

THAT BUSINESS OF BREAKFAST

Approx. Minutes	Activities	Teacher Materials	Student Materials
5	1. Challenge #2 Check		TEENS Group File TEENS Student Notebook and Folder
10	2. Foods for Dudes	Foods for Dudes Session 7 Cassette Cassette Player	
20	3. A Question of Breakfast Sampling Snacks		Snacks*
10	4. Assignments & Scoring	Parent Pack #3**	Return Card 3
Total: 45			

*See **SNACK FOODS AND REQUISITIONS** section of this manual for recommended snacks.

**See the Parent Pack section of this manual.

Activity 1: Challenge #2 Check _____

- A. Tell students to take out their second challenge, **A Challenge I Can Meet – #2**.

- B. Ask for a show of hands of how many achieved **Challenge #2**, and **congratulate** those students.
 1. Tally how many servings of fruits that students ate on either Day 1 or Day 2 of their challenge.

 2. Call on a few students to report some of the times they ate their extra servings of fruits, what fruits they ate and how they ate them (fresh, canned, as juice, as a topping on cereal, etc.), **as time permits**.

- C. Ask those students who did not achieve **Challenge #2** to report some of the problems or barriers that are keeping them from achieving it.

1. Discuss ways they may be able to overcome some of the barriers, **as time permits**.
2. **Encourage them to keep trying to achieve this second challenge.**

Activity 2: Foods for Dudes

- A. Play **Foods for Dudes Session 7 Cassette**. Tell students to clear their desks or tables so they can listen.
- B. Briefly discuss some of the main points on the cassette.

ASK:

- Okay, I know you've heard it before, but what are some of the reasons we should all eat breakfast every day?
(Eating breakfast can affect you all morning long, including how you feel and how well you can concentrate on what you are doing.)
- What were some of the suggestions that Donny and Darlene gave Joseph from Idaho, who said he didn't have time in the morning to eat breakfast?
(They told him he could try getting up a few minutes earlier so that he would have the time for breakfast; or he could make a sandwich the night before to eat in the morning; or he could put a breakfast bar in his backpack so he could eat it on the way to the bus; or he could take a little box of cereal with him and a box of juice or thermos of milk; etc.)

- C. Ask if anyone knows what the word "breakfast" stands for?
("break" = a pause or a stop; "fast" = to not eat)

EMPHASIZE:

- Because you don't eat all night long, it is as if you are **fasting**; so when you get up in the morning you **break your fast** by eating breakfast.
- If you don't eat breakfast, it's kind of like trying to drive your car without gas in the tank. Your stomach, like the gas tank, is **running on empty** when you get up in the morning.
- Like your car needs gas, you need to **add food** to your stomach before you start your day.
- Though it is important just to eat **something** in the morning, the best breakfasts include foods from at least three food groups.

Activity 3: Breakfast Questions

- A. Announce that during class today they are going to have the opportunity to pretend they are part of a call-in show like **Foods for Dudes** with Donny and Darlene.
- B. Ask peer leaders to hand out snacks to the students.**
1. Explain that they will now have an opportunity to taste another low-fat snack while they work on the next activity.
 2. At the end of the class they will have an opportunity to evaluate the snack.
- C. Divide the groups into triads, and ask Peer Leaders to find the **Breakfast Call-In Questions** under the **Session #7** section of their **TEENS Group File** and distribute one question sheet to each triad of students in their group.
(Ask an extra student to join one of the triads of students to do the activity with him/her.)
1. Assign each triad a question to work on and ask Peer Leaders to give that question sheet to the triad.
 2. Explain that each triad has a question from a teen who called in with some question about breakfast. The assignment is to figure out what suggestions to give the teen that will help answer their question.
 3. Emphasize that triads will be given approximately 8 – 10 minutes to work together on the answer to their teen's question. They should write down all of their suggestions on the activity sheet, and then prepare to **present it to the rest of the class as if they are the hosts of a call-in radio show, like Donny and Darlene**. One student will read the question and the other two will answer.
 4. Discuss any questions or comments from students regarding the activity.
 5. Monitor students to be sure they understand the activity and are on task.
 6. After approximately 8 – 10 minutes, ask for volunteers to present their call-in question and their suggestions to the class. To make their presentations seem like a real call-in show, play the intro music from Foods for Dudes for each presentation.
 7. Continue to ask for volunteers to do their presentations, discussing the suggestions given, **as time permits**.
 8. **(Optional)** Audiotaping the presentations can be effective and fun.

- D. **Congratulate** students on all of their great suggestions to help teens figure out ways to eat breakfast.

Activity 4: Assignments & Scoring

- A. Inform students that their assignment for the next TEENS class is to think about some of the reasons why they may skip breakfast once in a while, or do not eat breakfast at all.
1. Ask Peer Leaders to find the sheet, **Breaking through Breakfast Barriers** in the Session #7 section of their group folder and to distribute one to each student in their group.
 2. Read aloud (or ask a Peer Leader to read aloud) the directions, and discuss any questions about the assignment, as needed.
 3. Emphasize that this assignment is due by the next TEENS class, and tell them to write the date of Session 8 on the "Date due" line at the top of the page.
- B. Tell students to turn to the **Sensational Snacks** list on Page 19 of their TEENS notebook.
1. Instruct students to find the snack they tasted on the list.
 2. They should evaluate it by filling out their rating of the snack on their **Sensational Snacks** list.
 3. After students have eaten and rated today's snack, ask for some class reactions to the snack, **as time permits**
 4. Encourage students to continue to try the snacks on this list and then check off and rate them.
- C. Hold up a **Parent Pack #3** and tell students that the other assignment today is to take home a return card to go with the next parent pack that will be sent to their parents or the adult they live with.
1. Encourage students to continue returning the **TEENS Coupons** from **Parent Pack 1 and 2**.
 2. Once again be sure to **enthusiastically emphasize** (or ask a Peer Leader to emphasize) the details regarding the prize drawing from all of the returned coupons at the end of the TEENS program.

- D. Ask Peer Leaders to look in the Session #7 group file to find and distribute a **Back Again Return Card** to each member of their group.

REVIEW:

- Take this card home today and tell your parent or adult at home that they will be receiving another TEENS Parent Pack.
- On the card, there is a short assignment that you and an adult in your home need to complete together.
- After the adult in your home reads the Parent Pack and you and the adult in your home finish the assignment together, ask them to sign the enclosed **Back Again Return Card**.
- Bring back the **Back Again Return Card 3** as soon as it is signed, and then return it to your Peer Leader, who will record 3 points on your group's scorecard.

- E. Show the card and explain the assignment.

- F. Handout **Parent Pack #3**.

- G. Ask Peer Leaders to take out their group's **It All Adds Up Scorecard**.

1. Ask Peer Leaders to record any points in the previous class sections that the members of their group have now scored for completing assignments and/or returning their **Back Again Return Cards 1 and 2**.
2. Ask them to then record any points in the Session #7 section that the members of their group scored for completing their **Challenge #2** assignment due today. They should collect those assignments and put them in the yellow student folders at the back of their group files.
3. Encourage students who have not completed past assignments, or have not returned their return cards, to do so as soon as possible.
4. Ask Peer Leaders to point out today's assignments in the Session #7 section.
5. Remind students that when they complete these assignments and bring them back to the next TEENS class, the Peer Leader will record the points they scored.

Notes & Reminders

Cereal label

Name

Date due

BREAKING

through Breakfast Barriers



Do you ever skip breakfast? Why? Write your answers here:

1. _____
2. _____
3. _____
4. _____

Now it's time to break through those barriers that keep you from eating a great breakfast. For each reason you listed above, write a break-through solution that you think would really work. Write your break-through solutions here:

1. _____
2. _____
3. _____
4. _____

Put a star next to the solution you want to try this week and **break through to breakfast!**

Teens RETURN CARD #3

Teens often say that it's easy to add more fruit to their meals or snacks because they like the taste of it. This week take the time to find out what fruits are your child's favorite fruits and when they like to eat them. Fill in their answers on the lines below. Try to have those favorite fruits available for your teen this week.

My child's favorite fruits are: _____

The time my teen is most likely to eat these fruits is: _____

Yes! I read the Parent Pack information and will send my coupons when we have completed some of the activities.

Yes! We did the Parent Pack Assignment on this Return Card!

Print name of student

Parent/Guardian signature

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FOODS FOR DUDES

Session Seven

- Donny:** Hey, I hear a munch, I hear a crunch, it's time for lunch and FOODS FOR DUDES with Donny
- Darlene** And Darlene. Welcome to FOODS FOR DUDES, the call-in show for kids who like to eat—and who doesn't? (*haha*)
- Donny:** Nobody I know! Uh, say Darlene, is that an apple I see over there?
- Darlene** Yes, Donny, it's mine, I brought it for a snack.
- Donny:** Oh, (*disappointed*) Say, isn't that a sandwich in that bag over there, Darlene?
- Darlene** Yes, Donny. It's for my lunch. (*under her breath*) C'mon, we've got to start the show.
- Donny:** (*whispering*) I know, but I got up late and I didn't have a chance to eat breakfast. I thought I could get something when I got down to the studio and then there wasn't time. Darlene, you know I always eat breakfast. I'm starving.
- Darlene** Just hold on and you can get something after the show.
- Donny:** Couldn't you just spare a little bit of your sandwich?
- Darlene** I'd like to, Donny, but it's for my lunch.
- Donny:** Come on, Dar, just a bite.
- Darlene** (*getting angry*) Not now, Donny. Well, well, well, what have we here? It's a letter from Lashonda in Chicago.
- Donny:** (*sings*) Chicago, Chicago, that toddlin' town, Chicago, Chicago....
- Darlene** Thank you, Donny. That's more like it. Now let's see. Lashonda says, Dear Darlene and Donny, I always listen to your show. I think you are both great—why thank you, Lashonda. We think you're great, too. — I have a breakfast problem.
- Donny:** You, too, Lashonda?
- Darlene** (*clears throat*) I have a breakfast problem. I don't mind eating breakfast and I usually have time to eat, but my mom is this breakfast freak. She feels like you can't go out of the house without eating two slices of toast, eggs, bacon, milk, orange juice and at least one banana. I told her that breakfast is important, but that you don't have to eat a three course meal. How much should you eat for breakfast? Lashonda from Chicago.

Donny: Oh, Lashonda, all that food for breakfast. Send it over quick. I'm gonna faint.

Darlene Donny, please, you're drooling.

Donny: Oh, sorry. Okay, Lashonda. Even though I would climb the highest mountain right now for those eggs, you're right, but your mom isn't really wrong. Take it from one who knows, having a good breakfast that fills you up is really important. It affects how you feel all morning and for kids it can even affect how well you concentrate in school and even how well you do in school. Now for you, if you can't eat that much or for you listeners out there if your mom doesn't have time to fix a breakfast like that, then a simple breakfast with foods from at least three food groups would be great.

Darlene That's right, Lashonda. If you just had a bowl of cereal with milk and juice — that makes servings of foods from the milk, fruit and grain group and that's a pretty good breakfast. Even toast with peanut butter, juice and milk — that's another good one.

Donny: And how's this? A yogurt with some fruit like strawberries or blueberries and a few crackers? Or a frozen waffle with milk and juice...or—I can't stand it! Darlene, give me that sandwich!

Darlene Donny, please, I told you that was for my lunch. I will not give up my lunch. Those were some terrific ideas, Donny! So Lashonda, I hope that helps. A huge breakfast is great, but think three food groups and you should still be in great shape unlike my cohost here, who decided he needed his beauty sleep instead of his breakfast. I'm sorry Donny, but I have no sympathy for you.

Donny: Darlene, you are breaking my heart, not to mention my stomach.

Darlene Please, Donny. This is so unprofessional.

Donny: (*mimics her*) Please, Donny, This is so unprofessional. I'M HUNGRY, DARLENE!

Darlene Oh, here's our first caller! It's from Joseph in Boise, Idaho. Let's see you find a song for that one.

Donny: (*sings, imitating Connie Francis*) Where, the Boise's are, breakfast waits for me – I may be down, but I'm not out, Darlene! Hi Joseph! How's it going?

Joseph: Pretty good.

Darlene Joseph, what's your question today, how can we help you? You know, Joseph we're here to help.

Donny: This from a woman who is allowing her best friend to starve.

Darlene Go ahead, Joseph.

Donny: Just remember, I got you this job, Darlene. Without me you're nothing.

Darlene With or without you, Donny. I am a woman with a peanut butter and jelly sandwich AND an apple. So there.

Donny: That was low, Darlene, that was low.

Darlene Go ahead, Joseph.

Joseph: Okay, my question is that I know I should eat breakfast, but I hardly ever have time. I practically run for the school bus and we're not allowed to eat on the bus so I can't bring anything with me. I get really hungry and then I get sleepy and crabby, too.

Darlene Tell me about it.

Joseph: Uh, I am. So what can I do? I want to eat, but I just don't have time.

Donny: Joseph, that's some question. You're a man after my own heart, buddy. I'm with you, I mean that. I love you Joseph. My heart goes out to you, buddy.

Darlene A very "timely" question, Joseph. As a matter of fact, let's start there. Is there any way you could get up five or ten minutes earlier? That would give you a chance to eat something quickly, like a piece of toast and some milk and juice.

Joseph: I've tried, but I can't seem to do it. I have such a hard time getting up that sometimes I even miss the bus!

Darlene Okay sounds like that's out. So we're looking for something quick you can eat on the way to the bus or right when you get to school before you go into your class.

Joseph: Yeah.

Darlene Any suggestions, Donny?

Donny: Dar, you go ahead, I'm fading. I don't know if I can make it...just one bite of your peanut butter and jelly sandwich would surely revive me...

Darlene Don't touch that sandwich. Back to you, Joseph. Well I have a couple of ideas for you. Listen up, Donny! There are several breakfast bars on the market. They come in boxes and they're individually wrapped.

Don:: I'm sinking fast, Darlene.

Darlene I am trying to answer Joseph's question if you don't mind. At least one of us is doing her job. As I was saying, Joseph. You could put one of those breakfast bars — some kinds are Nutrigrain Bars or Carnation Instant breakfast bars — you put a couple of those in your backpack the night before with a juice box. Then you could eat them quickly when you got to school. It's not the best breakfast, but it's something and those bars are fortified with vitamins and minerals.

Donny: A breakfast bar! I should have had a breakfast bar!

Darlene The other thing you could do, Joseph, which I did last night, is make a peanut butter and jelly sandwich the night before, and grab it on your way out the door with a juice box or a small thermos of milk. Grapes are easy to take along or an apple or banana. Or even one of those little boxes of cereal — you could just eat those right from the box. Does that help?

Joseph: Yeah, I like peanut butter and jelly so I could do that the night before and just take it before I go. I think we have some juice boxes around. I would probably have time to eat it when I got to school. Thanks, I'll try it!

Donny: Darlene! I have got to have that sandwich!

Darlene Thanks for calling, Joseph. We — Donny, what are you doing? You get your hands off that sandwich! Don't you touch my peanut butter and jelly! (*sounds of a skirmish*) Got it!

Donny: (*With his mouth full*) I think we're just about out of time. This is Donny —

Darlene And Darlene. I can't believe you ripped my sandwich.

Donny: (*still eating*) Signing off till next time on —

Don & Darlene Foods for Dudes.

Darlene And remember, we eat lunch (and some of us eat breakfast).

Donny: So you eat lunch.

Darlene Touch that apple and you're a dead man.