

# Breakfast: Whoa, Stop, and GO!

<h2>Purpose</h2>	<p>In this lesson, the students will practice identifying healthy breakfast food options and learn what healthy breakfast food options are. This activity will help students become more aware of the importance of breakfast as well as enable them to better make healthy breakfast food choices.</p> 
<h2>Objective</h2>	<p>Students will be able to describe what a healthy breakfast includes and students will be able to distinguish between healthy and unhealthy breakfast choices.</p>
<h2>Materials</h2>	<ul style="list-style-type: none"> <li>• Scribblar Account ( For Teacher and Students)</li> <li>• Computer lab</li> <li>• Various Clip Art Pictures: Apple, Yogurt, Bagel (w/cream cheese), Jelly Doughnut, Oatmeal, Chocolate milk, Canned fruit, breakfast burrito</li> </ul>



## Procedure

1. Hold a class discussion about what breakfast is. Ask the students:
  - What did you have for breakfast today?
  - What foods are good for breakfast and which are not?
  - Why should we eat breakfast every day?
  - Describe your favorite breakfast.
2. The students and teacher should then all log in to the same Scribblar room.
3. The teacher can then make a list on her station and that all the students can see of what the students had for breakfast that day.
4. Next, the teacher will make a table with three categories: Go, Slow, and Whoa. Then using the clip art pictures, the students will decide if these foods are “Go” foods (healthy). “Slow” foods (foods that are ok to eat sometimes) or “Whoa” foods (unhealthy foods).
5. In their Scribblar rooms, they will fill out this table. Making a check in one of the categories next to each of the Clip Art Pictures.
6. The students will then save their work and the teacher can check with each student on their decision and then chat with them, using the chat feature of Scribblar on why they choose the categories they did for each specific food.
7. If desired, the teacher can then print out the student’s discussion in the chat feature and save the students Scribblar session for later use and/or assessment.

## Standards

**K.5: Students will demonstrate the ability to use decision-making skills to enhance health.**

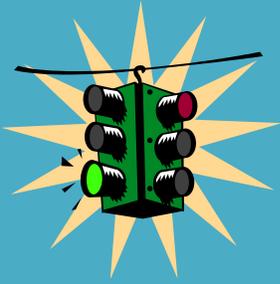
Students list the steps of a decision-making process which enables them to collaborate with others to improve quality of life. Decision-making skills are needed in order to identify, implement and sustain health-enhancing behaviors.

**K.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

This standard promotes accepting personal responsibility for health and encourages the practice of healthy behaviors. Students name health behaviors to prevent injuries, diseases, and disorders.

**1.8: Students will demonstrate the ability to advocate for personal, family and community health.**

This helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy



behaviors. Students name sources of information about health. Students demonstrate skills to encourage others to practice healthful behaviors.

**2.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

Students acknowledge personal responsibility for health promotion and/or risk reduction. They describe healthy behaviors to prevent or reduce their risk of injury and/or illness. Students list the components of health as emotional, physical and social.