Dear School Principals,

This year Chartwells School Dining Services is pleased to offer a year-long program called *Chartbusters* which includes special cafeteria promotions and events developed to maximize student participation in our healthy breakfast and lunch meals. This year's *Chartbusters* program will focus on the important topics of **Food and Cultures** (September – December), **Breakfast** (January – March), and **Sustainability** (April – June) for all students in grades K - 12.

To meet the needs of the school districts we serve looking for practical ways to incorporate more nutrition education into the classroom, the 2010-11 *Chartbusters* program promotes the Chartwells philosophy of EAT.LEARN.LIVE by making 10-Minute Nutrition Lesson Plans available to your classroom teachers. The Chartwells team of registered dietitians has developed lessons for lower elementary, upper elementary, middle and high school students for each Chartbusters topic for each month of the school year. Lesson topics coincide with the *Chartbusters* promotional calendar and are scripted to be quick and easy to teach, fun, and age appropriate. Each lesson includes a suggested teacher-guided EAT cafeteria connection, a LEARN 10-minute classroom lesson, and a LIVE home activity.

Sample lessons developed for the month of September are attached to this letter for your review. Teachers may download the Chartwells 10-Minute Nutrition Lesson Plans from our new Chartwells Teacher's Nutrition Education Resource Site at www.eatlearnlive.com/TeacherResources. I can also email the lessons to you or any teacher upon request.

I'm looking forward to a great year ahead, and wish you and your staff all the best for the new school year. I hope you will support *Chartbusters* and our efforts to provide nutrition education to students by encouraging teachers to use the 10-Minute Nutrition Lesson Plans.

Sincerely,

Director of Dining Services

Grades K-3

"Breakfast is Good For Me"

EAT
CAFETERIA CONNECTION

Ask the children to examine the MyPyramid poster in the cafeteria. Tell them to look for at least one healthy food or beverage on the poster that they might enjoy for breakfast either at home or in school. Discuss their observations and ideas when the students return back from lunch and have had an opportunity to review the poster.

LEARN
CLASSROOM ACTIVITY

Objective

Students will explain why breakfast is important.

10 Minute Lesson

Students will listen to a short story about Sydney C. Learn's morning routine that did not include eating breakfast before school. They will hear that Sydney experienced unpleasant symptoms commonly associated with breakfast skipping. Through teacher-guided discussion, children will identify that the unpleasant symptoms were likely a direct result of not eating a morning meal. Students will discuss other consequences of breakfast skipping to gain understanding that eating breakfast will help them feel and learn their best.

LIVE
HOME ACTIVITY

Instruct the children to discuss why it's important to eat breakfast every day with an adult at home. Students can "quiz" the adult to see if they know about the benefits of eating morning meals. If the school has a breakfast program, the children can also quiz the adult to see if they know about the program. When discussing breakfast at home, instruct the children to ask each adult if they eat breakfast every day. Report back the next day which adults eat breakfast and which do not.

Teacher's Notes

Background

Research shows that students who do not eat breakfast may experience:

- Increased depression and anxiety
- Increased fatigue, restlessness and sleepiness
- Increased hyperactivity
- Decreased attention span
- Decreased class participation
- Decreased time spent on task
- Increased need for discipline
- Increased visits to school nurse: headaches, stomach aches
- Increased absenteeism
- Overall poorer grades, in particular in arithmetic
- Decreased ability to distinguish between similar images
- Slower memory recall

LEARN 10 Minute Lesson

Read this short story to the students: *One day, Sydney C. Learn woke up a little later than usual. He looked at the clock and said, "Uh-oh- I'd better hurry up or I will be late for school!" As fast as he could, he got dressed, washed his face, and brushed his teeth. He packed his backpack, put on his coat, kissed his mom good-bye, and rushed out the door. He got to school just in time for the bell! Later that morning, Sydney didn't feel very well. His stomach hurt a little and he felt like he had no energy. "What's going on?" thought Sydney, "I felt OK when I woke up, but now's a different story." Sydney's teacher noticed Sydney just wasn't himself. Usually he is the first one to raise his hand when she asks the class a question, but today it seems like it is hard for Sydney to pay attention.*

Lead a discussion:

Ask the students: *Why do you think Sydney didn't feel well when he got to school? Did he forget to do something important?*
Answer: *Sydney didn't feel well because he didn't eat breakfast.*

Ask the students: *What else might happen to Sydney because he didn't have breakfast?*
Answers: *Sydney might get a headache, he might not do his best in class, he might feel sleepy, and he might be grumpy.*

Explain: *When you wake up in the morning you've gone all night without food. That is a very long time. Your stomach will be empty. If you don't ea breakfast, there will be no food to give your body energy. You need energy from food to feel good and learn your best!*

Ask the students: *If Sydney skipped breakfast on the weekend, do you think he'd have lots of energy to play in the morning?*
Answer: *No- without food in his belly, Sydney might not have very much energy. Breakfast fuels your brain and your muscles, too!*

Introduce and explain the EAT Cafeteria Connection and LEARN Home Activity to the students.

Optional Enrichment Ideas

Ask the librarian at your school or local public library to suggest another breakfast-themed story you could read to the class. Or, provide children with a blank sheet of paper. Have them copy the words "I Eat Breakfast Every Day" on the top of their papers. Instruct them to draw a picture of themselves eating a healthy breakfast. Display the pictures in the classroom or in the school cafeteria.

Grades 4-5

"Break Your Fast"

EAT
CAFETERIA CONNECTION

Ask the students to examine the MyPyramid Poster in the cafeteria. Tell them to look for one healthy food or beverage in each of the five food groups that they might enjoy either at home or in school. Discuss their observations and ideas when the students return back from lunch after they've had an opportunity to review the poster.

LEARN
CLASSROOM ACTIVITY

Objective
Students will explain why breakfast is important.

10 Minute Lesson
Through teacher-guided discussion, children will explore the meaning of the word "breakfast." Discussion will enable students to identify the negative consequences of breakfast skipping. Students will gain understanding that eating breakfast will help them feel and learn their best.

LIVE
HOME ACTIVITY

Instruct the students to survey 3 adults at home and in their extended life (immediate and extended family members, coaches, scout troop leaders, friends' family, etc.) about whether or not they eat breakfast every day. Keep a tally of the number of adults who do and don't eat breakfast and discuss the survey results as a class. Decide if the majority of people surveyed take advantage of the benefits of breakfast.

Teacher's Notes

Background

Research shows that students who do not eat breakfast may experience:

- Increased depression and anxiety
- Increased fatigue, restlessness and sleepiness
- Increased hyperactivity
- Decreased attention span
- Decreased class participation
- Decreased time spent on task
- Increased need for discipline
- Increased visits to school nurse: headaches, stomach aches
- Increased absenteeism
- Overall poorer grades, in particular in arithmetic
- Decreased ability to distinguish between similar images
- Slower memory recall

LEARN 10 Minute Lesson

Lead Group Discussion- discuss the meaning of the word "Breakfast"

According to the Merriam-Webster dictionary, the definition of BREAKFAST is "the first meal of the day." *Tell the students you want to examine the word a little more closely: "Let's break the word down into 2 separate words: 'break' and 'fast'."*

BREAK means "to stop or bring an end to."

One meaning of FAST is "to abstain from food." In other words, go for a long time without eating. *Ask the students if they ever heard of a hunger strike- explain these people are on a "fast."*

Now ask students to combine the meanings of both words. *Breakfast now means to end the fast- or more simply, the meal that ends the long period of time we go without food overnight.*

Ask students what might happen if they did not eat breakfast before coming to school. What could happen on the weekend if you skip breakfast (think about if you were going to play a sport, or go outside and play with your friends in the morning)? *If you don't eat breakfast you might feel tired. You might not be in a good mood. It would be harder to concentrate in class and do your best in school. These problems are because your brain is not being properly fueled by food. Without food you will have less physical energy because your muscles are fasting, too. You might experience other physical symptoms like a headache or stomach ache.*

Introduce and explain the EAT Cafeteria Connection and LEARN Home Activity to the students.

Optional Enrichment Ideas

Have the students calculate how long they would fast if (1) the last time they ate was a snack at 8:00 PM and (2) they did not eat again until they went to lunch at school. To help students complete the activity, write "8:00 PM snack" and the "lunch period start time" on the blackboard. Or, provide students with a blank 8 ½ x 11" piece of paper. Have them copy the words "Break Your Fast- Eat Breakfast!" on the top of the paper. Instruct students to create mini posters advertising the benefits of eating a healthy breakfast every day. Display the mini posters in the classroom or in the school cafeteria.

Middle School

"How Long Do You Fast?"

EAT
CAFETERIA CONNECTION

Ask the students to examine the MyPyramid Poster in the cafeteria. Tell them to look for one healthy food or beverage in each of the five food groups that they might enjoy either at home or in school. Ask them to take special note of the non-traditional breakfast items on the poster. Discuss their observations and ideas when the students return back from lunch after they've had an opportunity to review the poster.

LEARN
CLASSROOM ACTIVITY

Objective
Students will explain why breakfast is important.

10 Minute Lesson
Through teacher-guided discussion, students will explore the meaning of the word "breakfast." Discussion will enable students to identify the negative consequences of breakfast skipping. Students will gain understanding that eating breakfast will help them feel and learn their best. Self evaluation is used to reinforce lesson concepts.

LIVE
HOME ACTIVITY

For one week (including weekends), record in your student planner or in a notebook the last time you have something to eat each evening. Then record the time you first have something to eat the next day and whether or not you ate breakfast that morning. Calculate the average amount of time per day that you fasted for the whole week. If there were days you skipped breakfast, re-calculate by how many hours you could have shortened your total fasting time for the week if you had eaten a morning meal. Instruct students to reflect on their own eating habits: Could they be taking more advantage of the benefits of breakfast?

Teacher's Notes

Background

Research shows that students who do not eat breakfast may experience:

- Increased depression and anxiety
- Increased fatigue, restlessness and sleepiness
- Increased hyperactivity
- Decreased attention span
- Decreased class participation
- Decreased time spent on task
- Increased need for discipline
- Increased visits to school nurse: headaches, stomach aches
- Increased absenteeism
- Overall poorer grades, in particular in arithmetic
- Decreased ability to distinguish between similar images
- Slower memory recall

LEARN 10 Minute Lesson

Lead Group Discussion- discuss the meaning of the word "Breakfast"

According to the Merriam-Webster dictionary, the definition of BREAKFAST is "the first meal of the day." *Tell the students you want to examine the word a little more closely: "Let's break the word down into 2 separate words: 'break' and 'fast'."*

BREAK means "to stop or bring an end to." One meaning of FAST is "to abstain from food." In other words, go for a long time without eating. *Ask the students if they ever heard of a hunger strike- explain these people are on a "fast."* **Breakfast now means to end the fast- or more simply, the meal that ends the long period of time we go without food overnight.**

Poll the class to determine whether they had breakfast today. *If the students haven't had lunch yet, ask how many are fasting right now. If the students already had lunch, ask the class how many did not break their fast until lunchtime, and ask if anyone is still fasting.*

Ask students if they know the consequences of breakfast skipping. *If you don't eat breakfast you might feel tired. You might not be in a good mood. It would be harder to concentrate in class and do your best in school. These problems are because your brain is not being properly fueled by food. Without food you will have less physical energy because your muscles are fasting, too. You might experience other physical symptoms like a headache or stomach ache. Eating breakfast might even help you maintain healthy weigh because if you skip breakfast, you may be more likely to overeat or make less healthy food choices later in the day because you are very hungry. Breakfast may even"rev up" your metabolism, helping you burn calories all day long.*

Comment to the students: *You can break your fast with traditional breakfast foods- cereal, toast, eggs, fruit, juice, milk, etc. Microwaving some of last night's leftovers, heating up a slice of frozen pizza, or blending some milk, yogurt, or fruit in a blender are examples of non-traditional foods you could eat in the morning if you're crunched for time. If the school has a breakfast program- taking advantage of it is a way to fit breakfast into a busy day.*

Introduce and explain the EAT Cafeteria Connection and LEARN Home Activity to the students.

Optional Enrichment Idea

Have students share the data they recorded for the LIVE home activity with the class so they can analyze it. Examples: What is the total amount of time the entire class fasted during the week? What are the average and the mean numbers of times students ate breakfast in one week? What % of students ate breakfast less than 3 days a week? Based on the number of students in the school, if you were to assume this class's breakfast habits was typical of other students, how many students in the school would eat breakfast less than 3 days a week?

High School **“Break Your Fast for Peak Performance”**

EAT
CAFETERIA CONNECTION

Ask the students to examine the MyPyramid Poster in the cafeteria. Tell them to look for one healthy food or beverage in each of the five food groups that they might enjoy either at home or in school. Ask them to take special note of the non-traditional breakfast items on the poster. Discuss their observations and ideas when the students return back from lunch after they’ve had an opportunity to review the poster.

LEARN
CLASSROOM ACTIVITY

Objective
Students will explain why breakfast is important.

10 Minute Lesson
Through teacher-guided discussion, students will discuss the negative consequences of breakfast skipping and gain understanding that eating breakfast will help them feel and learn their best. A problem solving case study is used to spark discussion. Self evaluation is used to reinforce lesson concepts.

LIVE
HOME ACTIVITY

Write notes in your student planner or tape notes in strategic areas at home to remind you to eat a healthy breakfast. Make a list of foods you would enjoy. Plan a way to have them handy, and write down some ideas about how to make breakfast a reality in your world. Or, if your school has a breakfast program, talk with friends, and plan your days to meet some buddies at school for a morning meal.

Teacher's Notes

Background

Research shows that students who do not eat breakfast may experience:

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LEARN 10 Minute Lesson

Read the Problem-Solving Case Scenario

John remembers from health class all the reasons why breakfast is important. Sure, if you don't eat breakfast, you might feel tired and you might not be in a good mood. Yes, it helps keep you on top of your game at school. And true, breakfast may "rev up" your metabolism, helping you burn calories all day long. It all sounds good, but John doesn't eat on most mornings. He is usually up late finishing homework since he can't do it right away after school- he's too busy with basketball practice, and after that, its some downtime with friends before heading home for dinner. When the alarm goes off in the morning, John hits the snooze button. When he gets up, there's barely enough time to get dressed and out the door, let alone time to eat. Although he's not usually hungry when he leaves the house, he is starving well before lunchtime, which is not until 11:30 AM. Sometimes it's so bad it's hard to concentrate during Spanish class right before lunch. It's no wonder- he usually eats around 9:00 the night before- maybe some potato chips and soda- while finishing his geometry homework. Today as usual, John wolfs down his lunch, but it's not enough to eat. Just before the bell rings to go back to class, he quickly eats a candy bar- he always stashes one away when he packs his backpack at night- just the thing for such emergencies.

Examine the Case Facts

How long would John fast if he didn't eat between 9 PM and 11:30 AM the next day? *14 ½ hours*

What are some consequences of John not eating breakfast or fasting for that long? *Feeling uncomfortable (hungry), inability to concentrate, overeating at lunch (and not the healthiest choice) due to extreme hunger. If John took a Spanish test, he might not be able to do his best.*

Solve the Problem

What could John do differently to shorten his fast? *Instead of the candy bar, John could stash a breakfast bar, a piece of fruit, and a bottle of water in his backpack. He could eat that on the way to school. If there is a school breakfast program, he could eat the school breakfast.*

Introduce and explain the EAT Cafeteria Connection and LEARN Home Activity to the students.

Optional Enrichment Idea

Divide the class into groups, and have groups work together to develop messages to tell all the students in the school about the importance and benefits of eating breakfast in way that will get their peers' attention. Examples are: develop a story for the school newspaper, design a bulletin board to display in the cafeteria, create table tents for the school dining area(s), or record a public service announcement or commercial to read with the morning announcements. Explore if students have other ideas. If your school has one, have students promote the school breakfast program.