why not?

Solutions to barriers



Guide kids in practical application of solutions to the barriers that prevent healthy breakfast habits.

A. **Barrier:** No time to make or eat breakfast is a common barrier.

Solution: Think of a “fix ahead” menu idea that is also grab-and-go.

Menu idea: A balanced trail mix shows how to apply a “fix ahead and grab-and-go” solution

- Using the *Lesson 2 Worksheet*, have kids work in groups to identify their own healthy trail mix recipe. Suggest that groups get ideas for ingredients and serving sizes, from the foods listed in the table. They may also brainstorm other foods as ingredients. They don't have to use those exact foods.
- Explain that a part of any good meal plan is making sure the ingredients are available. After planning the recipe, consider grocery amounts for cereal needed, just one of the ingredients. (Worksheet grocery list answers: Make recipe 4 times; Need 2 boxes)

B. **Barrier:** Not liking breakfast food or bored with breakfast food.

Solutions: Dare to try new or different foods.

Menu ideas: Present the following ideas, and as a class identify for each

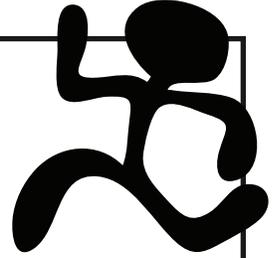
- whether it is a “quick to fix” idea, or something to fix when there is more time.
- how likely it is that a majority of students would try the idea; why or why not.
- The number of food groups represented in each menu idea (at least 3 is best for health).

Menu ideas

- * Breakfast taco (shredded cheese on a tortilla, folded in half and microwaved; then top with salsa) and orange wedges
- * Fruit and fat free cream cheese on whole wheat toast sandwich (strawberries or other fresh fruit)
- * A whole wheat bagel sandwich (peanut butter and banana slices)
- * A whole wheat bagel sandwich (low-fat cheese, tomato, cucumber, and green peppers)
- * Multigrain pancakes rolled up with fruit and yogurt
- * Microwaved potato slices topped with broccoli and grated low fat cheese; also have an orange
- * Hardboiled egg, chopped with tomato, green pepper, tossed with low fat Ranch dressing. Serve in a pita pocket along with grapes
- * A smoothie blended from fruits, some low-fat yogurt and a spoonful of wheat germ
- * Cornflakes, almond sliver, and dried cranberries topped with yogurt

Using the *Lesson 2 Worksheet* ask groups to circle items to “create” their own menu.

- Emphasize that the trail mix recipe must be realistic.
- Have groups assess and describe how their menu is an application of the solution to one of the barriers (it is “grab-and-go”, “easy to fix”, something to cure the boredom of typical breakfast food).



Move and Learn

Barriers and Solutions

1. Place a sheet of paper and pencils at six stations around the perimeter of the room. Ask kids to form a circle around the perimeter of the room.
2. Tell them you will be signaling them to walk clockwise around the room. Every kid is to write an answer during each of 3 rounds. You may use a clock as a timer or music to signal them to go and stop.
3. Demonstrate on the whiteboard how to fill out the papers located at six stations.

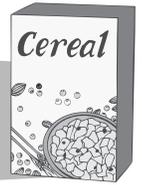
<u>Round 1: Barrier</u>	<u>Round 2: Solution</u>	<u>Round 3: Healthy Breakfast</u>
No time	Grab and go	apple, cheese, granola bar
4. Signal them to begin walking around the room.
5. When time is up, tell kids go to the nearest station (3 kids per station) and write down one of their own barriers to eating breakfast. While they wait, they can march in place.
6. For round 2: Write a solution to a barrier listed at that station.
7. For round 3: Write a healthy breakfast idea for a solution at that station.
8. Discuss the results.

7th grade enrichment activity

Have kids identify less healthy breakfast choices (higher fat or with added sugar) for which it would be healthier to choose a smaller amount, or eat it less frequently. Use the USDA Nutrient Database (www.nal.usda.gov/fnic/foodcomp/search) for data to compare fat and sugar content, e.g., sweet rolls, donuts, sausage.

8th grade enrichment activity

Compare fast food menus for less healthy menus and then healthier options. Nutrient data for major restaurant chains is available online or in the restaurant. Write a brief fact finding paper about what was learned and their conclusions. Ask what the findings mean personally.



Name: _____ Date: _____

Lesson 2: Breakfast Go Power Worksheet

A. Create your own trail mix recipe. Include dry cereal in your trail mix and use foods from at least 2 other food groups.

- Write the recipe. Use the template as a guide to list ingredients, the amount of each ingredient (in cups, tsp. and Tbsp.), directions if needed, serving size, and the number of servings.
- Identify the percentage of each food group represented in 1 serving.

Answer the following questions:

1. Determine how many kids in your group would try the recipe as a “grab and go” breakfast. What is the % who would eat it?
2. Calculate the amount of cereal needed for a grocery list (1 cup dry cereal = 1 oz.)
 - a. How many times would you be able to make your recipe with a 12 oz. box of cereal? _____
 - b. If you want to make the recipe 5 times in a week, how many boxes of cereal will you need to put on a grocery list? _____

B. Use the “Menu Planner” below to create your own healthy breakfast.

- When choosing breakfast, pick from at least 3 food groups or more.
- Circle the food choices to identify your healthy breakfast menu.

<i>TEMPLATE</i>
Recipe name ____ Trail Mix
Ingredients:
1. _____
2. _____
3. _____
4. _____
Directions: _____
Serving size: _____
of servings: _____
Food groups: _____

Grains 1 Ounce or Equivalent	Vegetables 1 Cup or Equivalent	Fruits 1 Cup or Equivalent	Dairy 1 Cup or Equivalent	Protein 1 Ounce or Equivalent
½ c. mini pretzels	1 c. broccoli	1 small apple	1 c. low fat, skim milk	12 almonds
1 mini bagel	1 c. cucumber slices	1 large banana	2 c. cottage cheese	16 peanuts
1 slice whole grain bread/toast	1 c. potato slices	½ c. dried fruit	1½ oz. low fat cheese	3 Tbsp. pumpkin seeds
1 cup whole grain cereal	1 c. red or green pepper rings	1 medium pear	1½ oz. low fat string cheese	1 Tbsp. peanut butter
1 small whole wheat tortilla	1 c. salsa	1 c. grapes	½ c. shredded cheese	1½ Tbsp. sunflower seeds
2 – 3” whole grain pancakes	½ c. sun dried tomato bits	1 large orange wedges	1 c. yogurt	1 egg
½ c. cooked cereal	1 c. tomato	1 large peach	1 c. soy milk	1 oz. lean meat
½ c. brown rice	1 c. zucchini slices	8 large strawberries	1 c. calcium fortified juice	¼ c. cooked black or pinto beans

Sources: MyPlate and USDA Nutrient Database