



Breakfast in the Classroom Worksheet

Breakfast in the classroom provides nutritious meals to students who do not have time or inclination to eat breakfast before school. Children can look forward to a good breakfast in the familiar surroundings of their classroom. If the cafeteria is too small, crowded or in use, more students can enjoy a good breakfast when served in the classroom. The classroom setting is also conducive to pairing breakfast with nutrition education lessons.

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| Who: | Meet with key decision makers at your school to initiate the program. Obtain approval and support from administrator, principal, teachers and food service staff. Staff at each school receives training for set-up and implementation. |
| What: | A bagged breakfast or individually wrapped servings of breakfast components, served in the classroom to offer students an opportunity to eat the breakfast they may have missed. |
| When: | During announcements or morning break time. |
| Where: | Breakfast will be delivered to the classrooms in carts or thermal bags, or picked up in the cafeteria by student representatives from each class. |
| Why: | To increase participation in the breakfast program, promote nutrition education and class socialization, and remove the stigma of before school breakfast service. |
| How: | Distribution of prepacked bags or individually wrapped reimbursable breakfast components. Teachers record total number of meals served to students. |

Circle YES/NO after each of the following statements to determine if breakfast in the classroom will work for your school.

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| 1. | Buses arrive at school just in time for beginning of instructional period. | YES | NO |
| 2. | Classrooms and the kitchen are on the same floor or have accessibility ramps/elevators. | YES | NO |
| 3. | Classroom schedules are flexible enough to incorporate a short breakfast break. | YES | NO |
| 4. | Food Service and janitorial staff are willing to assist with implementation. | YES | NO |
| 5. | Your administrators are usually open to new ideas and change, or prioritize the quality of the school nutrition environment. | YES | NO |
| 6. | Cafeteria is small and crowded, or facilities are not available for breakfast service. | YES | NO |
| 7. | Community support/demand exists for expanded breakfast availability. | YES | NO |
| 8. | Teachers realize the importance eating breakfast has to the learning process and are open to idea of classroom based service. | YES | NO |
| 9. | Cafeteria is centrally located for ease of service. | YES | NO |