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Breakfast is cool

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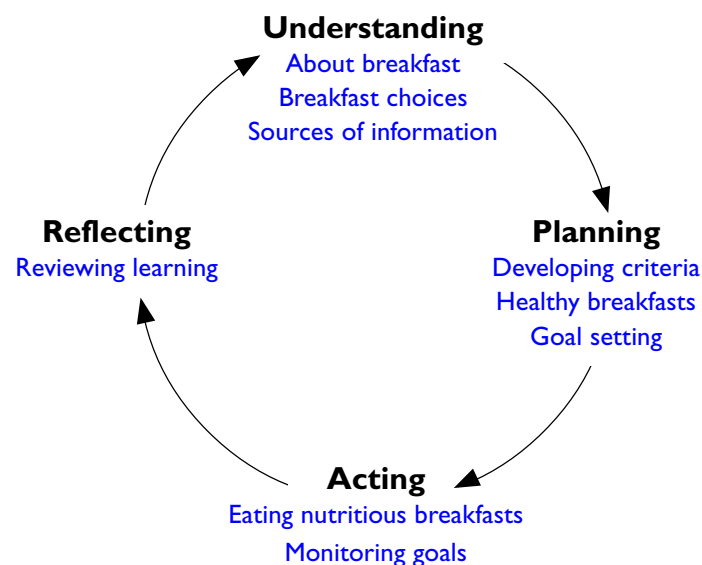
Promoting the Health of Individuals and Communities

Purpose

This module promotes the eating of a nutritious breakfast. Students develop the specific knowledge and skills needed to evaluate their current eating behaviours, set the goal of eating a healthy breakfast and work towards achieving the goal. Students examine and discuss the many factors that influence the food choices they make for this important meal and assess the reliability of sources of information about breakfast food products.

Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.



Core learning outcomes

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

Promoting the Health of Individuals and Communities

- 3.2 Students explain how eating behaviours affect health and take action on a food-related goal which promotes health.
- 3.4 Students assess the reliability of sources of information relating to health products and services.

Core content

This module incorporates the following core content from the syllabus:

Promoting the Health of Individuals and Communities

- relationship between food, growth and development and health, including the impact of eating behaviours on health, choosing nutritious foods, the role of food types in meeting nutritional needs, and planning diets based on nutritional needs for growth, energy and health;
- issues related to the selection of health products, services and information, in particular, the health needs of self and others and the reliability of information.

Assessment strategies

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module. Other activities in this module provide opportunities for teachers to gather evidence about students' demonstrations of outcomes for assessment purposes.

Promoting the Health of Individuals and Communities 3.2

- **Working individually or in groups, students develop their own strategies to promote eating a healthy breakfast.**
 - Can the student explain what a healthy breakfast is and the importance of breakfast for good health?
 - Does the chosen strategy allow the student to exemplify, in a practical way, the relationship between eating a nutritious breakfast and good health?
- **Students set a nutritional goal of improving their breakfast to ensure that it is nutritious and monitor their progress towards achieving this goal.**
 - Can the student suggest nutritious breakfasts that he or she and his or her family would eat?
 - Can the student evaluate a breakfast using a food-selection model?
 - Can the student use a food diary to monitor his or her own breakfast eating habits?
 - Can the student suggest appropriate improvements to his or her own breakfast eating habits?
 - Does the student show evidence of having taken action to improve his or her breakfasts?

Promoting the Health of Individuals and Communities
3.4

- Students develop a set of criteria that could be used to determine the reliability of sources of information about breakfast food products.
 - Can the student identify sources of information about breakfast and breakfast food products?
 - Can the student develop appropriate criteria to evaluate the reliability of sources of information about breakfast foods?

Background information

Importance of breakfast

Breakfast breaks the fast of the night and is the body’s first source of energy and essential nutrients for the day. After eight to ten hours without food, the body needs nourishment more than at any other time of the day. A nutritious breakfast has many benefits. Studies on the value of breakfast indicate that people who skip breakfast function at lower levels of physical, mental and emotional performance. People with this eating habit may suffer from poor concentration, headaches, dizziness and a general feeling of fatigue during the day. Studies also show that mid-morning snacks are not a suitable substitute for breakfast as, at this time of day, people will often choose foods that supply large quantities of fat and sugar.

Sources of information

The reliability of information about health products and services varies. Claims about health products and services can be persuasive and misleading. It is important, therefore, that, as consumers, students have the knowledge and skills to make informed choices about health products and services. This module provides opportunities for students to assess the reliability of sources of information about breakfast products.

This module is based on the unit outline ‘Breakfast: Too good to miss (for primary schools)’ (Home Economics Institute of Australia 1998).

Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education:

criteria	legumes	reliability
diet	lentils	sources of information
food groups	nutrition	soya beans
food-selection model	nutritious	

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module, particularly safety policies relating to food handling and cookery.

Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of diversity, equity and supportive environments. It includes activities that encourage students to:

- recognise and appreciate the cultural and social diversity of their community;
- respect and appreciate different views about nutritional practices;
- recognise the home, school and community as settings for promoting health;
- develop the knowledge, skills, attitudes and values to take care of themselves and support others.

Students with disabilities or learning difficulties may require some activities to be modified to optimise their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

Support materials and references

Australia New Zealand Food Authority. Available URL: <http://www.anzfa.gov.au/> (accessed November 2000).

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Woodrow, W. & Burt, S. 1993, *Hands on Food: A Nutrition Resource for Primary Schools*, kit, Kellogg (Aust.), Pagewood, NSW.

Activities

Getting started

Before starting this module, students should have an understanding of the role of food in health. This is covered in the Level 1 module ‘Plan, prepare and picnic’.

Understanding

ABOUT BREAKFAST

Developing an understanding of breakfast and the importance of breakfast for good health

- ▶ Working in groups, students brainstorm answers to the questions ‘What is breakfast?’ and ‘Why is breakfast an important meal?’. They develop a definition of breakfast and share it with the class. Groups display their answers and definitions on a chart or board.
- ▶ Students calculate the length of time between their last meal of the previous day to when they first ate this morning. They discuss how they feel when they have not eaten breakfast.

Focus questions could include:

- Have you ever missed breakfast? If so, why?
- How did you feel during the day you missed breakfast?

Teaching considerations

Students could role-play how they felt during a day when they missed breakfast.

Students could develop a graph showing the number of students in the class who eat or do not eat breakfast. They could refer to the graph later in the module to determine whether there has been an improvement in their breakfast eating habits.



- ▶ Students respond to case studies, such as those on Resource Sheet 1, that focus on why people miss breakfast. They propose alternative behaviours that would encourage characters in the case studies to eat breakfast.

BREAKFAST CHOICES

Using a food-selection model to guide selection of foods for breakfast



- ▶ Students examine and discuss the Australian Guide to Healthy Eating food-selection model (see Resource Sheet 2).
- ▶ Students work in groups to record what they ate for breakfast that morning. They classify foods they ate according to the Australian Guide to Healthy Eating. Groups display their responses for all to read.


Resource Sheet 4

Teaching consideration

The Australian Guide to Healthy Eating (plate model) and other food-selection models provide information about the amount and types of food needed for good health and wellbeing.

- ▶ Students collect or draw illustrations of breakfast foods. They attach these to the appropriate areas of a blank diagram of the plate model or to a paper plate divided into segments representing the food groups shown in the Australian Guide to Healthy Eating.

Teaching consideration

Other food-selection models such as the Healthy Eating Pyramid (see Resource Sheet 4) could be used.

- ▶ Students evaluate the nutritional value of the following breakfasts using the Australian Guide to Healthy Eating:
 - milk, fried bacon, eggs, hash browns, toast and butter;
 - banana, yogurt, toast and peanut butter, tea;
 - cereal with milk and sugar, flavoured soy milk;
 - orange juice, grilled cheese and tomato on toast.

They then rate each breakfast on a continuum according to the number of food groups represented in each breakfast — that is, from five food groups down to one food group — and give reasons for their ratings.

Focus questions could include:

- Does this breakfast include:
 - a majority of foods from the breads, cereals, rice, pasta, noodles section?
 - foods from the fruit section?
 - foods from the vegetables section?
 - a serving from the lean meat, fish, poultry, eggs, nuts, legumes section?
 - a serving from the milk, yogurt, cheese section?
 - very little from the ‘sometimes or small amounts’ food section?
 - a selection of foods from each section?

Teaching considerations

For the evaluation, choose breakfasts that are representative of the different cultural groups in the community.

Explain to students that it is not essential to eat food from each of the food groups at each meal as long as they eat food from all five of the food groups over a day.


Resource Sheets 3, 4

Use other food-selection models to guide food choices, if appropriate. The Australian Guide to Healthy Eating is the most recent. Refer to Resource Sheets 3 and 4 for other models.

Students could compare the different food-selection models presented on Resource Sheets 2, 3 and 4.

SOURCES OF INFORMATION**Identifying sources of information about breakfast and breakfast foods**

► Students brainstorm where they could find information about breakfast and breakfast products. They may suggest product packages, supermarkets, government health agencies, pharmacists, dietitians, parents/carers, the media, books, magazines, brochures, teachers and the Internet.

Focus questions could include:

- Which people can provide us with information about the importance of breakfast and about different breakfast products?
- What are some other sources of information about breakfast products?
- How accessible are these sources?

► Working in groups, students identify and compare the types of information contained on a number of popular breakfast cereals or on a number of different bread packages.

Teaching considerations

Ensure that products selected for comparison are similar.

By law, food labels must:

- be written in English;
- name the food;
- not contain information that is false or misleading;
- list the ingredients in the food;
- list any additives that are in the product;
- have statements about the country where the food was made or produced;
- name the manufacturer, importer, packer and/or vendor;
- have a date to indicate the life of the product — that is, a ‘use by’ date;
- fulfil further requirements relating to particular substances.

Have students consider what information food labels do not promote — for example, the sugar or sodium (salt) content of some breakfast cereals that are promoted as being healthy and nutritious. Students should be aware that the promotional aspects of the packaging tell only about the product’s good aspects.

Explain to students that where a nutritional claim, such as ‘This food is high in vitamins’, is made on a package, a nutrition information panel must be shown. (Refer to the Australia New Zealand Food Authority website listed in ‘Support materials and references’.)

Large supermarkets often have visiting nutritionists who can assist with this activity.

Refer to Resource Sheet 5 for an example of a worksheet for comparing information on labels.

► Students view television, magazine or newspaper advertisements that promote breakfast foods. They list any health claims made in the advertisements, such as ‘high in fibre’ or ‘high in vitamins’. Using these materials, students create a class collage or wall display highlighting the range of claims made by manufacturers. They identify the advertisements’ hidden messages as well as what is openly stated. The collage or display should indicate which pieces of information are fact and which are implied in the advertisements.



Planning

DEVELOPING CRITERIA

Developing criteria to assess the reliability of sources of information relating to breakfast foods

► Students discuss what the term ‘reliable sources of information’ means. They compile a list of key words that could help them develop criteria for assessing sources of information.

Teaching consideration

Criteria are standards of judgment applied when testing anything or when making decisions — for example, when purchasing goods, one of the criteria for selection could be where the product is made.

► Students develop a checklist that can be used to assess the reliability of nutritional information about breakfast foods and this important meal.

Teaching consideration

Reliable information comes from trustworthy sources. The challenge for students is to determine which sources are trustworthy.

HEALTHY BREAKFASTS

Planning and promoting the eating of healthy breakfasts

► Students observe the teacher preparing a simple breakfast, such as toast with vegemite and a glass of milk, or cereal with milk. They brainstorm foods that could be added to make the breakfast more interesting and nutritious.

Teaching considerations

Standard breakfast foods can be made more interesting and nutritious in the following ways:

- Top toast with peanut butter, banana, grilled cheese and tomato, or baked beans.
- Use raisin bread, muffins, crumpets, pancakes, waffles, bagels or rice cakes instead of plain breads for breakfast sandwiches.
- Top cereal with yogurt and fresh, canned or dried fruit; coconut; sunflower seeds; or chopped nuts.
- Make milk drinks into fruit smoothies by adding fresh, frozen or canned fruit and sprinkling with nutmeg.

The scope of this activity will depend on the food preparation facilities available.

Follow safety policies relating to food preparation and/or cookery.

Consider adding foods from other cultures to make the breakfast more interesting and nutritious.

► Students brainstorm ideas for promoting the eating of a healthy breakfast. Small groups of students select one promotional idea and plan its implementation. The promotion should cover how to select nutritious breakfast foods and the benefits of eating a healthy breakfast.

Teaching considerations

Encourage students to think of ideas for promoting the eating of a healthy breakfast to a target group, such as another class, parents/carers or a community group. Ideas could include:

- writing and publishing a brochure promoting the importance of breakfast with examples/illustrations of breakfasts that are quick and easy to prepare;
- creating a display illustrating wholesome breakfasts;
- publishing a recipe book that includes interesting breakfast ideas;
- writing articles for the school newsletter promoting the importance of breakfast;
- providing a healthy breakfast for the target group;
- preparing an electronic advertisement, such as a webpage or a PowerPoint presentation.

Promotional materials could be presented at a school assembly.

GOAL SETTING **Setting the goal of improving breakfast eating habits**

▶ Students plan to improve their breakfast eating behaviours by setting a goal. The goal should be realistic and achievement of the goal should be measurable. They identify all the factors that may make it difficult for them to achieve their goal and, at the same time, all the factors that will help them achieve their goal.

Teaching considerations

Students should discuss their goals with their parents/carers as they may need support to achieve their goal — for example, parents/carers may need to buy extra fruit or different foods.

Students may wish to share their goal with a friend so that they have support in their endeavours to modify their eating behaviours.



Refer to Resource Sheet 6 for an example of how students could record their goal and monitor their progress towards it.

Acting

EATING NUTRITIOUS BREAKFASTS **Preparing, promoting and eating healthy breakfasts**

▶ Students prepare and eat a nutritious breakfast at school. They use the Australian Guide to Healthy Eating to help them choose suitable foods.

Teaching considerations

Inform parents/carers of the planned breakfast activity and request that they advise of any foods that are inappropriate for their child/children.

Plan with students how they will organise the necessary food — for example, will the group buy the food or bring it from home? They will also need to determine who will bring other items required to prepare and eat the breakfast.

- ▶ Students work in groups to implement their idea for promoting healthy breakfasts developed in the planning phase. They explain their promotion to the class and report on its progress.

MONITORING GOALS

Taking action on a goal to improve breakfast eating habits

- ▶ Students take action to improve their breakfast eating habits. They focus on their own eating behaviours by developing a food diary in which they record what they eat for breakfast over a chosen period of time. Students discuss what they could include in their food diary.

Teaching considerations

Encourage students to consider a variety of formats for their food diary — for example, personal booklet or class chart.

Model how to keep a food diary for students.

Refer to Resource Sheet 7 for an example of a page of a food diary.

Discuss with students whether to reward achievement of goals.

Do not expect students to share their diaries with others although some students may wish to do so.



Reflecting

REVIEWING LEARNING

Reviewing knowledge about eating behaviours related to breakfast

- ▶ Students write about or discuss what they have learnt and how as a result they have changed their eating habits. They reflect on how the changes they have made may have influenced their health.

Focus questions could include:

- What changes did you make to your breakfast?
- How easy was it to make these changes? Why?
- How can you further improve your breakfast eating behaviours?
- What effect do you think changing your behaviours had on your health?
- How has your knowledge of a food-selection model developed your understanding of how to choose nutritious food?
- ▶ Students consider why it was necessary to learn about the importance of eating a nutritious breakfast and why they need to be discerning about nutritional information on breakfast foods.
- ▶ Students identify what more they would like to learn about nutrition.

Case studies



Case study 1: Jasmin — There's just not enough time.

Mum has changed her shift and now has to be at work by 8.00 a.m. She spends all her time in the morning feeding my younger sister Ami, who has just turned two. She just gets herself a cup of coffee and expects me to fix my own breakfast now that I am 10. Dad starts work at 6.30 a.m. and tries to get me out of bed before he goes off to work. I just hate getting out of bed in the morning!

Key ideas for alternative behaviours

- Alter morning schedule.
- Plan for breakfast to avoid the morning rush.
- Encourage all family members to cooperate at meal times.

Case study 2: Paulo — I want to lose some weight.

I want to be picked for the tennis team next season but the coach told me that I have to lose some weight to improve my speed and movement around the court. I have six weeks so I'm going to skip breakfast until then and hope for the best. Anyway, I never feel like eating much early in the morning.

Key ideas for alternative behaviours

- Eating a wholesome breakfast can help a person lose weight because it provides an energy source for the day and will stop the hunger pangs that often occur around mid-morning.
- Try not to eat late at night and start eating small amounts of food in the morning to develop a healthy breakfast habit.

Case study 3: Justin — I'm tired of the same old breakfast.

Auntie serves up such boring breakfasts. We have the same old thing every morning — cornflakes with milk or toast and vegemite. There is plenty of food in the refrigerator to eat so why doesn't she make us something different once in a while? I'm getting to the stage where I just have a glass of milk and use some of my lunch money to buy something interesting from the bakery on the way to school.

Key ideas for alternative behaviours

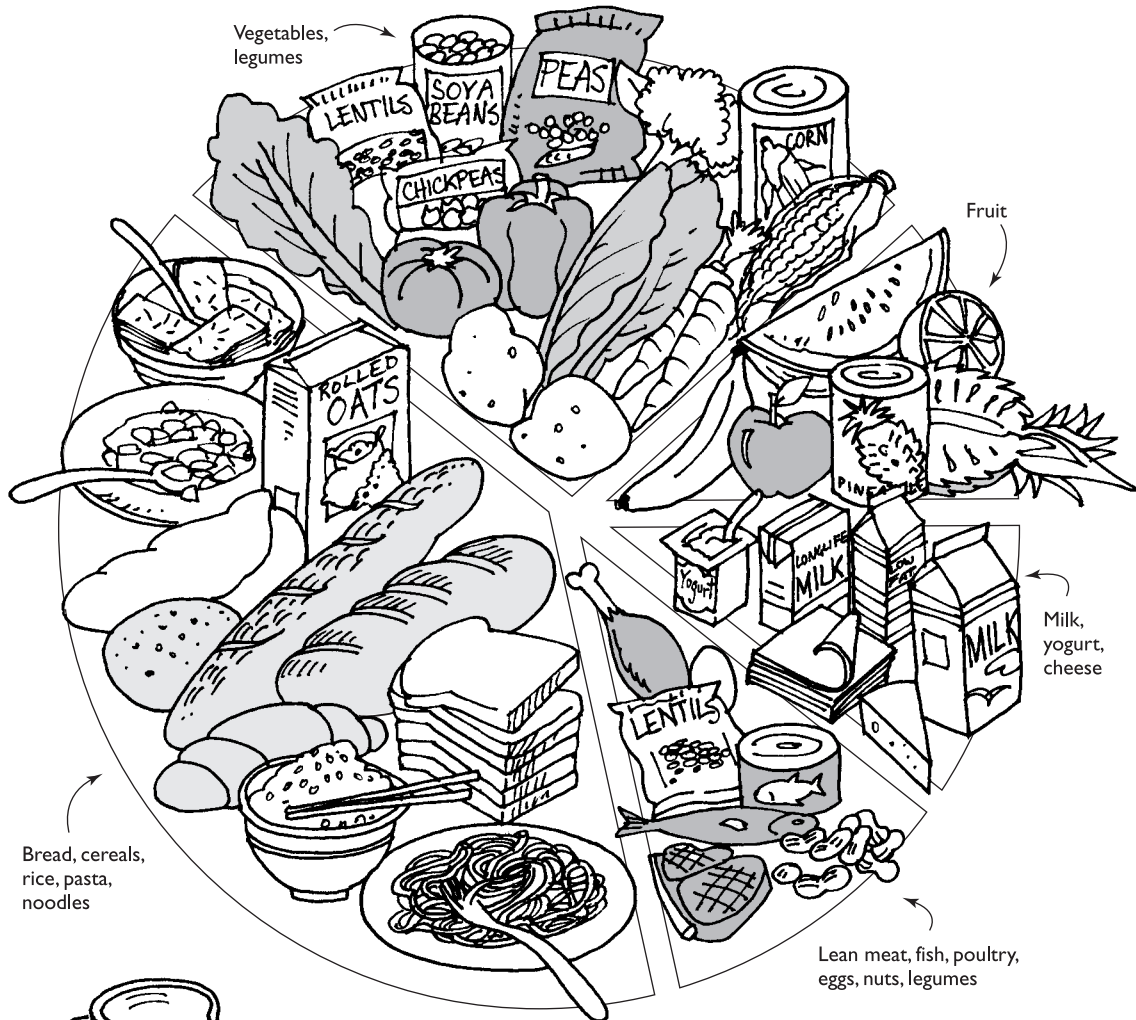
- Take responsibility for your own eating habits.
- Use your imagination and experiment with alternative foods for breakfast that suit all family members.

Australian Guide to Healthy Eating



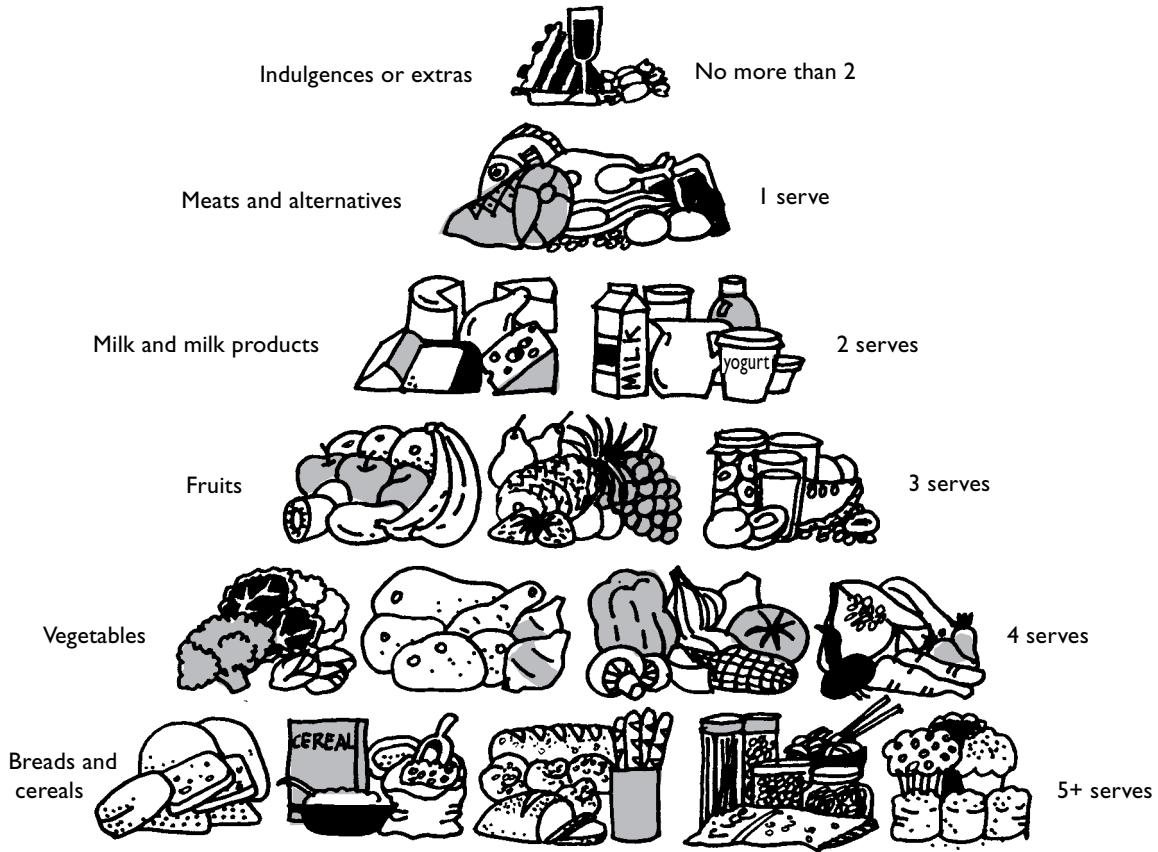
Resource Sheet 2

BREAKFAST IS COOL • MIDDLE PRIMARY



Source: Adapted from Commonwealth Department of Health and Family Services 1998, *The Australian Guide to Healthy Eating*, kit, Commonwealth of Australia, Canberra.

12345+ Food and Nutrition Plan



**A simple guide to healthy eating and weight control
(serves that should be eaten, on average, every day)**

Source: Adapted from CSIRO (Division of Health, Science and Nutrition) and the Anti-Cancer Foundation of South Australia 1994, *The 12345+ Food and Nutrition Plan: A Simple Guide to Healthy Eating and Weight Control*, rev. edn, Adelaide.

Healthy Eating Pyramid

R4

Resource Sheet 4

Eat in small amounts



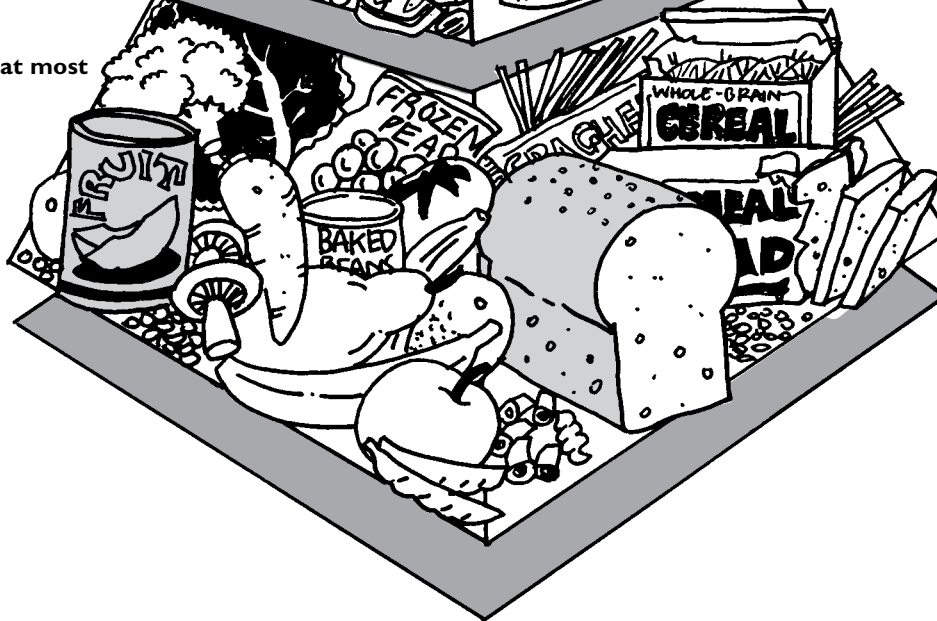
- butter
- margarine
- oil
- reduced-fat spreads
- sugar

Eat moderately



- lean meat
- eggs
- fish
- chicken
- nuts
- milk
- yogurt
- cheese

Eat most



- vegetables
- beans and lentils
- dried peas
- fruits
- bread
- cereals

BREAKFAST IS COOL • MIDDLE PRIMARY

Food labelling



Resource Sheet 5

Compare the information contained on the labels of two similar products by completing the table below. Add a comment about that information, where appropriate.

Labelling requirements	Product 1		Product 2	
	yes/no	Comments	yes/no	Comments
Name of the food — for example, Startup				
Description of what the food is — for example, flakes of bran, wheat and oats				
Nutrition claim that requires a nutritional information panel				
Nutritional information panel				
List of ingredients in descending order of weight				
List of additives in the food				

(continued)

Food labelling (continued)



BREAKFAST IS COOL • MIDDLE PRIMARY

Labelling requirements	Product 1		Product 2	
	yes/no	Comments	yes/no	Comments
Serving suggestions				
Name of manufacturer, importer, packer or vendor				
Net weight or quantity				
Preparation instructions, if necessary				
Storage instructions				
Bar code				
Use-by date				
Other information				

My breakfast goal



Resource Sheet 6

Name _____

My goal to improve my breakfast is _____

My plan to achieve my goal is _____

Things that could make it difficult for me to achieve my goal include _____

I can overcome these by _____

Things that could help me achieve my goal are _____

I will know I have achieved my goal when _____

Progress after one week

Positives: _____

Negatives: _____

Progress after _____ weeks

Did I achieve my goal? Yes No

Do I need to modify my plan to achieve my goal? Yes No

I will modify my plan by _____

BREAKFAST IS COOL • MIDDLE PRIMARY

Food diary



Resource Sheet 7

BREAKFAST IS COOL • MIDDLE PRIMARY

Name _____

Food diary for the week beginning _____

Day of the week	Approximate time	Foods eaten for breakfast					
		Fruit	Vegetables, legumes	Milk, yogurt, cheese	Breads, cereals, rice, pasta, noodles	Meat, fish, poultry, eggs	
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Acknowledgments

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Home Economics Institute of Australia for permission to base this module on 'Breakfast: Too good to miss (for primary schools)', *Putting It into Action*, May 1998.

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Health and Physical Education Syllabus

Years 1 to 10 Health and Physical Education Sourcebook: Guidelines

Health and Physical Education Initial In-service Materials

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