

Nutrition



Lesson Plan Title: Importance of Eating Breakfast

Date: _____

Class/ Grade: Grade 9/10 HFN10/HFN20

Subject: Food and Nutrition Open

Learning Targets: By the end of the lesson, students will know/be able to....

- Analyse the relationship between eating breakfast, and school performance
- Explain the importance of eating breakfast

Learning Skills

Students will be responsible for independently organizing and creating their own individual brochure promoting the importance of eating breakfast.

- Δ Responsibility
- Δ Organization
- Δ Independent work
- Δ Collaboration
- Δ Initiative
- Δ Self-regulation

Coded Expectations:

- A4.1 use an appropriate format (e.g., oral presentation, brochure, flyer, poster, report, multimedia presentation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audience
- A3.4 demonstrate academic honesty by documenting the sources of all information generated through research
- B2.2 explain why it is important to eat a nutritious breakfast

Learning/ Lesson Activities

Introduction:

Today we will be learning about the importance of eating breakfast and the effects that not eating breakfast has on our daily lives.

Icebreaker questions:

- Ask students to raise their hands if they ate breakfast this morning.
- Ask students how they feel when they do not eat breakfast.
- Ask students why it is important to eat a healthy breakfast every day.

Discuss answers with the class.

Lesson:

Part 1:

Using the PowerPoint slideshow go through the slides that explain why breakfast is the most important meal of the day, why it is important for students to eat breakfast and how to choose a healthy breakfast.

Slide 3: Explain what breakfast means (breaking the fast)- may have to explain 'fasting' term.

Slide 4: Why is breakfast so important? Explain to students about the brain need for energy in the morning and how this boost of energy from breakfast allows the brain to function well throughout the day.

Slide 5: Explain that the body also needs the boost of energy we get from eating breakfast to help us be physically active. (May want to ask students how many are taking phys-ed or doing sports activities during or after school. Relate eating breakfast to their body's additional need for energy to perform well.) Explain that developing healthy habits now can lead to better health as we get older and protect against disease and illness.

Slide 6: Ask students how they feel when they don't eat breakfast. Explain that benefits to breakfast eating include reducing symptoms of hunger, a strengthened immune system and maintaining a healthy weight. Stress that not eating breakfast is not a way to lose weight and may lead to difficulties with weight management as people tend to eat less healthy foods during the day to boost energy levels

Slide 7: Inform students that breakfast increases their ability to be alert, focus, concentration. Just the opposite effect when they come to school hungry

Slide 8: School performance is affected. Research has shown that breakfast eating has many benefits to academic performance. Relate this to upcoming exams in Jan/June, or upcoming tests and encourage students to build breakfast into their morning to give them a good start to their day

Slide 9: Ask students why they think people would skip breakfast. Give them a chance to think of reasons before showing them some of the reasons on the power point. Discuss some solutions to these reasons. For example:
They may not be hungry--- Try having a healthy snack on the go and having it a little later.
They may not have time--- Try setting your alarm clock 15 minutes earlier to avoid being rushed, pack your lunch/ school bag the night before and have your homework completed and clothes picked out to save yourself time.
They may think they are being healthy--- Ask the school nurse for advice on staying healthy and remember not eating breakfast can have the opposite effect and actually cause you to eat unhealthy foods throughout the day.
They may not have the knowledge--- Ask your school nurse for advice on what to eat or check out the health unit website, government websites (Eat Right) for suggestions on what makes a healthy breakfast. Could create a bulletin board, posters to help promote the importance of breakfast and healthy eating habits

Slide 10: What Makes A Balanced Breakfast. Includes foods from 3-4 of the food groups

Slide 11: The Four Food Groups. Students should already be aware what the four food groups are but give them a chance to name them.

Slide 12/13: Gives some examples of foods from the four food groups. Remind students food they eat at breakfast does not necessarily have to be what people refer to as "breakfast food" its okay to think outside the box with breakfast. Give some examples.

Slide 14: Ask students for their ideas

Slide 15: Gives students three examples of healthy breakfast choices.

Part 2:
 Now that students know why breakfast is so important hand out the assignment outline and go over the instructions with students. Remind students that this brochure is to persuade high school students of the importance of eating breakfast. You may wish to bring in some brochures as examples to show. Read through all instructions and rubric to make sure that students understand what is expected of them.
 Note: Not all students may know how to properly fold a brochure so make sure to go over this with them.

Instructional Strategies:

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|-------------------------------------|--|--------------------------------|
| △ Think/Pair/Share: Think/Pair/Draw | △ Coding for Importance | △ Brainstorming |
| △ Four Corners | △ Inside/Outside Circles | △ Other: (<i>Powerpoint</i>) |
| △ Graphic Organizers | △ Rapid Writing | |
| △ Placemat | △ Co-operative Learning | |
| △ Jigsaw | △ Numbered Heads | |
| △ Gallery Tour | △ Group Work/ Instructional Strategies | |
| △ Graffiti | △ Direct Teaching | |
| △ Learning Centres | △ Role Playing | |
| △ Demonstration | △ Seminar/ Panel | |
| △ Debate | △ Hands-on activity | |

Differentiated Instruction and/or Accommodations: If necessary allow students more time to work on the project in class. This project could also be done in groups or partners. It is possible to use a learning contract for this assignment to help students set daily and weekly work goals and develop management skills.
Content: Instead of 'grab and go' ideas and a recipe for a nutritious breakfast just a grab and go suggestion.
Process: Give students a list of websites, books, journals etc. where they can locate information. Use a learning contract to help keep students on track.
Product: Require less written information, and instead have students use diagrams or pictures throughout the brochure.
Environment: Give students more research time in class, or provide a quiet environment in which to do their research.

Success criteria: What will success look like... (*link directly to learning targets of lesson*)

Student readiness: students should already have an understanding of what a brochure is and what kinds of information they contain (i.e. bullet points instead of paragraphs, graphics to interest the reader.) It may be helpful to discuss what an effective brochure looks like, as well as, bring in examples of brochures to show the students. Brainstorming what makes an effective brochure may also be helpful.

Interests: (*student hobbies, leisure interests, cultural/social interests etc.*)

Learning profile: (*learning style and preferences, patterns noted, identified strengths or challenges etc.*)

Attendance: (*record student absence here*)

Homework: (*record homework, materials borrowed, and due date*)

Follow-up/ Concerns:

A Model for problem-based learning using activities or projects to promote learning

Learning Target:

- Analyse the relationship between eating breakfast, and school performance
- Record information and key ideas from their research, and document the accuracy in correct bibliography form
- Use research derived from a variety of secondary sources

End Product. See attached rubric.

Assessment Strategy
How is learning measured?

FOR Learning
(by the teacher)
What are students doing well? To develop feedback to students about what needs to improve, and how to improve. Goal: To determine what to do next in terms of instructional strategies

AS Learning
(by the student)
What am I doing well? What feedback can I give peers and my teacher about what I am doing, why am I doing it, and what I need to improve. Goal: To become a reflective, self-directed learner

OF Learning
(by the teacher)
To determine the student's level of achievement/success in meeting learning goals at a given point in time.
Goal: To inform professional judgement

- ↓
- Δ Practise test
 - Δ oral questions
 - Δ Observation
 - Δ Active participation
 - Δ Demonstration
 - Δ Descriptive feedback
 - Δ Conversation/conference
 - Δ Exemplar use
 - Δ Co-construction of criteria
 - Δ Journal, blog or process records
 - Δ Other:

- Δ Student reflection on learning and/or learning skills (*use criteria for success from lesson plan*) can be completed as oral, written or performance-based communication
- Δ exit card
- Δ journal
- Δ Other:

- Δ Quiz, test, exam (oral/written/performance-based)
- Δ Presentation, performance, demonstration/enactment
- Δ Project, assignment, task
- Δ Other: