

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## ALL ABOARD THE BREAKFAST TRAIN

### Theme: Give It a Try

**Overview:** In this lesson, students will be introduced to the importance of breakfast. In the first activity, they will meet a very tired puppet who hasn't eaten his breakfast and will act out the difference between having little energy and a lot of energy. They will then give the puppet advice about some breakfast foods he can eat. In the second activity, they will list the foods they had for breakfast and tally the number of food groups into which their breakfast belongs. Finally, they will draw a breakfast food on a ticket to board the "breakfast train."

*Note: If your preschool offers breakfast, you may want to modify these activities to include discussions about the food and beverage options offered.*

### Vocabulary:

- Energy: What we need to move, work and play. Some activities require more energy than others.
- MyPlate: A way to help us remember what to put on our plate each day.

### Activity 1: Why is B.K. Fast So Tired?

**Type of Activity:** Energy to Perform, Energy to Move

**Domain:** Cognitive, Language

### Students will:

- Be introduced to the importance of eating a healthy breakfast.
- Act out how they feel differently when they have no breakfast and when they have breakfast.
- Name different breakfast foods.

### Materials:

- B.K. Fast puppet face – included at the end of this day's activities
- Paper lunch bag or popsicle stick
- Glue
- Flip Chart

**Time Frame:** 20-30 minutes

### Directions:

*Note: Before class, affix B. K. Fast's puppet face to a paper bag or Popsicle stick to make a puppet that can be used in this activity.*

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1. As students enter the room, tell them that you want them to meet a friend of yours. His name is B.K. Fast.
2. In a very tired, slow voice, have B.K. say the following: “Hi kids. My name is B.K. Fast. I am sorry that I am talking slowly but I am so tired. I have no energy at all. I can’t figure out why I am so very tired today. Can you guess why?”
3. Give students time to guess reasons why B.K. is so tired.
4. If they guess that he did not have breakfast, move to #5. If not, continue on, “Let’s see. I went to sleep early last night and got lots of sleep. Then I woke up, got dressed, brushed my teeth and came here to see you. Did I forget something?” Guide students to say that B.K. did not have breakfast!
5. Explain to students that breakfast is very important. Ask students to recite the following rhyme to B.K. Fast: “We need breakfast to start our day. It gives us energy to learn and play.”
6. Ask students to get up and show B.K. what it looks like when you don’t have breakfast and you have no energy. Students should slowly walk around the class with their eyes half shut. The students and teacher can talk about how it would affect their day and their activities.
7. Next ask students to get up and show B.K. what it’s like when you do have breakfast and you have a lot of energy.
8. Then, have B.K. say the following to students, “Gosh. I didn’t realize how important breakfast was! What should I eat for breakfast?”
9. Give each student a chance to offer one idea to B.K of what he could eat for breakfast.

## **Activity 2: Count the Food Groups**

**Type of Activity:** Energy to Discover, Energy to Read

**Domain:** Cognitive, Language

### **Students will:**

- Name favorite breakfast foods.
- Name and categorize the number of food groups on their list.

### **Materials:**

- Flip Chart
- Markers
- Picture of MyPlate:  
<http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf>

**Time Frame:** 20-30 minutes

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## Directions:

1. Ask students to repeat the rhyme from Activity 1: “We need breakfast to start our day. It gives us energy to learn and play!”
2. List each student’s name on a flip chart and ask them to name something they like to eat or drink for breakfast.
3. As each student shares his or her breakfast foods and beverages, write the words or draw pictures to represent the foods next to their names.

**Optional enrichment:** Tell students that a super breakfast includes foods from at least three food groups. Review the food groups on the MyPlate picture with students. If students are not familiar with MyPlate, explain that it is an easy way to help them remember to put different food groups on their plate.

After each person’s breakfast choices, make tally marks to represent the number of food groups. For example, if a student had cereal, English muffins or toast (grains), milk (dairy) and orange juice (fruit), that’s three food groups. Give a round of applause for each tally mark.

## Activity 3- All Aboard!

**Type of Activity:** Energy to Perform, Energy to Create

**Domain:** Cognitive, Language, Social Emotional, Physical

### Students will:

- Draw a picture of a breakfast food on an imaginary ticket.
- Sing a song about eating breakfast while riding on the imaginary breakfast train.

### Materials:

- Image of train ticket – included at the end of this day’s activities (one per student)
- Art materials (paper, crayons, markers)

**Time Frame:** 20-30 minutes

### Directions:

1. Now that students know how important breakfast is, tell them they are going to have a chance to ride the breakfast train!
2. Distribute the picture of the train ticket and art materials to each student. Explain that, in order to ride the breakfast train, they have to draw a picture of a breakfast food. You may want to draw a few common breakfast foods using simple shapes to help guide students.

**Optional enrichment:** Older students can draw a breakfast that includes three food groups.

3. Give students time to draw a picture of a breakfast food on their tickets.

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4. Once they have finished, they can give you their ticket and join the train!
5. Invite each student who gives you a ticket to stand in a row behind you, joining together with the person in front of them by placing their hands on the person's waist.
6. Once all students have climbed aboard, march around the room like a train singing the following song to the tune of "Mary Had a Little Lamb":  
*All aboard the breakfast train, breakfast train, breakfast train. All aboard the breakfast train. We start our day out right!"*  
**Optional Enrichment:** Allow students to name the foods on their tickets as you are marching around the room.

## Modifications:

### Pump It Up for Older Students

- Older students can write the name of their breakfast foods on their tickets.
- Older students can keep track of the food groups in Activity 2 and compare which food groups are most and least popular during breakfast.

### Cool It Down for Younger Students

- If younger students cannot draw a picture of their breakfast food item, they can simply say the name of a breakfast food and present their ticket to board the train.

## NAEYC Standards Alignment:

- **2.A.10** The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.
- **2.K.01** Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
- **2.C.04** Children have varied opportunities and are provided equipment to engage in large motor experiences that stimulate a variety of skills; enhance sensory-motor integration; develop controlled movement; enable children with varying abilities to have large-motor experiences similar to those of their peers; range from familiar to new and challenging; help them learn physical games with rules and structure.
- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music and (d) two- and three-dimensional art.
- **2.L.01** Children are provided varied learning opportunities that foster positive identity and emerging sense of self and others.

## Be Smart from the Start at Home!

Preschool-aged children are not expected to understand calories or how their bodies use energy, but they can begin to learn foundational information to help them make healthy

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decisions around diet and exercise. The Smart from the Start lessons are a set of flexible activities designed to introduce and reinforce these concepts, and we encourage you to integrate the rest of the activities in Me and My Choices and Give it a Try! into your existing curriculum. Throughout these activities, children will learn about energy they need to work and play; to make healthy choices about what they eat and drink from a variety of food groups; and how to move throughout the day with fun activities that help keep their hearts strong and healthy.

As your students progress to elementary school, the [Healthy Decisions, Healthy Habits Together Counts™ curriculum](#) can help them focus on more rigorous concepts related to self-esteem, decision-making, healthy nutrition and regular physical activity.

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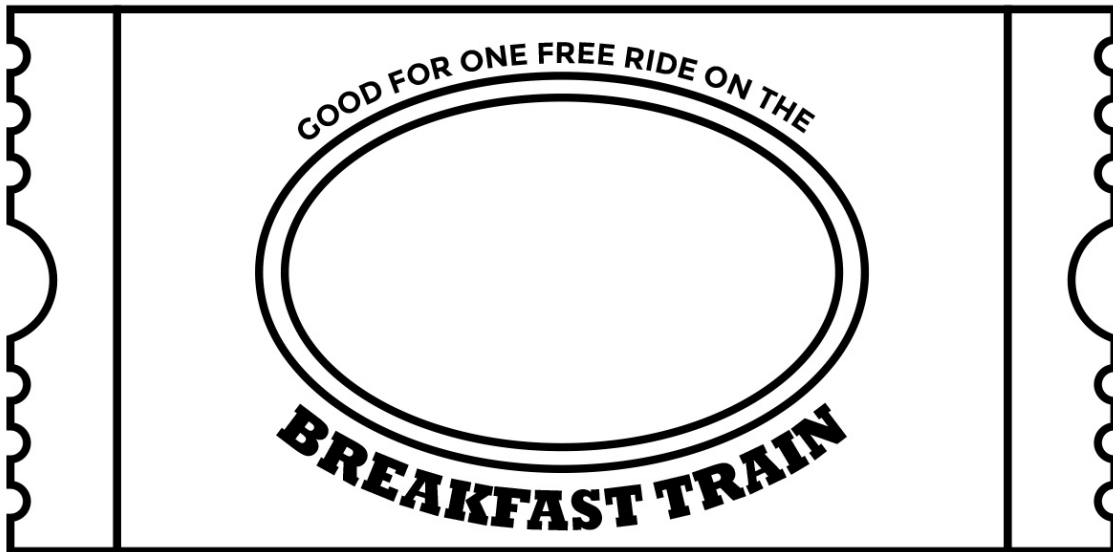
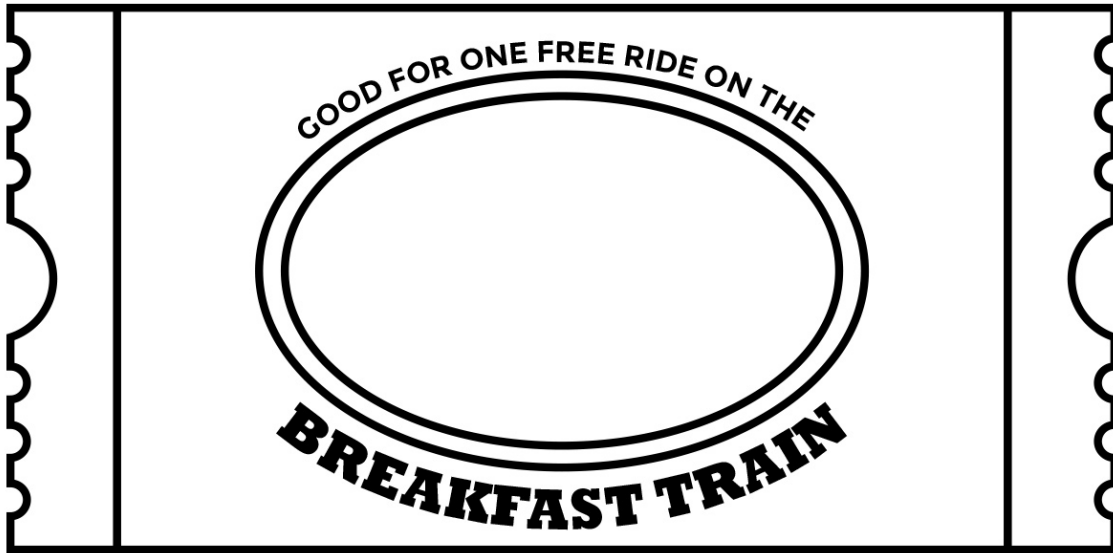
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Energy at Home

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Students learned how important it is to start their day with breakfast! They met a very tired puppet who did not have breakfast. They gave him some advice about what to eat. They also learned that having a balanced breakfast with at least three food groups is great. And they climbed aboard the Breakfast Train!

It is important to make time for breakfast every day. Breakfast gives kids the energy they need to learn and play. Choosing breakfast foods that are rich in whole grains, fiber, and lean protein may boost your child's attention span, concentration, and memory. That helps them in school.

Below is a list of great ideas\* to start the day with a balanced breakfast!

- Layer fat-free or low-fat plain yogurt with your favorite crunchy cereal and blueberries.
- Blend a breakfast smoothie with low-fat milk, frozen strawberries and a banana.
- Make one packet of microwave oatmeal with fat-free or low-fat milk. Mix in 1/4 cup unsweetened applesauce. Sprinkle with apple pie spice or cinnamon.
- Top a toaster waffle with fat-free or low-fat yogurt and peach slices.
- Stuff a whole-wheat pita with a sliced, hard-cooked egg and low-fat shredded cheese.
- Spread a flour tortilla with peanut butter. Add a whole banana and roll it up.
- Spread low-fat cream cheese on a whole-grain toasted bagel. Top with sliced strawberries.
- Add lean ham and low-fat Swiss cheese to a toasted whole-grain English muffin.

\*Source: [www.eatright.org](http://www.eatright.org)