

I. Identification

- A. **Names and Titles of Presenters; Date of Presentation:** Mariel Gross, Alexander Martin, Sarah Stadtmiller - Student Dietitians at Framingham State University; November 13, 2012
- B. **Name of organization/agency:** Framingham State University Nutrition Fair
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- C. **Goal Statement:** To increase the consumption of breakfast in order to obtain the associated health benefits.
- D. **Title:** “Shake Up Your Wake-Up,” an interactive table to encourage the consumption of a healthy breakfast.
- E. **Audience and Physical Set Up:**

Description of the learners:

Known and assumed knowledge: Due to their exposure to the media and to various health presentations, it is assumed that many participants will have a baseline knowledge about the health benefits of consuming breakfast as well as examples of healthy breakfast meals. Participants will have varying degrees of nutrition knowledge based on their personal interests, preferences, and influences from family and friends.

Skills and attitudes about topic of presentation: The participants will be cognizant of the fact that health decisions that they make now will affect them later on in life. However, with the amount of health and nutrition information out there, participants may feel overwhelmed with the amount of things to remember. Some participants may be uninterested or unwilling to change if they are not hungry for breakfast in the morning, do not like to eat in the morning, or do not currently consume breakfast.

Language, proficiency: Most participants will be able to read, write, and communicate in English. The participants will likely have a 9th grade reading level.

Instructors' assumptions about audience:

- The average percentage of participants who consume breakfast is less than 50%.
- Most participants would like to make changes that benefit their health, but do not believe that they have the resources or time to do so.
- The majority of participants consume cold cereal, bacon and eggs, bagels, muffins, or fruit for breakfast.

Age, ethnicity, gender, interest level, previous exposure: Participants will be male and female, and will range in age from adolescents to adults. Participants will have varied ethnic backgrounds. Their interest level in the presentation will vary depending on their personal interests and motivation to lead a healthy lifestyle. Participants' previous exposure includes health messages from the media as well as various health presentations.

Physical Setup: The presentation will take place in the College Center's commuter café at Framingham State University. Presenters will stand behind and on the sides of a table, and participants will stand in front of the table. There will be educational brochures and food samples available for the participants to take.

F. **Time allotted:** Approximately 5 minutes.

II. Performance Objective(s) / Learning Objective

Performance Objectives:

Cognitive: After participating in the breakfast activities and given the evaluation form, all visitors to the table at the Nutrition Fair will be able to list one benefits of consuming a healthy breakfast with 100% accuracy.

Psychomotor: After participating in the interactive breakfast presentation and given an evaluation form, all participants will be able to identify the three main components of a healthy breakfast making no errors.

Learning Objectives:

- The participants will learn the benefits of eating breakfast.
- The participants will learn the negative effects of not eating breakfast.
- The participants will learn the components of a healthy breakfast.
- The participants will learn about various options for a healthy breakfast.

III. Content, Sequence, and Learning Activities

- **Introduction:** Tell participants to imagine their bodies are like a car. You need fuel to “run,” and without it you can't function as well. After a long night of sleep, your fuel tank is empty, and breakfast is the fuel that helps you get going. Today we're going to talk about:

- The benefits of eating a healthy breakfast
- The negative effects of skipping breakfast
- The components of a healthy breakfast
- Various healthy breakfast options

“By the end of the presentation, you will be able to identify two benefits of eating a healthy breakfast, and will also be able to determine which pictures of breakfasts represent healthy or unhealthy meals.”

- **Pre-assessment:** What does the audience know about the importance of eating breakfast and the components of a healthy breakfast?
 - Who here eats breakfast every morning?
 - What types of things do you eat for breakfast?
 - If you don't eat breakfast, why not?
 - What would you consider healthy breakfast foods to be?
 - What meal do you find to be the *most important* meal of the day?
- **Key learning activities:**

1. Breakfast Benefits

You may have heard that breakfast is the most important meal of the day. It's true! Breakfast literally means “to break the fast.” Benefits of eating a healthy breakfast include:

- Regulates your appetite throughout the day
- Makes you feel more motivated and energized
- Improves your performance and concentration in the classroom
- Gives you more strength and endurance for physical activities
- Lowers your cholesterol levels
- Leads to better problem-solving skills

2. Side Effects of Skipping

There are a number of reasons someone might skip breakfast:

- No time
- Not hungry
- Don't like breakfast foods
- Etc.

However there are some negative effects that can come about from not eating breakfast.

- Weight gain
- Feeling sluggish

- Less energy
- Hungrier throughout the day
- Harder time paying attention
- Choose less healthy foods for lunch and dinner

3. Breakfast Match-Up

- 1) Give participants 12 note cards, each depicting an image of a breakfast food. Six note cards will depict healthy items, and six note cards will depict unhealthy/less healthy items.
- 2) Ask participants to sort each note card into one of the two categories on the poster board.
- 3) As the participant places items, ask them their justification for their placements. Tell them that they can use their brochure and or other participants as a reference.
- 4) Once items have been placed, evaluate the results and explain any incorrect answers and relate the *Criteria of a Healthy Breakfast* to the item placements.

Criteria of a Healthy Breakfast:

- low sugar carbohydrate
- low fat protein
- source of fiber

4. Healthy Breakfast Bites

As you can see from the last activity, there are a number of healthy breakfast options.

- Oatmeal or low sugar cereal with skim milk and fruit
 - Eggs, whole wheat toast, and fruit
 - Yogurt, fruit, and granola parfait
 - Homemade breakfast bites (sample)
 - English muffin, peanut butter, banana
 - Smoothie with low fat milk, oats, and frozen strawberries
 - Cottage cheese, fruit, and nuts
 - Veggie omelet burrito
 - Whole wheat pancakes with flax and turkey sausage
 - Hardboiled egg, toast, orange
 - Low fat string cheese, whole wheat mini bagel, berries
- **Conclusion:** It is important that you try to eat breakfast every morning. Not only will it fuel you and help “break your fast,” but it will also help you to make healthier choices for the rest of the day. To ensure that you are eating the best breakfast possible, remember the three components of a healthy breakfast: a lot fat protein source, a low sugar carbohydrate, and a fiber source. This will help you to “Shake Up your Wake-up!”

IV. Materials and Resources

A. Research for instruction plan:

- <http://www.foodinsight.org/For-Consumers/Breakfast-Resources.aspx>
- <http://abcnews.go.com/GMA/PollVault/story?id=762685>
- <http://articles.mercola.com/sites/articles/archive/2011/01/21/most-americans-are-delusional-about-healthy-eating.aspx>
- <http://www.breakfastfirst.org/pdfs/HealthAndAcademicBenefits.pdf>
- <http://www.webmd.com/diet/features/many-benefits-breakfast>

B. Materials needed for learning activities:

- tri-fold poster
- evaluation forms (70)
- brochures (70)
- breakfast bites for sampling
- Twelve note cards depicting breakfast items with velcro on the back for the interactive game

V. Evaluation

A. **Performance Evaluation:** formal and informal tools that the instructors will use to ascertain how well participants have achieved all performance objectives.

- **Formal:**
 - Correct evaluation forms to determine if participants were able to identify two benefits of eating a healthy breakfast. Determine if participants were able to correctly identify the three components of a healthy breakfast.
- **Informal:**
 - The short verbal quiz/activity, questioning participants about the three main components of breakfast.
 - Observe the participant's ability to order the breakfast items into the healthy or least healthy categories. Observe facial expressions and body language of participants, and number/quality of questions asked.

B. Instructional Strengths Evaluation: formal and informal tools that the instructors will use to assess presenters' instructional strengths and weaknesses.

- **Formal:** Use ratings on evaluation form to determine if the appropriate amount of material was covered, if the audience found it to be at their level of understanding, etc.
- **Informal:** Observe body language of participants, number/quality of questions asked, eye contact during presentation.

C. Written evaluation after presentation describing recommended changes:

- Did we try to cover too much information?
- Did the presentation fit within the allotted time frame?
- Was the presentation executed smoothly?
- Did the participants appear interested and engaged throughout the presentation?
- Did we appear knowledgeable about the topic presented?

D. Evaluation Write-Up:

After tallying up the results of the evaluation form, it was determined that 57 out of 58 participants were able to correctly identify a benefit of eating breakfast. The incorrect response had an answer of “nothing.” Therefore this objective was not met with 100% accuracy.

Of the 58 participants, 41 were able to correctly identify the components of a healthy breakfast, and 17 participants chose an incorrect answer. Therefore this objective was not met since errors were made.

All 58 of the participants indicated that the presenters were knowledgeable on the topic presented.

It is clear from the evaluation that more attention needed to be paid to identifying the three components of a healthy breakfast. It was also possible that the question on the evaluation form was confusing, so perhaps having the participants write one to three of the components down would have been a better evaluation tool.

The informal evaluation indicated that the participants were interested in the presentation. Open body language was observed (no crossed arms or standoffish postures), participants made good eye contact with the presenters, and participants asked many thought-provoking questions that showed their true interest and desire to learn about the topic.

We think that we covered just the right amount of information during our presentation. If the presentation had been much longer, we think that people might have lost interest or run out of time since there were three other tables to visit. We also thought that the presentation was executed smoothly, since we decided ahead of time who would be delivering which talking points and segments of the presentation. Overall, we were very pleased with how our table and presentation were received by the participants.