

CF-000-32, CCNE: Breakfast Builds Better Bodies

Client-centered nutrition education uses methods like group discussions and hands-on activities to engage participants in learning. This outline starts with a **Snapshot of the Session**, and then includes two parts:

Part 1: Planning the Nutrition Education Session - The first section prompts the nutrition educator to think about the learning objectives, materials, and preparation necessary to carry out the session.

Part 2: Session Outline - The second section outlines the key parts of the session. The nutrition educator uses this outline to lead the session.

Snapshot of Group Session:

CCNE Lesson title: Breakfast Builds Better Bodies

Developed by: State WIC NE Staff

Date Developed: 08/2012

Approved by: Texas State WIC Office

NE Code: CF-000-32

Class Description: This class uses group discussion and handouts to encourage participants to learn about and share healthy breakfast recipes/ideas, the benefits of eating breakfast, and tips to make time for breakfast.

Target Audience: Parents/caregivers of children

Type of Learning Activities: Discussion, handouts

Part 1: Planning the Nutrition Education Session

Lesson: CF-000-32, Breakfast Builds Better Bodies

Item	Notes for Planning the Session
<p>Learning Objective(s) – <i>What will the clients gain from the class?</i></p>	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> • Be able to name three benefits of eating breakfast. • Identify two foods or recipes they would find easy to make for breakfast. • List one way they could make more time for eating breakfast.
<p>Key Content Points – <i>What key information do the learners need to know to achieve the learning objective(s)? Aim for three main points.</i></p>	<ol style="list-style-type: none"> 1. Research shows that there are considerable health benefits of eating breakfast. 2. Benefits of breakfast include its contribution to a healthy diet; weight management; better concentration and memory; improved performance in school and work; and cardiovascular, digestive, and bone health. 3. There are many ideas for quick and easy breakfast ideas that parents/caregivers can share with each other.
<p>Materials – <i>List what you will need for the session (i.e. visual aids, handouts, supplies). Attach supplemental materials.</i></p>	<ul style="list-style-type: none"> • Whiteboard or flip-chart and markers • Handout: Wake Up to the Benefits of Breakfast! International Food Information Council Foundation. (2009). Stock no. 13-06-13958 (Spanish #13-06-13958A) • Handout: Putting the Fast in Breakfast – Quick and Easy Solutions. International Food Information Council Foundation. (2009). Stock no. 13-06-13957 (Spanish #13-06-13957A) • Optional activity: MyPlate icon printout and sample breakfast food models or food photos <ul style="list-style-type: none"> ○ Download and print MyPlate graphic and coloring sheets at http://www.choosemyplate.gov/print-materials-ordering.html
<p>Resources – <i>Review current WIC resources or other reliable resources like WIC Works.</i></p>	<p>International Food Information Council Foundation, Food Insight:</p> <p><i>Wake Up to the Benefits of Breakfast! IFIC Foundation Launches Breakfast Resources Web Page, March 2010. Retrieved from</i></p>

	http://www.foodinsight.org/Newsletter/Detail.aspx?topic=Wake Up to the Benefits of Breakfast
Class Flow & Set Up – <i>Consider the flow of the session & room set-up. Note any extra preparation that may be needed.</i>	Arrange chairs in a circle or semi-circle. Leave room for baby carriers and strollers. Set up a whiteboard or flip-chart for use with group activities and to record key points during session.

Part 2: Session Outline

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Item	Notes for Conducting the Session
Introduction: <i>Create a respectful and accepting learning environment by welcoming participants, introducing yourself, reviewing agenda, exploring ground rules, making announcements, etc.</i>	<p>“Welcome, thank you for being here today. My name is _____. Today’s class is about breakfast - the benefits of eating breakfast, the challenges we face, and quick and easy breakfast suggestions.</p> <p>This is a discussion style class. Feel free to ask questions and share ideas. Please keep comments positive, as we are here to learn and share from each other.”</p>
Icebreaker: <i>Anchor the topic to the participants’ lives. Use a question or activity likely to bring out positive but brief comments; Can be done as a group or partners.</i>	<p>Ask participants to share their name and then answer <u>one</u> of the following questions:</p> <p>What is something you like to eat for breakfast?</p> <p>Tell us about something your parents used to make you for breakfast?</p> <p>What is the strangest thing you have ever eaten for breakfast?</p> <p>What did your grandmother used to like to eat for breakfast?</p>
Activities: <i>For each learning activity, list instructions and include three to five open-ended discussion questions. Keep in mind that activities should enable participants to meet the learning objectives.</i>	<p>DISCUSSION: Use open-ended discussion questions to encourage parents to share their knowledge and experience about the benefits of eating breakfast and suggestions for quick and easy breakfasts.</p> <p>Refer to the handout: Wake Up to the Benefits of Breakfast!</p> <p>Suggested discussion questions:</p> <p>What are some good things you notice about your body when you eat breakfast?</p>

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	<p>[Gives you the energy you need to get your day moving, helps energize your body, jumpstarts your brain (improved alertness) and your metabolism, helps you feel less sleepy, less likely to overeat later on during the day]</p> <p>What are some other benefits of eating breakfast for you and your child?</p> <p>[Refer to handout and discuss the following: breakfast fuels your empty tank, breakfast boosts brain power, breakfast is just plain good for you, breakfast is the “weigh” to go, breakfast builds better bodies – a healthier heart, better digestion, stronger bones, and improved metabolism]</p> <p>Would any of these benefits motivate you to eat breakfast and /or make breakfast for your child? [Optional activity: Ask participants to circle the benefits in the handout that have meaning to them.]</p> <p>What are some reasons you find it hard to eat breakfast?</p> <p>[Lack of time, not hungry first thing in the morning, do not like the taste of breakfast foods, lack of availability of breakfast foods]</p> <p>Let’s talk about some of the reasons it is hard to eat breakfast.</p> <p>Refer to the handout: Putting the Fast in Breakfast – Quick and Easy Solutions</p> <p>Suggested discussion questions:</p> <p>What are some ways you can make time for breakfast?</p> <p>[Plan nutritious breakfasts ahead of time for the week, get everyone up at the same time and get kids involved in making the morning meal, take turns making breakfast with other members of the household, keep your kitchen well-stocked with easy or ready-to-eat foods breakfast items, set the table for breakfast each evening, store perishable breakfast food items in the front of the refrigerator so they are easy to grab-and-go, pack brown bag breakfasts the night before, eat breakfast at school/daycare or work, leave breakfast foods at work to eat when you get there.]</p> <p>What are some quick and easy healthy breakfast ideas you have tried?</p> <p>[See <i>Solution 1</i> in “<i>Break for Breakfast: Take a Few Minutes to Fuel</i>”]</p>

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	<p><i>Up</i>” for fast meal ideas. Examples of ready-to-go breakfasts: milk and whole grain English muffin; yogurt with fruit or granola; hard-boiled egg and 100% juice; egg on corn tortilla with cheese, beans, or potato; scrambled egg sandwich; cereal with milk; peanut butter on toast]</p> <p><i>[Optional activity: Ask participants to circle any breakfast ideas in the handout that they would like to try.]</i></p> <p>What items do you consider a “healthy” breakfast?</p> <p>[Examples could include, but are not limited: yogurt with fruit or granola, pancakes, waffle, oatmeal/hot cereal, cereal, whole-grain toast with peanut butter, scrambled or hard-boiled eggs, skim milk, 100% juice or smoothie, nuts, refried beans with cheese and tomato on corn tortilla or toast; or a meal that is not high in sugars and fats, one that contains a fiber-rich food]</p> <p>How do you feel when you prepare a healthy breakfast for your child?</p> <p>[Feel good with less guilt, feel like I am giving a gift, feel helpful, feel proud]</p> <p>What if you do not like breakfast first thing in the morning?</p> <p>[See <i>Solution 3</i> in “<i>You Don’t Have to Eat Breakfast Right Away, Eat it Within the First Few Hours of Your Day</i>” to see examples of breakfasts you can eat a little later when hunger strikes.]</p> <p><i>Optional activity: Use the MyPlate icon and food models or photos of foods to build a healthy breakfast. Show one food item at a time (mixing up the food groups) and let the class be creative about the other foods on the plate. Examples of foods to include: whole wheat bread, whole wheat tortillas, cold or hot cereal, bran muffin, yogurt, fat free milk, low-fat cheese, strawberries, apples, or oranges (or an in-season fruit), bell peppers, sliced tomatoes, cooked pinto beans, peanut butter, hard-cooked or scrambled eggs, and/or turkey sandwich. Try to get a fruit, grain, and dairy in every breakfast and a protein and vegetable in some. Explain that yogurt and cereal with milk have some protein in them.</i></p> <p><i>Optional activity: Ask the older children in the class to color a healthy breakfast on the MyPlate coloring sheets.</i></p>
Review and Evaluations:	What is one benefit of eating breakfast that stands out in your mind?

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<p><i>Invite participants to summarize the key points and share how they will use what they learned in the future. List a question/activity to prompt this. List any community or other resources for clients.</i></p>	<p>What is one new thing you learned in this class that you will try this week?</p> <p>Client New Lesson Evaluation Surveys:</p> <ul style="list-style-type: none"> • Please collect surveys only during the evaluation period. • Evaluation period: October 2012 – March 2013 • During the evaluation period, please collect at least 30 new lesson evaluations from clients.
<p>Personal Review of Session (afterward): <i>Take a few moments to evaluate the class. What will you change?</i></p>	<p>What went well?</p> <p>What did not go as well?</p> <p>What will you do the same way the next time you give this class?</p> <p>After teaching this lesson a few times, please complete the <i>Staff Online Lesson Evaluation Survey</i> at http://www.surveymonkey.com/s/CSBZ28K.</p> <p>The staff evaluation survey for this lesson will be available for 6 months after the release of the lesson.</p>
<p>Supplemental Information – <i>Describe any attachments and include any other needed information.</i></p>	