



Rethink Your Drink – Core Presentation Teens / Adults (13 – 65+ years)



Session Overview

Class participants will examine what beverages they are drinking. They will learn how to make healthier beverage choices by reading food labels, using appropriate portions and identifying beverages to drink more often and less often to promote better health.

Target Audience: Teens, adults and seniors

Time Needed: 30 – 45 minutes

Behavioral Objectives:

After the session participants will be able to:

- 1) Use the food label to choose a healthy beverage.
- 2) Calculate the number of teaspoons of sugar in a beverage.
- 3) Choose an appropriate cup size for beverages typically consumed.
- 4) Name 2 healthy drink alternatives and the benefits of each.

Key Message:

Reading the food label can help individuals make healthy beverage choices.

Materials Needed for Session:

Assortment of items available for loan from the *Rethink Your Drink* library.

- *Network/Dairy Council Beverages: Make Every Sip Count* handout
- “Stop, Think, Drink” pictures
- BANPAC *Sugar Calculation* handout
- Beverage advertisements
- Different size cups – 4 oz, 6 oz, 8 oz, 12 oz, 16 oz, 20 oz, 24 oz, 32 oz, 64 oz
- 1 plastic bottle filled with ¼ pound of sugar (28 teaspoons)
- Sample beverage bottles and labels
- Food models – 8 oz milk cup and 6 oz juice cup
- Measuring spoons, clear plastic cups, sugar cubes, empty bag of sugar
- Optional: Posters – Read It (*Team Nutrition*), Think Your Drink (*Dairy Council*), calculator
- Background Information for Presenter: “Frequently Asked Questions about Sugar,” “Glossary of Terms,” “Common Nonnutritive Sweeteners,” and beverage list

Outline of 45-minute session (30-minute session in italics):

- Welcome and introduction to “Rethink Your Drink” (1 min) (*1 min*)
- Activity 1: What Are You Drinking? (7 min) (*4 min*)
- Activity 2: What’s in Your Drink? – Reading Labels (10 min) (*7 min*)
- Activity 3: How Big is Your Cup? – Portion Sizes (10 min) (*7 min*)
- Activity 4: What Will You Do? – Healthier Alternatives (10 min) (*7 min*)
- Activity 5: What Are You Being Sold? (5 min) (*3 min*)
- Review questions and evaluation (2 min) (*1 min*)

Welcome to Rethink Your Drink

1. Introduce the class topic and review the class objectives. Ask the following questions:
 - a. Would you split this soda with a friend? (Show a 20 oz soda bottle.)
Emphasize the fact that there are 2 ½ servings in the bottle and that most people drink the entire soda and do not share.
 - b. Coffee is low in calories so I enjoy my frappucino every day – true or false?
False – Many of the coffee drinks today have added calories and sugar.
 - c. Sugar makes you fat – true or false?
False – Sugar itself does not make you fat. However, if you eat too many calories your body will store the unused calories as fat and you may gain weight. It is important to make sure you balance the foods you eat with physical activity.
2. Today we are going to learn ways to make healthy drink choices.

Activity 1: What Are You Drinking?

1. Ask “What drinks do you consume during the day?”
 - a. Activity: Based on responses, display 4 – 5 beverage bottles/containers. Have participants guess which drink has the most sugar and which drink has the least sugar. Reveal which beverage has the most and least sugar and how many teaspoons of sugar are in each bottle/container. Ask “Are you surprised to see how much sugar is in these beverages?”
2. Ask “How much added sweeteners including sugar do you think the average American consumes in a year?” (*Includes food and beverages.*)
 - a. Almost 100 pounds a year...which is almost a quarter pound of sugar and other sweeteners a day!
 - b. This is what a quarter pound of sugar looks like. (Hold up 28 teaspoons of sugar in a clear plastic bottle.)
3. Ask “What could happen if we drink a lot of sugary beverages?”
 - a. Tooth decay – cavities
 - b. We may not drink beverages that are healthy for us like water and milk.
 - Sugary drinks can take the place of milk consumption. This means less calcium intake which can result in weak bones.
 - Emphasize the importance of calcium for strong bones, especially during the teen years. The most rapid bone growth occurs during adolescence, so teens need more calcium.
 - c. May lead to weight gain/obesity which can lead to serious health problems such as heart disease, type 2 diabetes and certain cancers.

Activity 2: What's in your Drink? – Reading Labels

Distribute sample beverage bottles (participants may have to share).

1. Point to the Nutrition Facts Label and ingredient list on one of the bottles.
 - a. Explain that just like the foods we eat, all beverages must have both of these items on the package to tell us what is in our drinks.
 - b. Highlight the following sections on the Nutrition Facts label:
 - i. Serving size – Tells how many ounces are in one serving and the number of servings in the container
 - ii. Calories – Tells how many calories are in one serving (not the container)

- iii. Sugar – Tells how much sugar is in one serving (not the container)
 - iv. Nutrients – Highlight calcium (milk) and vitamin C (100% juice)
 - c. Ingredients: Discuss added sugar vs. natural sugar
 - i. Added sugar found in sweetened beverages such as soda, punch, fruit-flavored drinks, sports drinks, etc.
 - ii. Natural sugar found in fruit and 100% juice
 - iii. Discuss other names for sugar (high-fructose corn syrup, sucrose, dextrose, fructose, corn syrup, etc.)
2. Use 100% juice label and two fruit-flavored drink labels (less than 100% juice) to discuss the difference between juice and juice/fruit-flavored drinks. Emphasize that the label should say “100% juice” in order for it to be “juice.”
 3. Calculating teaspoons of sugar in beverages:
Refer to the *Calculating Sugar* handout.
 - a. Show a 20 oz bottle of soda and ask participants to guess how many teaspoons of sugar are in the bottle. (Show a teaspoon. Answer = 17.5 teaspoons)
 - b. How do we know there are 17.5 teaspoons of sugar in this bottle? By reading the label. (Distribute sample bottles and refer to the label on the bottle)
 - i. Look at the number of servings = 2.5 servings
 - ii. Look at grams of sugar for one serving = 28 grams
 - iii. Multiply 28 grams by 2.5 servings = 70 grams of sugar in the whole bottle
 - iv. Divide 70 grams by 4 grams = 17.5 teaspoons (There are ~4 grams of sugar in 1 tsp)
 - Show the calculation on a large writing pad or white board.
 - v. Activity: Have a volunteer count 17 sugar cubes into a clear container. This is the amount of sugar in just one soda.
 - Would you put this much sugar in your coffee?
 - Did you know that if you drank just one 20 oz soda a day for a year you would consume 54 pounds of sugar! (Show empty bag of sugar.) This could result in gaining as much as 25 extra pounds! How many of you are going to rethink your drink?
 4. Activity: Have participants practice finding serving size, calories, sugar and the ingredient list on the labels. Also have them practice calculating the amount of sugar in beverages using the beverage bottles and labels.

Activity 3: How Big is Your Cup – Portion Sizes

1. Drinks come in many sizes. For example, my cup of milk may be this big (hold up a cup) and your cup of milk may be this big (hold up a different size cup).
 - a. Display different size cups and ask “Which size cup would you choose when drinking milk?...juice?...soda?...water?”
 - b. Use a 16 ounce cup to show what a “small” drink looks like at most fast food restaurants.
2. Show the food models for an 8 oz cup of milk and a 6 ounce cup of juice.
 - a. Discuss portion sizes for these and other beverages.
 - b. Explain the calories and sugar increase when the size of the cup increases.
 - c. Refer to the glass of milk on the *Beverages: Make Every Sip Count* handout. Tell participants to use this as a guide at home to compare portion sizes.

3. How much do you need?
 - a. Milk and milk products – make sure to consume enough calcium-rich foods:
 - i. Children need 2 – 3 cups of milk a day (16-24 oz)
 - ii. Teens need 3 – 4 cups of milk a day (24-32 oz)
 - iii. Pregnant women need 3 – 4 cups of milk a day (24-32 oz)
 - iv. Adults need 2 – 3 cups of milk a day (16-24 oz)
 - v. Discuss yogurt, cheese and fortified soy milk as alternatives to milk
 - b. Juice: Limit juice intake to 4 – 6 oz a day for children 1-6 years of age (*USDA guidelines*)
 - c. Water: Remember to drink water every day
 - i. More or less depending on activity level and weather
 - ii. Liquid from foods and other beverages counts toward our water intake. (Milk, 100% juice, fruits and vegetables, soups, etc.)

Activity 4: What Will You Do? – Healthier Alternatives

1. Stop, Think, Drink
 - a. **STOP**: Display picture of “Stop” sign and say, “Next time you choose your drink, STOP and „Rethink’ ...am I making the best drink choice?”
 - b. **THINK**: Display the picture of the monkey and say, “These are three things to think about when choosing a drink”:
 - i. Am I thirsty? (water)
 - ii. Will this help my bones, teeth and body? (milk, juice)
 - iii. Should I drink a little or a lot?
 - c. **DRINK**: Enjoy your good drink decision!
2. What are healthy drink options?
 - a. Water: “Stop” and “Think” about why water is good for you.
 - Most of our body is water, including muscles, blood, bones and brain; regulates body temperature, aids in digestion; promotes healthy skin.
 - Does not have calories or added sugar.
 Drink:
 - Try drinking tap water – it saves money and has fluoride (bottled water usually does not have fluoride). Fluoride is added to tap water to help prevent cavities.
 - b. Milk: “Stop” and “Think” about why milk is good for you.
 - Calcium for strong bones and teeth plus protein, vitamins and minerals. Sugary drinks can take the place of milk consumption. This means less calcium intake which can result in weak bones.
 - No added sugar unless you choose flavored milk.
 - Choose low-fat or non-fat milk to reduce your calorie and fat intake but still get the nutrients that milk contains.
 - Activity: Compare the label of 1% milk to the label of 1% chocolate milk or whole milk. Look at added sugar and fat.
 Drink:
 - Teens drink 3 cups a day; adults drink 2 cups a day.
 - c. 100% fruit juice: “Stop” and “Think” about why juice is good for you.
 - Citrus juice (orange, grapefruit) is high in vitamin C, which supports healthy gums, wound healing and a strong immune system. Other juice (apple, grape, vegetable, etc.) – check the food label to see what vitamins are provided.

- No added sugar.

Drink

- Limit juice to 4 – 6 oz a day for children 1-6 years of age. (*USDA guidelines*)
 - Show how many oranges are used to make one cup of juice (4 – 5 oranges).
- d. Other beverages: There are many other drinks available including a variety of coffees, teas, diet sodas, sports and energy drinks and flavored waters. Use the food label to help you make healthier choices. Consider:
- Calories and portion size
 - Source of sweeteners / non-nutritive sweeteners
 - Caffeine
 - Other ingredients – question if these items are truly beneficial and if you need them for good health.
3. **Activity** – Make a Pledge to Rethink Your Drink:
- Ask participants to think about the beverages they usually consume on a typical day.
 - Ask participants to list two beverages they will drink more of and two beverages they will drink less of. Use the *Beverages: Make Every Sip Count* handout to set a goal.

Activity 5: What Are You Being Sold?

We know it is important to stop and think before we drink but what is the beverage industry telling us? Let’s look at some advertisements for beverages and ask “What are we being sold, health or something else?”

- Some ads promote healthy options, such as milk, water and 100% juice (show the milk ad).
 - What is this ad telling you?
 - What technique is being used to sell the product?
 - Is it realistic and truthful?
 - Is it a good use of your food budget dollars?
- Some ads promote products that have added ingredients, such as energy drinks, sports drinks and specialty waters (show the specialty water ad).
 - What is this ad telling you?
 - What technique is being used to sell the product?
 - Is it realistic and truthful?
 - Is it a good use of your food budget dollars?
- Other ads promote products that are high in sugar and low in nutrition, such as soda and fruit drinks (show the ads for soda products).
 - What is this ad telling you?
 - What technique is being used to sell the product?
 - Is it realistic and truthful?
 - Is it a good use of your food budget dollars?
- Optional:** Food Demonstration or Taste Test
 - Taste test of 1% milk
 - Smoothie options (Emphasize the smoothie as a snack or meal, not a drink.)
 - Tropical Eye Opener (from the *Network* cookbook “*Everyday Healthy Meals*”)
 - Jicama Piña Breeze (the *Network* cookbook “*Healthy Latino Recipes*”)
 - Strawberry or Mango Smoothie (from the *Network* cookbook “*Soulful Recipes*”)
 - Banana and Peach Smoothie: Blend bananas, peaches (fresh, frozen or canned) and low-fat vanilla yogurt

Home Activity

Ask participants to use the milk glass on the *Beverages: Make Every Sip Count* handout to compare their cups at home to an 8-ounce portion.

Review:

Ask participants if they have any questions. Review the following:

- How can you use the food label to make healthier beverage choices?
(Examples: look for sugar, 100% juice and different names for sugar on the Nutrition Facts and the ingredients list)
- What size cup should you use for juice? (4 – 6 oz for children)
- Name 2 healthy drink alternatives and the benefits of each.
(Examples: water – most of our body is water, milk – calcium, 100% juice – vitamin C)

Conclusion and Evaluation:

- Restate the titles of the topics covered and ask participants if they have any questions.
- Distribute evaluation forms. Read questions aloud to participants and have them write in their answers (or complete the form verbally). Collect forms and use results to improve future presentations.

Report results on the *Rethink Your Drink* online tracking system:

www.surveymonkey.com/s/QX26H2S or www.ochealthinfo.com/nupac/nupac.htm.

Rethink Your Drink

After attending this class I feel confident that I can:

	Agree Very Much	Agree	I Am Not Sure	Disagree	Disagree Very Much
1. Use the food label to choose a healthy beverage.					
2. Calculate the number of teaspoons of sugar in a beverage.					
3. Choose an appropriate cup size for my favorite beverages.					
4. Name 2 healthy beverage alternatives and the benefits of each.					

Adapted from Alameda County Public Health Department–Nutrition Services and
Network for a Healthy California North Coast Region lessons.

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