



## Learning Unit for 1st Grade

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# My Healthy Breakfast

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**Unit Developer**

**Idit Lemond, Yitzhak Ben Zvi School, Hertzlyia**



## General information

**Developer:** Idit Lemond

(Based on "[Lesson Plan: Good morning in a breakfast bowl](#)" written by the National Health Team - the Health Inspectorate, 2021)

**Field of knowledge:** Language, science, sport, art

**Age group:** Grade 1

**Estimated time for learning:** 8 hours of study

**Subject studied:** My Healthy Breakfast.

**Sub-theme:** Awareness of a healthy and nutritious diet and healthful habits

**Key concepts:** Healthy lifestyle, the food pyramid, the food groups, nutritional labeling

**Learning environment:** In the classroom, art/crafts room, student's house



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## Reasons for choice of subject

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### Rationale for the teacher and the learning sequence

- In 2015, [17 goals as a global agenda for sustainable development](#) up to the year 2030 were set. In this unit. We will focus on Goal no. 3: "Good health - to promote a healthy life and well-being".
- Goals: To develop awareness of proper nutrition and a healthy lifestyle among the young students; to show personal responsibility in the choice of food and to be 'promoters' of healthy habits in the family and community.

### General objectives:

- Students will learn about the relationship between breakfast and health, achievements, physical ability and emotional state.
- Students will study the basic concepts related to a healthy diet: the food pyramid, nutritional labeling and food groups.
- Students will develop an awareness of the importance of a healthy breakfast.

### Operative-practical goals:

- The students will name foods according to the different food groups
- The students created a 'portrait' of a meal inspired by the artist Hanoch Piven.
- Students will examine and plan a healthy breakfast that includes all food groups.

**Action of influence:** We will encourage interest and responsibility in the choice of healthy food by the students in the class, the family and in the community."



## How is the E (Education) principle expressed in the teaching unit?

The teaching and learning processes of the unit will promote the development of habits of quality nutrition and will encourage interest and responsibility in choosing healthy food and healthy habits.

## How is the A (Academy) principle expressed in the teaching unit?

Language: Listening to songs and stories on the subject: "[Uncle Haim's Breakfast](#)", "[Yoash Felt Weak](#)" by O. Hillel), "[More than a Kids' Room](#)" by Ariela Savir; Practicing written and oral language and communication skills to express thoughts, ideas and feelings; Exercising skills of organizing information in a table, sorting and drawing conclusions.

- Science: Knowing the food groups and the food pyramid by locating and organizing information; Watching the lesson "[Nutrition and nutritional labeling](#)":(National Broadcasting System of the Education Ministry), study and ensuing research.
- Sports: The effect of healthy food and breakfast on the body during sports activities
- Art: Getting to know the Israeli artist and illustrator Hanoch Piven. Craftwork according to Piven's unique work technique (collage).

## How is the C (Community) principle expressed in the teaching unit?

- The current unit may promote awareness of healthy habits and improve the student's quality of life in the spirit of the vision of the Ben Zvi School.
- Despite their young age, through study, research and creating, the students may adopt healthy eating habits and influence their parents and the community as 'agents' for good health.

## How is the H (Hi-tech) principle expressed in the teaching unit?

- Students will identify and research their eating habits especially their breakfast.



- The students will discover responsibility for their nutrition and, since they are an integral part of the family and community they may raise awareness and influence them.



## Learning Resources

### Study and learning materials:

- [ACCOMPANYING SLIDE](#)
- Indicators
- Links to videos: "[Haggai's Breakfast](#)" a video by Hanoch Piven, "[Yoash felt weak](#)", "[Nutrition and nutrition labeling](#)" and "[Uncle Haim's Breakfast](#)",
- Weekly tracking chart for breakfast

### Example of learning outcomes:

A collage of photos - 'Meal Portrait' inspired by Hanoch Piven



## Lesson program/ study sessions

- **Lesson 1:** What is breakfast?
- **Lessons 2+3:** What is the food pyramid?
- **Lesson 4:** "The Winning Dish - What is a healthy breakfast?"
- **Lessons 5+6:** Creating a "meal portrait" inspired by Hanoach Piven
- **Lesson 7:** The great survey of the morning break snack - Summary of the topic



## Program for Lesson 1

Topic: What is breakfast?					
Time	each model principle	Terms	Activities		Teaching Course
			Recommendations to the teacher	Instructions to students	
15 minutes	Values: The main value to be assimilated is education for good health through a nutritious breakfast	Breakfast	The teacher will emphasize: <ul style="list-style-type: none"> <li>• The importance of breakfast</li> <li>• Tastes</li> <li>• Preferences</li> </ul>	The students will discuss the question: Why do they think it is important to eat breakfast? The students will watch the clip, " <a href="#">Breakfast from Uncle Haim's Grocer's Shop</a> "	Introduction
30 minutes	Academy: acquiring basic concepts related to good health and breakfast, in particular.  Skills of reading, observing the way of life, expressing thoughts, movement	Benefits of breakfast	<a href="#">ACCOMPANYING PRESENTATION</a>  It is recommended to enrich the discourse with texts. for example: " <a href="#">Yoav felt weak</a> " by O. Hillel	The students will discuss the question of what happens to our body at night? (Slide 3,4) Students will learn about the benefits of a healthy breakfast. (Slide 5) The students will do physical exercises near their chairs (Slide 6,7)	Practice, implementation and evaluation



## Program for Lessons 2 and 3

Topic: What is a food pyramid?					
Time	each model principle	Terms	Activities		Teaching Course
			Recommendations to the teacher	Instructions to students	
90 minutes	<p>Values: The main value is education for good health through a nutritious breakfast</p> <p>Academy: acquiring basic concepts related to good health and breakfast, in particular</p> <p>Skills: personal expression, consumption and processing of content from digital media, skills of sorting</p>	The food pyramid	<p>Since the film is quite long it is recommended to select short extracts.</p>	<p>The students will share what they eat for breakfast.</p> <p>The students will watch a video: "<a href="#">Nutrition and nutritional labeling</a>".</p>	Introduction
		Nutritional value			

## Program for Lesson 4

Topic: "The successful plate" What is a healthy breakfast?					
Time	each model principle	Terms	Activities		Teaching Course
			Recommendations to the teacher	Instructions to students	
45 minutes	<p>Education and values: The main value is education for good health through a nutritious breakfast.</p> <p>Academy: Acquiring basic concepts related to good health and breakfast, in particular.</p> <p>Skills: Listening and expression, consumption and processing of content from digital media, reflective observation and developing awareness of dietary habits</p>	<p>Breakfast</p> <p>Food groups</p>	<p>Prepare in advance questions that stimulate interest in the story.</p>	<p>The students will listen to the story, "<a href="#">Haggai's Breakfast</a>" and suggest healthy breakfasts.</p>	<p><b>Introduction</b></p>
			<p><a href="#">ACCOMPANYING PRESENTATION</a></p>	<p>Students will learn what a healthy breakfast is that includes all food groups. (Slide 17)</p> <p>The students will learn about the "successful plate" - examples of a healthy and nutritious breakfast (Slides 18-21)</p>	



## Program for Lessons 5 and 6

Topic: 'A meal portrait' inspired by Hanoch Piven																		
Time	each model principle	Terms	Activities		Teaching Course													
			Recommendations to the teacher	Instructions to students														
90 minutes	<p>Education and values: applying and practicing the acquired knowledge about a healthy meal</p> <p>Entrepreneurship: the action inspired by Piven develops creativity, mental flexibility, ability, reflectiveness</p> <p>Community: creating a class community with a common interest and responsibility for health; Parents' participation as an integral part of the learning process through participation in the creation of a 'Portrait of a Meal'</p>	<p>Hanoch Piven</p> <p>collage</p> <p>portrait</p>	<p>The class should be held in an art/crafts room.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">Indicator for evaluating 'Portrait of a Meal'</th> </tr> </thead> <tbody> <tr> <td style="width: 25%;">Name of the dish detailing the ingredients</td> <td style="width: 25%;">Contains all nutrients</td> <td style="width: 25%;">Character design</td> <td style="width: 25%;">Creativity and color</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Verbal assessment:</p>		Indicator for evaluating 'Portrait of a Meal'				Name of the dish detailing the ingredients	Contains all nutrients	Character design	Creativity and color					<p>The students will get to know the Israeli artist and illustrator Hanoch Piven</p> <p>The students will watch <a href="#">בסרטון על פיבן</a> and learn about the unique artistic technique of collage</p> <p>Students will practice Piven's unique technique.</p>	<p><b>Introduction</b></p>
			Indicator for evaluating 'Portrait of a Meal'															
Name of the dish detailing the ingredients	Contains all nutrients	Character design	Creativity and color															
<p>At the end of the personal creative process, collect pictures a 'meal portrait' and create a class collage (*attached on p. 12)</p>	<p>The students will create a 'meal portrait' of favorite and healthy foods inspired by Piven</p> <p>The students will create a 'meal portrait' in collaboration with the parents at home.</p>	<p><b>Practice, implementation and evaluation</b></p>																



## Program for Lesson 7

Wrap-up meeting: guidance for the products stage and a guest lecture					
Time	each model principle	Terms	Activities		Teaching Course
			Recommendations to the teacher	Instructions to students	
Every day for a week about 10 minutes before a meal break	<p>Education and values: Demonstrating responsibility, applying and practicing the knowledge acquired about a healthy meal through research and reflective skills</p> <p>Entrepreneurship and innovation: Developing responsibility among students for healthy nutrition; The students are 'agents' for a healthy diet</p> <p>Community: creating a class community with a common interest and responsibility for health, involving parents in the process.</p>	<p>ten o'clock snack</p> <p>the food pyramid</p>	<p>The food pyramid should be projected on the blackboard so that the students can mark in the table.</p>	<p>The students will answer every day for a week the question: "What will they eat for the ten o'clock snack and complete the table accordingly (*attached on p. 13)</p>	<p><b>Introduction</b></p> <p><b>Practice, implementation and evaluation</b></p>
			<p>To conclude the unit, it is recommended to share the results with the parents and send them a letter about the process the children went through, so that they support and cooperate with the nutritional habits and awareness of a healthy breakfast.</p>	<p>At the end of the week, the students will summarize the data they have filled in the table and draw conclusions about their ten 'o'clock snack habits.</p>	

## Examples of learning outcomes

### Class collage - 'meal portrait'





**Weekly follow-up table – Ten o'clock snack**

Day of the week	Sweets and a sweet drink	Fats (oil, avocado, tahini, almonds), milk	Proteins (cheese, tuna, meat,)	Vegetables and fruits	Cereals and carbohydrates (bread, rice, pasta, corn)	Water
Sunday						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Total						