

Ohio SFSP Lesson in a Box JIFF Lesson 5 – Power Up the Day

Lesson #: 5 **Lesson Title/Topic:** Power Up the Day

Curricula: Adapted from Jump Into Food and Fitness (JIFF), Michigan State Univ.

Targeted Message: Eat Breakfast

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Objectives for the lesson:

1. Identify foods that would make good breakfast choices.
2. Identify foods that are good “grab and go” breakfast options for busy mornings.
3. List foods that children can eat for breakfast and physical activities that can help children “power up the day.”

Materials needed for the lesson (including handouts):

- 2-3 breakfast foods, prepared for sampling (choose foods that require no cooking and minimal preparation)
- Napkins
- Hand sanitizer (if no sink with soap and water is available)
- Masking tape
- Pencils
- Dry erase board/flip chart paper
- (Dry erase) markers

Preparation:

- Have copies of indirect materials to send home for the parents (see pages 97-99 in the JIFF curriculum)
- Draw the “B.R.E.A.K.F.A.S.T.” grid on the dry erase board/flip chart paper prior to the start of the lesson (see page 93).
- Select 2-3 foods from the list of breakfast foods in the Facilitator’s Notes section of this lesson plan. Prepare foods into sample-size portions for the “Apply” activity.

Key Points to Review:

- Introduce yourself. Give brief description of the program (program name, length of sessions, duration of program).
- If this is the last session in the series for this audience, pass out the youth evaluation form at the end of the session (if feasible), making sure to read the questions out loud to the participants.

Anchor

Call out some foods you like to eat for breakfast. Why did you choose these foods?

List foods on dry erase board or flip chart paper.

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Add

Breakfast is an important meal. Eating breakfast gives your mind and body a jump start of energy to begin the day. Eating a morning meal helps you feel great, gives you energy to begin the day, and helps you be ready to learn.

You can eat any nutritious food for breakfast. Sometimes we think of “breakfast foods” like eggs, cereal, or toast, but breakfast foods can also include fruits, vegetables, yogurt, or even rice or tortillas. Soups, sandwiches, and pizza can be breakfast foods! Even leftovers in the refrigerator can be eaten for breakfast.

Sometimes, children skip breakfast because they are not hungry in the morning, or maybe they are rushed to get somewhere. But it’s easy to eat breakfast on a rushed morning by choosing “grab and go” foods, which can be eaten later or on the go. Some examples include fruit, crackers, bread sticks, dry cereal, trail mix, string cheese, and 100% fruit juice boxes. You can make a “grab and go” bag of breakfast the night before, which you can take with you the next morning.

Just as there are many choices of foods that can be eaten for breakfast, there are many choices of activities that can be done for exercise or to be active. What are some physical activities you participate in?

Eating breakfast every day and being active every day are important choices we make to help keep us healthy and strong and to perform our best.

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Apply

Now we are going to do the “Fast Breaks to B.R.E.A.K.F.A.S.T.” activity.

Refer to the pre-drawn “B.R.E.A.K.F.A.S.T.” grid.

As a group, let’s think of some breakfast foods that start with each of the letters in the word “breakfast.” As you name the foods, I’ll write them on the left side of the grid.

Let’s remember some ground rules as we do this activity:

Rule 1 – Do not judge others’ ideas. We respect everyone’s input.

Rule 2 – It’s okay to be far-out! We encourage creativity.

Rule 3 – Think of as many ideas as you can. We value all suggestions.

As youth participants call out examples, write the food names in the appropriate spaces on the grid. If participants are having trouble coming up with ideas, refer to the examples in the Facilitator Notes section.

Who has tried some of these foods? Who would like to share about a food that they have not tried, but might like to try?

Now we will think of some “breakfast moves,” activities we can do to get our bodies going in the morning, that start with each of the letters in the word “breakfast.” As you

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name the activities, I'll write them on the right side of the grid. Let's remember the rules as we do this.

As youth participants call out examples, write the activity names in the appropriate spaces on the grid. If participants are having trouble coming up with ideas, refer to the examples in the Facilitator Notes section.

Let's do some of these activities together. Who would like to choose an activity for the group to do?

After completing the "B.R.E.A.K.F.A.S.T." activity, invite the youth participants to sample some breakfast foods. Set out the prepared samples of the breakfast foods on a table and provide napkins. Participants should wash or sanitize their hands before eating food.

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Away

Think of all the breakfast foods and moves we talked about today. Set a goal to eat breakfast and be physically active each day.

Facilitator's Notes:

List of examples for the "B.R.E.A.K.F.A.S.T." activity. Use some/all of these if the youth participants have trouble generating examples on their own.

Breakfast Foods	Letter	Breakfast Moves (Activities)
Bananas, bagels (whole grain), bran muffins, breakfast burrito, beans	B	Brisk walk, basketball, balancing
Raisins, ready-to-eat cereal, raisin bread, rolled oats, raspberries	R	Running, racquetball, rock climbing
Eggs, enchiladas, Eggo waffles, energy bars	E	Elephant walk, exercising
Apples, apple cinnamon oatmeal, almonds, arepa (cornmeal patty)	A	Arm circles, aerobic exercise
Kiwi fruit, Kashi cereal, Kanji (rice pudding), kippers (smoked fish)	K	Karate (kicks, chops), kickball
Fruit salad, frittata, French toast, flap jacks, fish, figs	F	Flips, fast sprints
American cheese, Ayran (beverage made of yogurt, water, and salt)	A	Ab crunches (sit-ups)
Sandwiches, star fruit, scones, spinach pie, strawberries	S	Skipping, soccer, skating, stretching
Trail mix, toast, turkey sausage or turkey bacon, tomatoes	T	Twisting, tap dancing, tennis

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Facilitator's Checklist:

- Have I gathered all of the pertinent materials needed for the lesson?
- Did I spend the requisite amount of time covering the targeted message?
- Did I create a comfortable and functional learning atmosphere?
- Did I fill out an FNP Program Log with the necessary program information?
- Did I collect the youth evaluation forms? (Only for the last session with the particular audience – end of series)