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# NE LESSON CF-000-18

## *Breakfast Is For Champions*

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### OBJECTIVES

Participant will name one

- benefit of eating breakfast.
- food they would find easy to eat for breakfast.
- way they could make time for eating breakfast.

### MATERIALS

- Television and VCR
- Handout “Breakfast Is For Champions,” attached
- Five Wall Posters, attached, put on walls before class
- Notepaper and pencils
- Flip chart sheets, markers, and masking tape
- Instructions for Making Flip Charts, page 4
- Instructions for Using Evaluations and Surveys, page 2
- Evaluation Tools
  - Written evaluation of learning, pages 6 and 7
  - Oral evaluation of learning, page 12
  - Participant lesson survey, page 13
  - Staff lesson survey, page 14

### VIDEOTAPE

*A Healthy Body Suits Me*, 14 minutes, 2002 TDH English, Spanish

To educate families about the link between healthy eating, physical activity and chronic disease prevention, this video shows people like you and me who point out how chronic diseases can be prevented or controlled. The lessons that go with it, CF-000-18 “Breakfast is for champions,” and CF-000-19 “Bring the outside in,” can be used with parents and caregivers of children and in general nutrition classes.

The video, *A Healthy Body Suits Me*, uses many different scenarios to support five core messages. The core messages are stay active, turn off the TV, reduce portion sizes, eat meals at regular times, and drink more water. Because the video rapidly covers many ideas, it can be shown with both lessons without losing its impact.

## PREPARATION

Suggested Time to Prepare To Teach The First Class	1 – 1.5 hours
Class Time	24 – 30 minutes

### Instructions for Using Evaluations and Lesson Surveys

#### Tools

1. Written evaluation of learning, pages 6 and 7, see instruction #1 below
2. Oral evaluation of learning, page 12
3. Participant lesson survey, page 13
4. Staff lesson survey, page 14

#### Use the evaluation and survey tools this way:

1. Written Evaluation of Learning  
On one side of a blank page photocopy the page “BEFORE Class: What You Know About Eating Breakfast.” On the other side of the same page, photocopy the page “AFTER Class: What You Learned About Eating Breakfast.”

#### First month you teach the lesson

Use this tool to evaluate what 10 – 15 participants knew before and learned during class. Participants will answer the questions on one side **before** class and the other side **after** class.

They will **NOT** do the Oral Evaluation of Learning on page 12.

2. Participant Lesson Survey, page 13  
During the first month you teach this lesson, as with all new lessons, participants will complete the Participant Lesson Survey.
3. Staff Lesson Survey, page 14  
Staff members who teach the class during the first month will complete this survey.

Collect the Participant and Staff Lesson Surveys, and the 10-15 copies of the **Written** Evaluation Of Learning, and send them to the WIC state office:

Delores Preece  
Texas Department of Health  
Bureau of Nutrition Services  
1100 W. 49<sup>th</sup> St  
Austin, TX 78756

4. Oral Evaluation of Learning, page 12  
**After the first month** you teach the class OR when you obtain **10-15 Written** Evaluations Of Learning, use only the Oral Evaluation Of Learning with participants.

## **About The Lesson**

Although breakfast is lightly featured in the video, it plays an important role in providing iron-rich foods, and promoting or maintaining a healthy weight. During this class, participants will list more benefits of breakfast, possibly some that the video does not cover. Participants can also share ideas for quick and easy breakfast foods. To help participants see how they can include breakfast more often, the last activity directs them to list easy ways to make time for breakfast.

The questions and three short group discussions increase participation in the class. Often people are surprised to discover they do have time for easy-to-make breakfasts and that even simple changes in daily habits can make them healthier.

## **Instructions for Group Activities**

People will work in groups of three or four. Classes of five or fewer people can work together as one group. Arrange people into groups as they enter the classroom. Give each group one piece of paper and a pencil. Ask for a volunteer in the group to write down the ideas for the rest of the group.

Prepare the room ahead of time. If possible, arrange chairs in an open circle or U-shape. When they can see each other, adults interact better. Also, they will feel less like they are in school. Place the opening of the circle or U facing the flip chart sheets. The instructions below explain how to prepare the three flip chart sheets before class.

## **Instructions for The Flip Chart Sheets for Group Activities**

Make a separate flip chart sheet for each discussion topic, three sheets total, by writing one topic along the side of each sheet. List one or two examples below each topic. So that you don't have to make new topic/example sheets for each class you teach, see the illustrations for a WIC-clinic tested, timesaving way to prepare the flip charts. Wait until it's time to discuss the topic on the sheet before you show that topic and examples.

See "Illustrations for Preparing Flip Chart Sheets," on the next page.

## Illustrations for Preparing Flip Chart Sheets

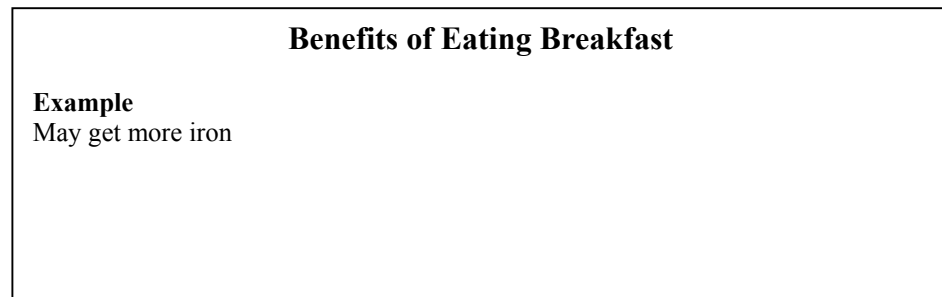
These illustrations could also represent a large tablet with three pieces of paper or a whiteboard divided into three sections.

### Step 1

In large print, write the topic along the side of the flip chart sheet, rather than at the top end of the sheet. So that people can easily see it, write a benefit below the topic. See illustration 1 below.

#### Side of sheet

#### 1. Top of sheet

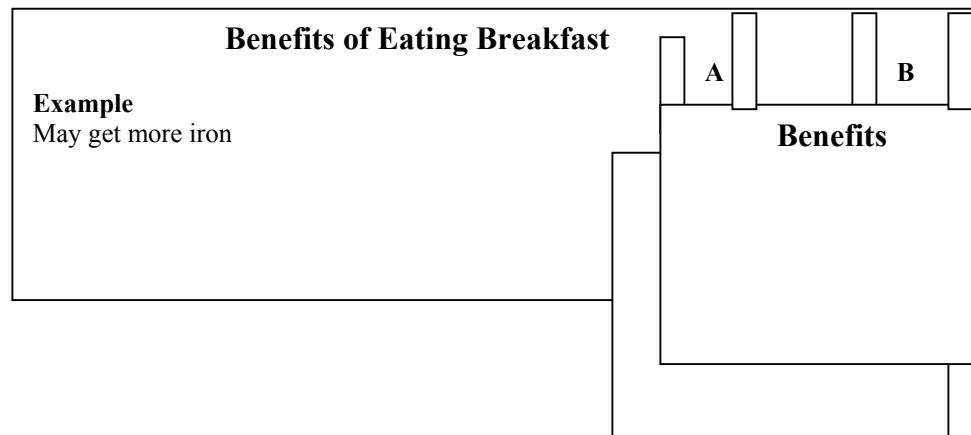


### Step 2

Tape two sheets of blank flip chart paper to the original sheet at points A B, leaving the examples on the left side of the sheet easily visible. You will write group responses on the top blank sheet.

#### Side of sheet

#### 2. Top of sheet



### Step 3

After writing their responses, you will remove the top sheet with writing and tape it to the wall. A blank sheet is ready for the next class. This method works well in the clinic. If you have a way that works better for you, feel free to use it.

### Step 4

Repeat the process for each topic. After each class you will remove the sheets with class answers from the wall. The three topics and their examples are listed next.

# Flip Chart Sheets, Large Tablet, or White Board

## Sheet 1

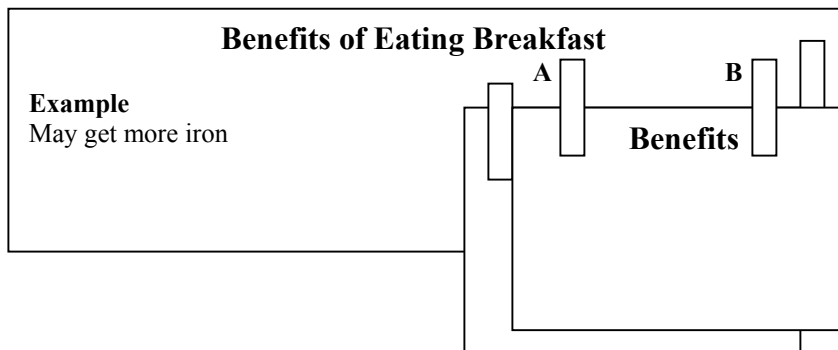
### Benefits of Eating Breakfast

#### Example

May get more iron

Side of sheet

Top of sheet



## Sheet 2

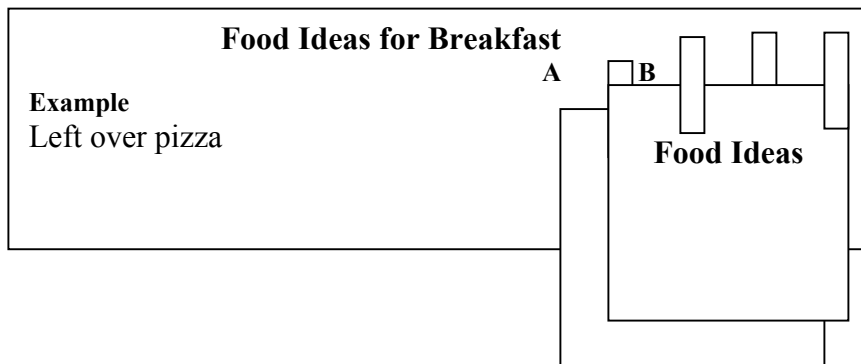
### Food Ideas for Breakfast

#### Example

Left over pizza

Side of sheet

Top of sheet



## Sheet 3

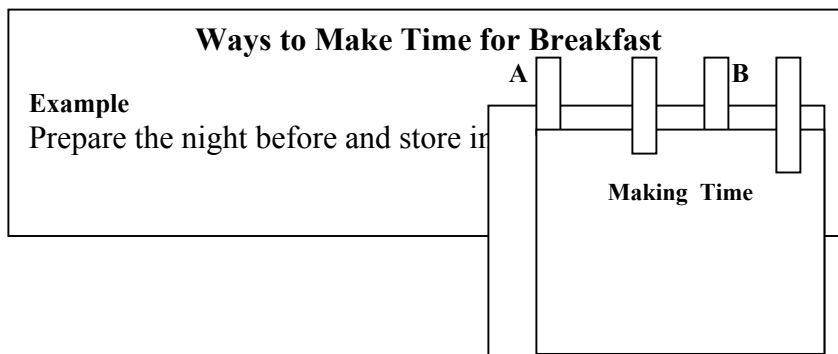
### Ways to Make Time for Breakfast

#### Example

Prepare the night before and store in fridge

Side of sheet

Top of sheet



LA # \_\_\_\_\_

NE LESSON CF-000-18  
*Breakfast is for Champions*

**Written Evaluation**

**BEFORE Class: What Do You Know About Eating Breakfast?**

**1. How many days each week do you eat breakfast now? Circle the answer that applies to you.**

0 days    1 day    2 days    3 days    4 days    5 days    6 days    7 days

**Check one, two, or all that are correct.**

**2. Eating breakfast could help you**

- improve your health.
- maintain a healthier weight.
- have more energy and feel good.

**3. What food listed below would be breakfast food?**

- leftover pizza
- cereal with milk
- juice and bagel
- cheese burrito

**4. Which of the following are true?**

- Children see more than 10,000 food ads each year.
- Most ads during children's TV shows are for candy, fast foods, sodas, and sugary cereals.
- Advertisers want children to influence their parents to buy what's on TV.

**5. Of the following what are some ways you could make time for breakfast?**

- Buy easy-to-make foods, such as instant grits or frozen pancakes.
- Take turns making breakfast with other adults at home.
- Prepare breakfast the night before and store in the fridge.

**6. How sure are you that you could eat breakfast every day? Circle the correct answer.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Not sure</b>		<b>Fairly sure</b>		<b>Very sure</b>

**Thank you for your answers!**

LA# \_\_\_\_\_

**NE LESSON CF-000-18**  
***Breakfast is for Champions***

**Written Evaluation**

**AFTER Class: What You Learned About Breakfast**

**Check one, two, or all that are correct.**

**1. Eating breakfast could help you**

- improve your health.
- maintain a healthier weight.
- have more energy and feel good.

**2. What food listed below could be breakfast food?**

- leftover pizza
- cereal with milk
- juice and bagel
- cheese burrito

**3. Which of the following are true?**

- Children see more than 10,000 food ads each year.
- Most ads during children's TV shows are for candy, fast foods, sodas, and sugary cereals.
- Advertisers want children to ask their parents to buy what's on TV.

**4. Of the following what are some ways you could make time for breakfast?**

- Buy easy-to-make foods, such as instant grits or frozen pancakes.
- Take turns making breakfast with other adults at home.
- Prepare breakfast the night before and store in the fridge.

**5. How sure are you that you could eat breakfast every day? Circle the correct answer.**

- |                 |          |                    |          |                  |
|-----------------|----------|--------------------|----------|------------------|
| <b>1</b>        | <b>2</b> | <b>3</b>           | <b>4</b> | <b>5</b>         |
| <b>Not sure</b> |          | <b>Fairly sure</b> |          | <b>Very sure</b> |

**6. Comments** \_\_\_\_\_  
\_\_\_\_\_

**Thank you for your answers!**

## NE LESSON CF-000-18

### *Breakfast is for Champions*

#### WRITTEN EVALUATION

##### **First month you teach the lesson**

Use the written evaluation, pages 6 and 7, until **10-15 participants** have completed them. In subsequent classes use only the oral evaluation.

##### **Before Class**

As each participant arrives for class, give them a pen or pencil and a copy of “BEFORE Class: What You Know About Eating Breakfast.” It should be photocopied on the front and back. For more instructions about the evaluation see PREPARATION, Instructions for Using Evaluations and Lesson Surveys, page 2.

#### INTRODUCTION

**FOR JUST THE FIRST MONTH**, use this introduction.

Greet the class. Introduce yourself. Say the name of the class, the language in which it will be taught. Then say,

**We are going to begin and end this class the same way. I’d like for everyone to answer the questions on the side of the page that says “BEFORE Class: What You Know About Eating Breakfast.” At the end of class you will answer the same questions printed on the other side of the page. You do not need to put your name on this page.**

Give participants a few minutes to complete the questions.

Now you can do the icebreaker.

**AFTER THE FIRST MONTH**, use this introduction.

Greet the class. Introduce yourself. Say the name of the class, the language in which it will be taught. Then do the icebreaker.

#### ICE BREAKER

Suggested Time: 2 – 4 minutes

**Each person can say their name and something they like to eat for breakfast. I’ll start. My name is \_\_\_\_\_ and I really like to have \_\_\_\_\_ for breakfast.**

Name a simple-to-make food for breakfast. Give everyone willing to answer a chance to say something.

**The video we will watch today, *A Healthy Body Suits Me*, shows people like us who have information about eating breakfast and other everyday things we can do to have healthy bodies. Listen for the information about breakfast and see what you might like to try.**

**If you participated in the class, “Bring the outside in,” you will recognize *A Healthy Body Suits Me*. This video provides so much information look for something you didn’t notice the first time you saw it.**

Show the video

*A Healthy Body Suits Me*

Time: 14 minutes



## ACTIVATE PRIOR LEARNING

Suggested Time: 2 minutes

**What did you see or hear that you've heard before?** Wait for a few responses.

**What information surprised you?** Wait for responses.

### Teaching Tip

Waiting quietly for 30 seconds encourages people to respond. If people don't respond after 30 seconds, start the conversation with,

**"When I saw the video for the first time I was surprised by \_\_\_\_\_. Tell me what surprised you?"**

## DISCUSSION

### Question #1 Benefits of Breakfast

Suggested Time: 3 minutes

**In your group discuss the benefits of eating breakfast and write down two benefits.**

Allow a minute to come up with two benefits. Go to Sheet 1 "Benefits of Eating Breakfast."

**Let's list some benefits of eating breakfast. I'll start off with this example, "Children are more likely to get the amount of iron and other nutrients they need."**

List benefits as people name them. Try to get at least six benefits. If needed, probe with **"What other benefits could I add to the list?"**

**While I tape this list to the wall, decide which benefit is the most important to you.**

Possible benefits

- Do better in school
- Better concentration
- More creative
- Better memory
- Healthier weight
- Behave better
- Feel and work better
- Eat without overeating
- More patient

### Question #2 Food Ideas for Breakfast

Suggested Time: 3 minutes

**In your group, discuss breakfast foods and write down two foods to eat for breakfast. Ask yourselves, "Does food for breakfast have to be breakfast food?"**

Give them a minute. Go to flip chart sheet 2 "Food Ideas for Breakfast."

**Let's record your ideas for breakfast foods. Here is an example.**

Point to the flip chart sheet and name the example.

**What foods do you have on your list?**

On Sheet 2, list the foods people name. Try to get at least six foods. If necessary, probe by asking these questions:

**What types of food do we have on our list?** Wait for a few responses.

**Does food for breakfast have to be breakfast food?** Wait for responses.

**While I tape this list to the wall, think about which food you could eat tomorrow for breakfast.**

**Possible Foods**

- Whole wheat toast
- 4 - 6 oz juice with hard-boiled egg
- ½ cup of low-fat milk
- Raisin toast with peanut butter
- Banana
- Bran muffins with peanut butter
- Hot cereal
- Cinnamon applesauce
- Frozen waffle or pancake
- Orange wedges
- ½ of a leftover hamburger
- An apple
- Refried beans, diced tomato and potato chunks on corn tortilla
- Cinnamon instant oatmeal with raisins
- Peaches with low-fat yogurt
- Refried pinto beans, small slice of cheese and tomato on wheat bread, toasted
- Cold cereal, fresh fruit, ½ cup low-fat milk,
- Scrambled egg sandwich on whole wheat bread
- Fruit smoothie: frozen banana, frozen strawberries, with 4 oz of apple juice or low fat yogurt

**Question #3 Make Time for Breakfast**

Suggested Time: 3 minutes

**Now, in your group discuss ways to make time for breakfast and list two of the ways.**

Go to Sheet 3 “Ways to Make Time for Breakfast.”

**Let’s list ways to make time for eating breakfast.**

Point to the flip chart sheet and name the example.

**Here is an example, “Make it the night before and store it in the fridge.”**

**What could you or your family do to make it easier to get breakfast daily?**

List ways as people name them. Try to get at least six answers.

If needed, probe with **“What other ways did you discuss?”**

**Possible Ways to Make Time**

- Plan breakfast ahead of time
- Get everyone up at the same time to get help with breakfast
- Buy easy or ready-to-eat foods, such as instant grits or frozen pancakes
- Take turns making breakfast with other members of the household
- Eat foods you enjoy
- Have family agree the night before about what to have for breakfast
- Decide what to wear the night before and set your clothes out
- Move faster while getting ready
- Make a quick breakfast of cereal with milk
- Eat breakfast at school or daycare

- Eat while waiting for the bus
- Eat breakfast at work
- Leave breakfast food at work to eat when you get there

Write their ideas on flip chart sheet 3.

**We have come up with a number of ideas about eating breakfast.**

**What questions or ideas do you have about breakfast or about this class?**

## EVALUATIONS

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### WRITTEN

Suggested Time: 1-2 minutes

After participants finish the written evaluation and the participant survey, offer them the HANDOUT described below the ORAL Evaluation of Learning.

### NOTE

Use the written evaluations until **10-15 participants** have completed them. In subsequent classes, use **ONLY** the Oral Evaluation of Learning.

AFTER Class: What You Learned

**Now that you have participated in class, we'd like to find out what you learned about eating breakfast and good health. Please take a minute to complete the lesson survey and to answer the questions on the page titled, "AFTER Class: What You Learned About Eating Breakfast."**

**Thank you for coming to class!**

Give participants a few minutes to complete the questions. After they finish, collect the Written Evaluations and the Participant Lesson Surveys as participants leave class.

Send the 10-15 copies of the Written Evaluations of Learning, and all of the Participant and Staff Lesson Surveys to the WIC state office:

Delores Preece  
Texas Department of Health  
Bureau of Nutrition Services  
1100 W. 49<sup>th</sup> St  
Austin, TX 78756

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## **ORAL**

Suggested Time: 3 minutes

After you finish the oral evaluation, offer the HANDOUT described below the oral evaluation.

**Now that we have discussed breakfast, let's talk about what you learned.**

Oral Evaluation

- 1. Name some ways you or your family could benefit from eating breakfast.**
- 2. Name some foods that you or your family could eat for breakfast.**
- 3. Name a way you could make time for breakfast.**

**Thank you for coming to class!**

## **HANDOUT**

"Breakfast Is For Champions"

**We have a handout with 12 ideas for easy breakfast foods and 10 ways to make time for breakfast. You can put it on your refrigerator door. On the handout, circle one of the ways you can make time for breakfast and one of the foods for breakfast that you will try. Please feel free to take one as you leave class.**

LA# \_\_\_\_\_

**NE LESSON CF-000-18**  
*Breakfast is for Champions*

**Participant Survey**

**1. I am (circle all answers that describe you):**

- Pregnant
- Breastfeeding
- Mother/Father Of An Infant
- Mother/Father Of A Child
- Teen, Younger Than 19 Years Old
- Friend
- Family Member

**2. I am a relative of someone who has (circle all answers that apply)**

- diabetes
- heart disease
- hypertension
- cancer
- over weight

**3. Circle all of the words you would use to describe this class.**

- helpful
- uncomfortable
- important
- I already know it
- practical
- too long
- comfortable
- I want more like this

**4. What is the most important thing you learned in class today?**

**5. What ideas would you or your family like to try?**

**6. What would make this class better for you?**

**a.**

**b.**

**7. Comments**

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**Thank you for your answers!**

LA # \_\_\_\_\_

**NE LESSON CF-000-18**  
*Breakfast is for Champions*

**Lesson Survey - Staff**

1. I am a relative of someone who has

- diabetes
- heart disease
- hypertension
- cancer
- over weight

2. What did you learn from the video? \_\_\_\_\_

3. What did you learn from the lesson plan? \_\_\_\_\_

4. What did you like about this class?

- 
- 

5. What would you change about this class? How?

- 
- 

6. How did participants respond to the class? (circle one)

Strong participation    Moderate participation    Very little participation    No participation

7.

<b>Participants Who Met the Objectives</b> Check the correct box for each objective.	<b>Most People</b>	<b>Some People</b>	<b>Very Few People</b>
<b>Objective 1</b> Benefits Of Breakfast			
<b>Objective 2</b> Food Ideas for Breakfast			
<b>Objective 3</b> Ways To Make Time For Breakfast			

8. Other comments about this lesson:

**Thank you for your answers!**