

Set 1 of 3

Healthy Kids Challenge®

Balance My Day™ Curriculum

**Grades 3-5 Worksheets and Parent
Tips**

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Breakfast GO Power Lessons: Reproducible Pages

Teacher Resources

- Black and White *MyPlate*
- Fruits and Veggies by Color Group
- Lesson 2: Breakfast Chain Template
- Lesson 2: Life with the Wright Family
- Lesson 5: Milk Fat Experiment
- Lesson 6: *MyPlate* Serving Sizes

Student Worksheets/Assessments

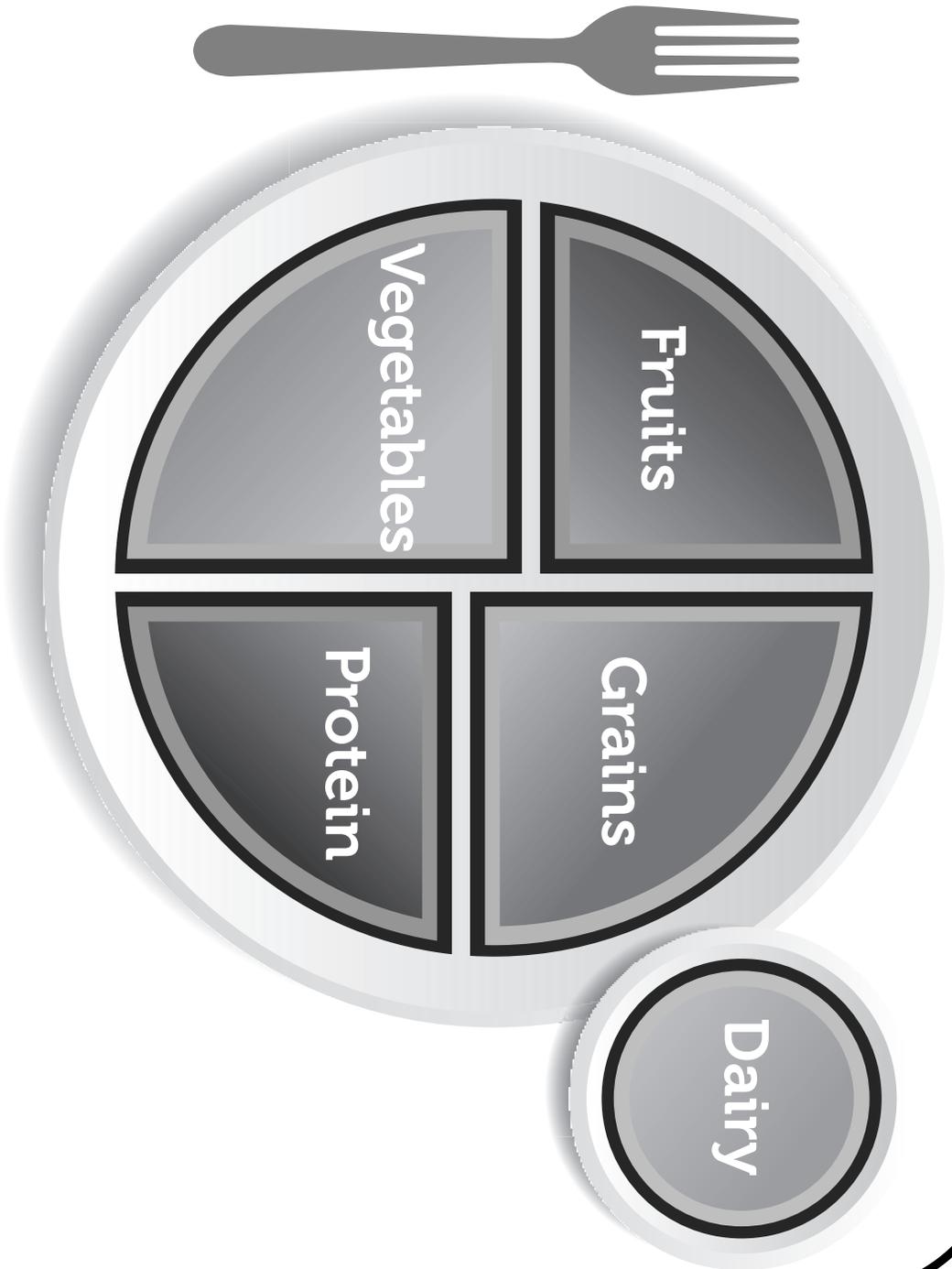
The worksheets are key to learning. They not only measure knowledge but are a tool for creating positive attitudes, goal setting and healthy eating and physical activity behaviors.

- Lesson 1: *Breakfast GO Power, Safe Food Starts with Me Worksheet*
- Lesson 2: *Breakfast GO Power, My Breakfast GO Power Worksheet-1*
Breakfast GO Power, Breakfast Power x3 Worksheet-2
Breakfast GO Power, My Breakfast Challenge Log
- Lesson 3: *Breakfast GO Power, MyPlate Worksheet*
- Lesson 4: *Breakfast GO Power, Fruits & Veggies, the “Go To” Foods*
- Lesson 5: *Breakfast GO Power, Labels Worksheet-1*
Breakfast GO Power, Think Breakfast Drinks Worksheet-2
- Lesson 6: *Breakfast GO Power, Team Activity Worksheet-1*
Breakfast GO Power, My Choices Worksheet-2
- Lesson 7: *Breakfast GO Power, Active Play Worksheet*
- Lesson 8: *Breakfast GO Power, Frank’s Fast Foods Worksheet-1*
Breakfast GO Power Breakfast Tracker Worksheet-2
- Lesson 9: *Breakfast GO Power, Influences Worksheet*
- Lesson 10: *Breakfast GO Power, Breakfast Go Power Questions*
Breakfast GO Power, My Breakfast GO Power Checklist

Parent Tips

Use the tip sheets as a link to families and caregivers. They are a great resource for health fairs and parent events.

- Become a Breakfast Eater
- Quick and Easy Breakfast Ideas
- Choose Power Beverages



Choose **MyPlate**.gov

Fruits and Veggies* by Color Group

Blue / Purple	Green	White	Yellow / Orange	Red
Purple Asparagus Purple Belgian Endive Black Currants Blackberries Blueberries Purple Carrots Eggplant Elderberries Purple Figs Purple Grapes Purple Peppers Plums Dried Plums Purple Potatoes Raisins	Green Apples Artichokes Arugula Asparagus Avocados Green Beans Broccoli Broccoli Rabe Brussels Sprouts Green Cabbage Celery Chinese Cabbage Cucumbers Endive Green Grapes Honeydew Melon Kiwi-fruit Leafy Greens Leeks Lettuce Limes Okra Green Onion Peas Green Peppers Spinach Zucchini	Bananas Brown Pears Cauliflower Dates Jicama Mushrooms White Nectarines Onions Parsnips White Peaches White Potatoes Shallots Turnips	Yellow Apples Apricots Yellow Beets Butternut Squash Cantaloupe Carrots Yellow Figs Grapefruit Golden Kiwi-fruit Lemons Mangoes Nectarines Oranges Papayas Peaches Yellow Pears Yellow Peppers Persimmons Pineapples Yellow Potatoes Pumpkins Rutabagas Yellow Summer Squash Sweet Corn Sweet Potatoes Tangerines Yellow Tomatoes Yellow Watermelon Yellow Winter Squash	Red Apples Beets Blood Oranges Red Cabbage Cherries Cranberries Pink Grapefruit Red Grapefruit Red Grapes Red Onions Red Pears Red Peppers Pomegranates Red Potatoes Radicchio Radishes Raspberries Rhubarb Strawberries Red Tomatoes Red Watermelon

*Color categorized by edible portion

Teacher Resource

Grades 3-5, Lesson 2: Breakfast Chain Template

Use the following template to copy and cut strips used to create a breakfast chain.

Teacher Resource

Grades 3-5, Lesson 2: Life with the Wright Family Story

1. Instruct kids to stand in a circle no more than an arm's length away from each other.
2. Each person holds a scarf in one hand.
3. As they listen to the story they pass the scarves around the circle in the direction indicated in the story, going right each time they hear the word "right" and left when they hear the word "left."
4. Each person should always be holding one scarf at all times during the story.

One day the Wright family decided to take a vacation. The first thing they had to do was to decide who would be left at home since there was not enough room in the Wright family car for all of them. Mr. Wright decided that Aunt Linda Wright would be the one left at home. Of course this made Aunt Linda Wright so mad that she left the house immediately yelling, "It will be a right cold day before I return."

The Wright family now bundled up the children, Tommy Wright, Susan Wright, Timmy Wright and Shelly Wright and got in the car and left. Unfortunately, as they turned out of the driveway someone had left a trashcan in the street so they had to turn right around and stop the car. They told Tommy Wright to get out of the car and move the trash can so they could get going. Tommy took so long that they almost left him in the street. Once the Wright family got on the road, Mother Wright wondered if she had left the stove on. Father Wright told her not to worry; he had checked the stove and she had not left it on. As they turned right at the corner, everyone started to think about other things that they might have left undone.

No need to worry now, they were off on a right fine vacation. When they arrived at the gas station, Father Wright put gas in the car and then discovered that he had left his wallet at home. So Timmy Wright ran home to get the money that was left behind. After Timmy had left, Susan Wright started to feel sick. She left the car saying that she had to throw up. This of course got Mother Wright's attention and she left the car in a hurry. Shelly Wright wanted to watch Susan get sick so she left the car too. Father Wright was left with Tommy Wright who was playing a game in the backseat.

With all of this going on, Father Wright decided that this was not the right time to take a vacation, so he gathered up all of the family and left the gas station as quickly as he could. When he arrived home, he turned left into the driveway and said, "I wish the Wright family had never left the house today."

Teacher Resource

Grades 3-5, Lesson 5: Milk Fat Experiment

Milk is something most of us drink every day, but many people are not aware that it is complex. Fat, protein, water, calcium, and vitamin D are just a few of the nutrients found in milk. This experiment will target fat to demonstrate that there is more to milk than meets the eye.

Materials:

- Milk (skim, whole, and half & half)
- 3 shallow bowls
- Masking tape and pen (to label)
- Liquid dish detergent
- Food coloring
- 3 Cotton swabs

Experiment:

Step 1: Place three bowls on the table and label them skim milk, whole milk, and half & half as shown. Add about $\frac{1}{2}$ cup of skim milk, whole milk, and half & half to its labeled bowl. Look at the milks closely. What differences do you notice about them? What do you think might cause these differences?

Step 2: Gently add one drop of food coloring to the center of the milk in each bowl. DO NOT STIR OR DISTURB THE BOWLS. What do you observe about the way the food coloring looks in each bowl? Does this observation make sense with what you observed about the milks before you put the food coloring in?

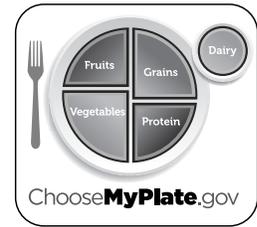
Step 3: Dip a cotton swab in your detergent. Carefully touch the center of each food coloring drop in each bowl. Do not stir. Use a different cotton swab tip for each bowl. What do you observe? Do you notice a difference in the way the color looks in the different bowls? What do you think might cause these differences?

The Lesson

In Step 2, the food coloring spreads out most in the skim, least in the half & half, and somewhere in between in the whole milk. Since milk is made mostly of water and fat, the food coloring looks different in the different milks because the food color mixes easily in water but not in fat. So the most mixing is in the skim milk which has the most water and the least fat. The least mixing is with the half & half which has the least water and the most fat.

In Step 3, when the detergent is added, the food coloring moves differently in the three types of milk. This also has to do with the amount of fat and water. The detergent breaks up fat globules and allows them to spread out across the surface of the milk. As the tiny fat globule breaks and expands, it creates movement in the otherwise still milk.

Source: Adapted from the American Chemical Society, Science for Kids, www.acs.org/kids



MyPlate – What Counts as a Serving?

Grains: 1 ounce equivalents

- 1 “mini” bagel
- 1 small (2” diameter) biscuit
- 1 regular slice bread
- 1 small slice French bread
- 4 snack-size slices rye bread
- ½ cup cooked bulgur
- 1 small piece (2½” x 1¼” x 1¼”) cornbread
- 5 whole wheat crackers
- 2 rye crispbreads
- 7 square or round crackers
- ½ English muffin
- 1 small (2½” diameter) muffin
- 1 packet instant oatmeal
- 1 ounce dry (regular or quick) oatmeal
- 1 pancake (4½” diameter)
- 2 small pancakes (3” diameter)
- 3 cups, popped popcorn
- 1 cup cereal flakes or rounds
- 1¼ cup puffed cereal
- ½ cup cooked rice
- ½ cup cooked pasta (spaghetti, macaroni, noodles)
- 1 small flour tortilla (6” diameter)
- 1 corn tortilla (6” diameter)

Vegetables: 1 cup

- 1 cup raw vegetables (except leafy greens)
- 1 cup cooked vegetables
- 1 cup vegetable juice
- 1 cup (½” pieces) tofu
- 1 cup cooked dry beans or peas

1 cup equivalents:

- 2 cups raw leafy greens
- 1 large, 3” diameter bell pepper
- 2 medium carrots
- 1 large ear corn

Fruits: 1 cup

- 1 cup cut fruit or 100% fruit juice

1 cup equivalents:

- 1 large (2½” diameter) peach
- 1 medium (4” diameter) grapefruit
- 1 small (2½” diameter) apple
- 1 large banana
- 3 medium or 2 large plums
- 32 seedless grapes
- 8 large strawberries

Dairy: 1 cup

- 1 cup milk or yogurt

1 cup equivalents:

- 1½ ounces natural cheese
- 2 ounces processed cheese
- ½ cup shredded cheese
- 2 cups cottage cheese
- 1 cup pudding made with milk
- 1½ cups ice cream

Protein: 1 ounce

- 1 ounce of meat, poultry, or fish

1 ounce equivalents:

- 1 egg
- 1 tablespoon peanut butter
- ¼ cup cooked dry beans
- ½ ounce of nuts or seeds (12 almonds, 24 pistachios, 7 pecan or walnut halves, 16 peanuts)

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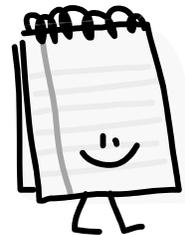
Name: _____ Date: _____

Grades 3-5, Lesson 1: Breakfast GO Power Worksheet

Safe Food Starts with Me

Before eating or fixing food, what are 2 things you can do to keep food safe from harmful germs?

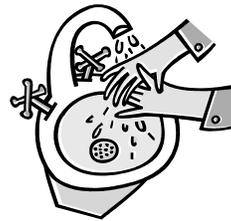
1. _____
2. _____



Word Search

Find the words that describe some of the ways we pick up germs.

S	S	O	R	E	W	B
X	N	T	W	C	D	A
P	E	T	S	X	T	T
L	E	C	O	U	G	H
A	Z	X	M	O	O	R
Y	E	W	E	S	C	X



Words: PETS COUGH SNEEZE BATHROOM SORE PLAY

Circle the answer that best describes what YOU do.

I wash my hands before I fix or eat food.

Almost always Sometimes Not very often



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Grades 3-5 Lesson 2: Breakfast GO Power Worksheet-1

My Breakfast GO Power

Read the following questions and check your answers.

Did you eat breakfast today?

Yes 😊

No 😞



How often do you eat breakfast?

Most Days

Some Days

Never

How do you feel when you miss breakfast?

Tired

Hungry

Stomachache

Other (describe) _____



How important do you think it is to eat breakfast?

Very important

A little important

Not important

How does eating a good breakfast help you?

Explain: _____

When you eat breakfast, which of the following do you usually choose?

1. Check the food groups you include.
2. Circle the foods you choose most often.

Grains (cereal, toast or bagel, other: _____)

Fruit (canned, fresh, dried, frozen or 100% juice, other: _____)

Protein (egg, peanut butter, meat, other: _____)

Dairy (milk, yogurt or cheese, other: _____)





Name: _____ Date: _____

Grades 3-5 Lesson 2: Breakfast GO Power Worksheet-2

Breakfast Power x 3



1. Write the words to describe the 3 kinds of power that eating breakfast gives you:

a. _____ b. _____ c. _____

2. Choose from the following words to complete sentences that describe why eating breakfast every day is a good choice.

clearly tired goal nutrients

Eating breakfast can help me:

a. feel less _____.

b. think more _____ in class.

c. get more _____ through the day.



3. Should breakfast be eaten every day? Check yes or no.

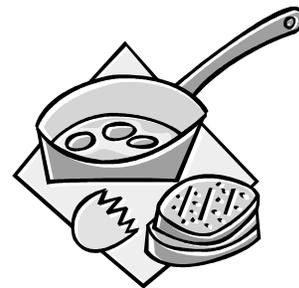
Yes No

Set a breakfast goal! Check just one of the following.

I will take the *Breakfast Challenge* to:

continue eating breakfast every day.

start eating breakfast more often.





Name: _____ Date: _____

Grades 3-5 Lesson 2: *Breakfast GO Power*

My Breakfast Challenge Log

1. Check the appropriate box each day you eat breakfast.
2. Give yourself a smiley face if breakfast also includes a fruit or veggie.

	Week 1	Week 2	Week 3	Week 4
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

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Name: _____ Date: _____

Grades 3-5 Lesson 3: Breakfast GO Power Worksheet



MyPlate

1. **MyPlate** has 5 food groups. In the blank next to each food, write the name of the food group where it is found.

a. Cereal _____

f. Egg _____



b. Banana _____

g. Low Fat Cheese _____



c. Yogurt _____

h. Grapes _____

d. Bagel _____

i. Skim Milk _____



e. Tomato _____

j. Peanut Butter _____



2. **Fill in the blank.**

a. _____ is a good source of information about healthy eating and meal planning.

b. Choose from at least _____ *MyPlate* food groups to make a complete healthy breakfast.

3. **Choose from the list of foods in #1, to create a complete healthy breakfast menu:**

4. **Explain why it is important to eat a variety of foods.**

5. **Think about your favorite healthy food and in the space below, write a complete healthy breakfast menu. Take it home to share with your family.**

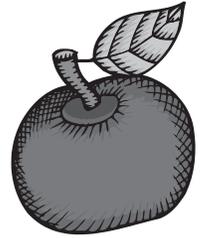
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Name: _____ Date: _____

Grades 3-5 Lesson 4: *Breakfast GO Power Worksheet*

Fruits & Veggies, the “Go To” Foods



1. How many cups of fruits and veggies does *MyPlate* recommend that 9–13 year old kids eat every day?

_____ cups of fruit _____ cups of veggies

2. Add up the fruit!

How much fruit will you have for the day if you eat the following?

Breakfast: $\frac{1}{2}$ cup apples Lunch: $\frac{1}{2}$ cup grapes Snack: $\frac{1}{2}$ cup peaches

Your answer: _____ cups.

3. How does your answer compare to the recommended daily intake?

Circle your answer: More Less The same



4. Why is it important to choose fruits and veggies?

Fill in the blanks to complete the statements.

a. Eating fruits and veggies gives me _____ to keep my heart and digestive system happy.

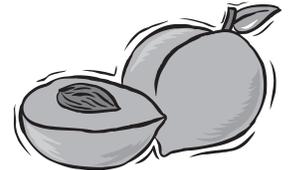
b. _____ and _____ help keep my eyes and skin healthy.

5. Circle the answer that best describes how often YOU choose fruits or veggies for breakfast.

Almost always Some times Not very often

6. If you aren't eating fruit for breakfast, can you set a goal to eat more?

Yes No



7. Check the ways that would help you choose fruits or veggies at breakfast more often.

- Plan what I will eat the night before Get up earlier to eat breakfast
- Ask my family to put fruit on the grocery list Eat school breakfast



Name: _____ Date: _____

Grades 3-5 Lesson 5: Breakfast GO Power Worksheet-1

Whole Milk

Nutrition Facts
Serving Size: 1 Cup (240 ml)
Servings Per Container: 2

Amount Per Serving	
Calories 150	Calories from Fat 70
	% Daily Value*
Total Fat 8g	12%
Saturated Fat 5g	25%
Trans Fat 0g	0%
Cholesterol 35mg	12%
Sodium 120mg	5%
Total Carbohydrate 11g	4%
Dietary Fiber 0g	0%
Sugars 11g	
Protein 8g	16%
Vitamin A 6%	Vitamin C 2%
Calcium 30%	Iron 0%
Vitamin D 25%	Phosphorus %

Percent Daily Values are based on a 2,000-calorie diet. Your daily values may be higher or lower depending on your calorie needs.
Ingredients: Grade A Milk and Vitamin D₃

Half and Half

Nutrition Facts
Serving Size: 1 Cup (240 ml)
Servings Per Container:

Amount Per Serving	
Calories 315	Calories from Fat 250
	% Daily Value*
Total Fat 27.8g	43%
Saturated Fat 17.3g	87%
Trans Fat 0g	0%
Cholesterol 90mg	30%
Sodium 99mg	4%
Total Carbohydrate 8g	2%
Dietary Fiber 0g	0%
Sugars 8g	
Protein 7.2g	13%
Vitamin A 17%	Vitamin C 4%
Calcium 25%	Iron 1%

Percent Daily Values are based on a 2,000-calorie diet. Your daily values may be higher or lower depending on your calorie needs.
Ingredients: Grade A Milk and Cream

Skim Milk

Nutrition Facts
Serving Size: 1 Cup (240 ml)
Servings Per Container: 16

Amount Per Serving	
Calories 80	Calories from Fat 0
	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	0%
Cholesterol 5mg	5%
Sodium 120mg	5%
Total Carbohydrate 11g	4%
Dietary Fiber 0g	0%
Sugars 11g	
Protein 8g	16%
Vitamin A 10%	Vitamin C 2%
Calcium 30%	Iron 0%
Vitamin D 25%	Phosphorus %

Percent Daily Values are based on a 2,000-calorie diet. Your daily values may be higher or lower depending on your calorie needs.
Ingredients: Grade A Fat Free Skim Milk, Vitamin A Palmitate, and Milk and Vitamin D₃

Chocolate Milk

Nutrition Facts
Serving Size: 1 Cup (240 ml)
Servings Per Container: 1

Amount Per Serving	
Calories 220	Calories from Fat 70
	% Daily Value*
Total Fat 8g	12%
Saturated Fat 5g	25%
Trans Fat 0g	0%
Cholesterol 30mg	10%
Sodium 180mg	8%
Total Carbohydrate 29g	10%
Dietary Fiber 0g	0%
Sugars 27g	
Protein 8g	16%
Vitamin A 6%	Vitamin C 2%
Calcium 30%	Iron 0%
Vitamin D 25%	

Percent Daily Values are based on a 2,000-calorie diet. Your daily values may be higher or lower depending on your calorie needs.
Ingredients: Grade A Milk, High Fructose Corn Syrup, Sugar, Cocoa (Processed with Alkali), Corn Starch, Salt, Carrageenan, Natural and Artificial Flavors, and Vitamin D₃

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Name: _____ Date: _____

Grades 3-5 Lesson 5: Breakfast GO Power Worksheet-2

Think Breakfast Drinks



1. Fill in the blanks with the correct answer to make complete statements.

- a. MyPlate recommends choosing _____ cups of milk each day.
- b. By choosing drinks lower in fat and added sugar, it will be easier to have healthy _____ for a healthier _____.
- c. Some milk is high in saturated fat. Lower fat milk choices will help keep my _____ healthy.

Listed below are 3 “ways” to *Drink Think* healthier breakfast drinks. Read the choices for a healthier option and circle the correct answer.

2. If the drink is higher in fat, choose a lower fat option.

Instead of 2% milk, choose

- a. Whole
- b. Skim

3. If the drink is high in fat or has added sugar, choose less of it.

Instead of a 16 oz. creamy hot chocolate, choose

- a. 10 ounces
- b. 20 ounces



4. If a drink is high in fat or has added sugar, choose it less often.

Instead of choosing flavored milk every day, choose it

- a. sometimes
- b. always

Identify at least 2 ways you will try to make your breakfast drink choices healthier. Write your ideas below.

1. _____

2. _____



Name: _____ Date: _____

Grades 3-5 Lesson 6: Breakfast GO Power Worksheet-1

Team Activity Complete this page as a team.

	Column 2	Column 3	Column 4	Column 5
MyPlate Food Group DAILY Goal	For each food group, write the breakfast meal plan here.	For each food group, write the foods (food cards) your team chose.	For each food, write the amount of food needed for a serving.	Calculate the remaining number of daily MyPlate food group servings needed.
Grains 6 – 1-oz.				
Vegetables 2½ cups				
Fruits 1½ cups				
Protein 5 ounces				
Dairy 3				

If you chose a donut, sweetened cereal, or whole milk, check choices you could make later in the day that would help balance the fat and/or added sugar.

- Choose an apple instead of a cookie
- Choose water instead of soda
- Choose pretzels instead of chips

Describe at least one benefit of choosing less fat and sugar.

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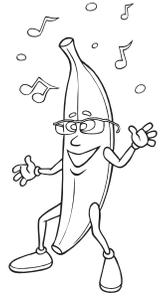


Name: _____ Date: _____

Grades 3-5 Lesson 6: *Breakfast GO Power Worksheet-2*

My Choices

Work independently to complete the following.



1. Check the breakfast meal that has the servings needed for 2 Grains, 1 cup Fruit, and 1 cup Dairy.

- a. ½ slice toast, ½ English muffin, ½ cup milk, ½ cup applesauce
- b. 1 slice toast, 1 cup cornflakes, 1 large banana, ½ cup milk
- c. 1 mini bagel, 1½ ounces low fat cheese
- d. 1 whole English muffin, 1½ ounces low fat cheese, 8 large strawberries

2. Choose T (true) or F (false) for statements about the ways you can make choices for less fat, salt and sugar.

- ___ Choose high fat and added sugar foods in smaller amounts.
- ___ Choose high fat and added sugar foods less often.
- ___ Choose a food lower in fat and/or added sugar.

3. Check 2 examples of choosing less fat.

- a. Instead of 2% milk, choose 1% milk.
- b. Instead of whole milk, choose chocolate donuts.
- c. Choose a donut once a week instead of every day.



4. Check two examples of choosing less sugar.

- a. Instead of a fruit drink, choose 100% fruit juice.
- b. Instead of sweetened cereal, choose unsweetened cereal.
- c. Instead of chocolate milk, choose a fruit drink.

5. Check the reasons less fat and added sugar is a healthy choice.

- a. Healthier heart
- b. Better balance for a healthier weight
- c. More flexible muscles
- d. Fewer “empty” calories



Name: _____ Date: _____

Grades 3-5 Lesson 7: *Breakfast GO Power* Worksheet

Active Play



1. Active Play has many benefits.

Check any that you weren't aware of before the lesson.

- Active Play builds strong bones.
- Active Play makes your heart strong.
- Active Play balances energy in.

2. Balance for a healthy weight.

Check all the choices that will help with a healthy weight.

- a. High fat foods
- b. Not enough Active Play
- c. 60 minutes of Active Play a day
- d. Less of foods high in added sugar

3. By filling in the blanks, explain how eating habits and the amount of Active Play can affect body weight.

Choose from the following words or numbers. Words or numbers may be used more than once.

15 30 60 in out sugar minerals vitamins fat balance muscle weight

- a. Eating too much _____ and added _____ can give too much energy _____, making it hard to have _____ for a healthy _____.
- b. Kids need at least _____ minutes a day of Active Play to get enough energy _____ to balance energy _____ for a healthy _____.

Math Facts

Hopscotch began in ancient Britain during the early Roman Empire. The original hopscotch courts were over 100 feet long and used for military training!

4. How does 100 feet compare to 100 yards, the size of a football field?

Is it more or less? _____ How much less? _____

5. If you played hopscotch for 15 minutes, how many more minutes of another Active Play game would you need to reach the daily minimum goal? _____



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Grades 3-5 Lesson 8: Breakfast GO Power Worksheet-1

Frank's Fast Foods



On the breakfast menu below, circle less healthy menu items.

Fruit Drink – Small or Large

Mini Bagel

Skim Milk – ½ pint

Pancakes (3) with Syrup

Chocolate Milk – 8 oz or 16 oz.

English Muffin Half

Banana

Biscuit

Grapes

Egg Sausage Cheese Biscuit

Sweet Roll

Scrambled Egg

Mega Blueberry Muffin

Fried Potatoes

Explain why you need to choose the foods you circled in moderation.

Frank's Fast Food Nutrition Facts

1. Do the math to fill in the blanks. Round up to the nearest 0.5.
2. Look at the results. See what a difference choosing a smaller size or healthier choice can make.

1. Large Sweet Roll	Choose a Smaller Size ½ Large Sweet Roll	Difference in Grams (g)	*Difference in Teaspoons
26g Fat 30g Sugar	_____g Fat _____g Sugar	_____g Fat _____g Sugar	_____tsp. Fat _____tsp. Sugar
2. Large Order (3) Pancakes & Syrup	Choose a Smaller Size ½ Pancake & Syrup		
21g Fat 33g Sugar	_____g Fat _____g Sugar	_____g Fat _____g Sugar	_____tsp. Fat _____tsp. Sugar
3. Biscuit	Make a Healthier Choice Mini Bagel		
12g Fat 0g Sugar	0g Fat 0g Sugar	_____g Fat _____g Sugar	_____tsp. Fat _____tsp. Sugar

*1 teaspoon = 4 grams

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Name: _____ Date: _____

Grades 3-5 Lesson 8: Breakfast GO Power Worksheet-2

Breakfast Tracker

For the next 3 days, keep track of your breakfast choices.

1. For each *MyPlate* food group box, write what you ate and how much. If you are not sure of the food group or the amount, guess.
2. If you looked at a food label for fat or sugar, check the appropriate box.
3. If you paid attention to hunger/feeling full, check that box.

At the end of 3 days, answer these questions.

- Did you choose a healthy breakfast plate (3 or more *MyPlate* groups)?
- If you chose high fat or added sugar breakfast foods or beverages, did you eat them in moderation?



MyPlate Food Group	Day 1		Day 2		Day 3	
	Food	Amount	Food	Amount	Food	Amount
Grains						
Vegetables						
Fruits						
Protein						
Dairy – Identify skim, 1%, 2%, whole or flavored						
I looked at the label of one or more foods for fat or sugar						
I paid attention to my hunger level before the meal and how full I felt after the meal						

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Name: _____ Date: _____

Grades 3-5 Lesson 9: Breakfast GO Power Worksheet

Influencers

With another student, share answers to the following questions:

1. Can you think of a TV commercial that made you want to eat the advertised food? Describe it.
2. What was it about the commercial that made the food appealing? Did the commercial include good foods and a) fun times, b) holiday time, c) using food to cheer-up someone, d) a sports figure or other celebrity who is eating and talking about a food, or e) was there something else?



Complete the following individually.

1. Write the description of one of the food related commercials you shared here:

2. In the box, draw a picture of the commercial described. If the commercial was about a high fat or added sugar food, substitute a fruit or veggie instead.

If a commercial makes you want to eat, you can take responsibility for choices you make. Check the ways you have taken responsibility or will try to take responsibility for choices.

- Think about if it is meal or snack time and if I am hungry.
- Decide if it is food I want to eat as a part of a healthy plate, or a high fat or added sugar food to choose less.

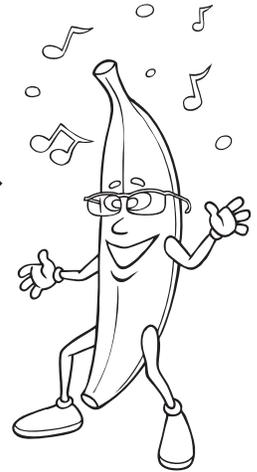
Describe why it is important to take your own responsibility:



Name: _____ Date: _____

Grades 3-5 Lesson 10: *Breakfast GO Power* Worksheet

Breakfast GO Power Questions



1. Is it easy to spot a healthy breakfast? Check all of the healthy breakfasts.

- a. Low fat cheese, sliced apple, bagel
- b. Bacon and cinnamon roll
- c. Whole-wheat tortilla, peanut butter, banana
- d. Whole milk and donut

2. If you are not eating breakfast most of the time, what is the reason?

- I do not have time
- I am not hungry
- We do not have breakfast food at home
- Other reasons (describe) _____
- None of the above, I already eat breakfast most of the time

3. Which of the following ways would you like to have your family help you make healthier breakfast choices?

- Help me make more time to eat
- Plan a grocery list and shop for breakfast foods
- Other ways (describe) _____
- None of the above

4. Check one healthy goal you will work on for eating breakfast.

- I will eat breakfast most days
- I will choose from at least 3 *MyPlate* food groups most days
- I will choose less of foods high in fat and added sugar
- Other goal (describe) _____

Quick, on-the-go breakfast idea

Try a breakfast sandwich!

- Choose two of these: whole-wheat bread, English muffin half, tortilla, or mini bagel half
- Top with low fat cheese or peanut butter
- Add sliced banana, apple, pear, or other fruit

Write an idea of your own _____



Name: _____ Date: _____

Grades 3-5 Lesson 10: My Breakfast GO Power Checklist



Breakfast GO Power Habits Things I Learned	✓ Kids Checkmark What You Learned	✓ Teacher Assessment Verified
Be food safe. Clean food preparation areas and wash my hands.		
Eat breakfast every day for more energy, better nutrient intake, and to make school and learning easier.		
Use <i>MyPlate</i> to help guide healthy choices. A healthy breakfast includes at least 3 food groups.		
Choose <i>Fruits & Veggies Every Day</i> in a variety of colors for fiber, vitamins and minerals.		
<i>Drink Think</i> breakfast drinks. Choose milk or Dairy equivalents and drinks with less fat and less added sugar.		
Choose <i>Smart Servings</i> with <i>MyPlate</i> as a guide.		
Choose high fat and added sugar foods in moderation with smaller sizes and less often.		
Choose <i>Active Play</i> (energy out) to balance energy in (eating).		
Recognize that media, family and friends can influence choices.		
Accept responsibility for healthy eating by making balanced choices.		

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**HEALTHY
TIPS**



Breakfast GO Power

Become a Breakfast Eater!

Did you know that eating breakfast can help you and your kids maintain a healthy weight? What a great incentive to start the day right! Need more motivation? Check out more healthy Breakfast GO Power packed reasons.

Breakfast:

- Gives your day an energy boost so you feel better.
- Makes it easier to concentrate through the morning.
- Can kick start your day with good sources of fiber, calcium and protein.

Follow these suggestions to create a breakfast eating routine!

Make a Plan

- As a family, choose days you will eat breakfast for one week.
- Set a goal (two or more days a week might be a good start).
- At week's end revisit your goal.
- Discuss ideas to become daily breakfast eaters.
- Now you have a plan to follow!



Brainstorm Breakfast Menu Ideas

Here are some traditional and nontraditional healthy foods to try at breakfast:

- Granola, dried fruit, low-fat yogurt.
- Whole-grain tortilla wrap with melted low-fat cheese, scrambled eggs and salsa.
- Cooked cereal, low-fat milk, apple slices.
- Slice of leftover pizza, berries, low-fat milk.
- Leftover spaghetti and sauce, canned fruit, low-fat milk.

Create your "favorites" list and post on your refrigerator for quick reference!

Grocery Shopping Tip

Remember to include breakfast items on your grocery list. Having breakfast foods at home will make it easier to reach your breakfast goal!





**HEALTHY
TIPS**



Breakfast GO Power

Quick & Easy Breakfast Ideas

Are you in a breakfast food rut? Do you run out of time in the morning and miss this important meal? HKC has some suggestions for the family to “jump start” the breakfast eating habit together!

Add Variety: Try some different tastes and textures to add some zest to your breakfast!

- Eat leftover grains from dinner such as brown rice, barley or grits with low-fat milk and honey. Include an orange.
- Prepare an egg, scrambled or sunny side up; place on a whole wheat English muffin top with low-fat cheese and heat in the oven until the cheese melts. Include 100% juice as a beverage.
- Prepare ahead of time, quick breads or zucchini, pumpkin or bran muffins and freeze. Defrost a frozen muffin or bread slice in the microwave and spread with low-fat cream cheese. Include a dish of low sugar applesauce with a dash of cinnamon.
- Fill a whole-grain pita pocket with lean turkey meat, slice of low-fat cheese, lettuce and tomato.

Make it Simple: Have limited time? Use these “grab and go” suggestions!

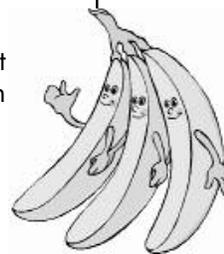
- Low-fat cheese sticks, whole-grain crackers and an apple.
- Whole-grain bagel halves spread with peanut butter and a banana.
- Drink a small glass of orange juice at home; bring whole-grain cereal squares in a baggie and a low-fat yogurt container with a spoon to eat as you go.

These suggestions can break the breakfast rut and spark a renewed interest in breakfast!

Breakfast Banana Dog

Spread a whole-grain hot dog bun with peanut or other nut butter. Sprinkle the bun halves with sunflower seeds. Fill the bun with a whole peeled banana. Enjoy!

*Include a glass of low-fat milk to round out the meal.





**HEALTHY
TIPS**



Drink Think

Choose **POWER BEVERAGES**

There's much talk about sugary beverages and their link to obesity. How do you make good choices about the drinks you choose for yourself and your family? Let's look at the facts and some powerful suggestions!

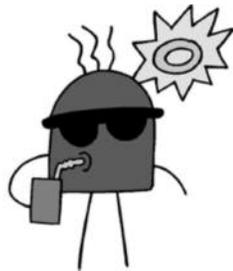
Enjoy the beverages you drink but also remember they can serve as important sources of fluid and nutrition for your body. Choose taste and nutrition! Drink low-fat milk and water for your beverage choices. These "power" drinks can serve as your foundation through the day!

Kids and families have so many beverage choices these days. The downside is that many choices like sodas and fruit flavored juice drinks are high in added sugar and low in nutritional value. It's easy to fill up on sweetened drinks and skip low-fat milk, 100% juices, water and healthy foods too. Although sports drinks and drinks with artificial sweeteners don't add calories, they don't offer the healthy power of milk and water.

To keep on track with healthy beverage choices try these tips to keep it interesting!

- Mix low-fat milk in a blender with a touch of chocolate, strawberry, or malt to make a healthy milkshake.
- Try different mixes of 100% juices you can find in the grocery store. Serve over crushed ice like a slushy.
- Experiment with the different flavored waters available to find a favorite.

Create a healthy foundation for your body. Make powerful choices with low-fat milk and water.



Explore Healthy Beverages

Try a flavored water taste test with your family or kids in the neighborhood! Select and flavor water with a variety of juices, such as cherry, Concord grape, cranberry, or peach nectar. Using individual paper cups, let kids taste and rank their favorites. For fun, don't tell kids the juice they are trying and ask them to guess!

