The New York City Health Literacy Campaign:

From Knowledge to Action.

Model Lessons

Nutrition
ABE Levels 5 & 6

TEACHER'S EDITION

Developed by the Mayor's Office of Adult Education

Version 2008-2009

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red text = teacher
black text = student

Dear Teacher,

Remember the old saying, you are what you eat? Guess what--you are what you drink, too! That's why we've prepared this lesson: to help your students decode nutrition labels, compare healthy and unhealthy options, and make informed choices in the grocery store – while raising awareness of the nutritional content of common beverages.

In trying to improve nutrition, we often focus on solid foods. However, drinks have more calories, more sugar, and fewer nutrients than you might think. For example, a person who drinks a can of regular soda every day consumes 65 pounds of sugar in the course of a year and enough calories to add 15 pounds to their weight without any redeeming nutritional value! Soda may be convenient, but all this extra sugar and excess calories contribute to the soaring rates of diabetes and obesity in New York City. Did you know that more than 700,000 New Yorkers now have diabetes? And over half of NYC adults are overweight or obese, and therefore, at higher risk for chronic disease?

Thankfully, we can do something about this: changing drinking habits is easier than changing your entire diet. There are many beverage options. An important health literacy skill is the ability to recognize which choices are better for your health and which choices are worse. Thanks to teachers like you, students can learn how to decode a "Nutrition Facts" label. Once the label is decoded, students can make informed decisions about the beverages they choose to buy based on the amount of sugar, calories, fats, and nutrients. The skills they develop in decoding drink labels are transferable to solid foods as well – it is the same nutrition label.

This model lesson plan also addresses the concept of consumer demand. The lesson assumes your students can be leaders in getting their local bodegas, corner stores, and grocery stores to carry healthier options. The lesson prepares students for a field trip to the nearest bodega or corner store or grocery store to compare "Nutrition Facts" labels on drinks in stock and later, to write to or ask storeowners to carry healthier drinks.

The **three key messages** that your students need to know by the end of the lesson are:

1. **"Nutrition Facts" labels give you the information you need to choose** healthier drinks (and foods).
2. **Unhealthy drinks have a lot of calories, fats, and sugars.** Switching from unhealthy to healthier drinks can improve your health!
3. **You can influence what gets sold in your local stores!** Speak up and let the store owner know that you want to buy healthy drinks!

Along the way, you will help your students:

1. Comprehend, explain, and analyze information from primary source material
2. Write a basic essay
3. Perform basic operations on percents

This lesson is broken up into 2-hour sessions that will require 2 consecutive days of class.

Day 1 will consist of activities that will build on your students' existing knowledge of proper nutrition. While many of your students may have a healthy diet, many of them may need to work on expressing why they think a food is healthy or unhealthy. This will be followed by a hands-on activity where your students will see how much sugar is in a 20 fluid-ounce Coca-Cola bottle. Following this, your students will compare different beverage labels, decide whether a drink is unhealthy or healthier, and explain their reasoning using information from the label. By the end of class your students will be able to distinguish between unhealthy and healthier drinks and explain how they came to their decisions.

Day 2 of the lesson provides an opportunity for your students to turn their knowledge into action. In order to prepare for your class field-trip to a nearby grocery store, it is important that you identify the appropriate store and let the store managers know about your visit in advance. The purpose of this field trip is to get your students reading labels in authentic environments and having informed conversations about the labels and reflecting on the types of drinks that are sold in their neighborhood. Afterwards, you will return to the classroom and share your findings. Did the store sell healthy drinks? How could you encourage them to sell more? The final activity – writing a letter to persuade storeowners to stock healthy drinks -- introduces the concept of consumer demand.

This lesson is not meant to make judgments about which drinks are healthy or unhealthy. Nor is it meant to provide comprehensive nutrition advice. Instead, it is designed to help your students learn to critically read a food label and decide on their own whether or not a drink is healthy for them. In addition, the lesson hopes to activate your students as conscientious consumers and encourages positive civic participation.

Yours,

Shannon Allen
Mayor's Office of Adult Education

"Frequently Asked Questions" (FAQs)

Do drinks really affect my health?

Yes! Just because drinks are liquid does not mean they do not impact your health. Drinks can have lots of fat, sugar, and calories and can contribute to diabetes, heart disease, obesity, and other chronic diseases. Making small changes to your drinking habits can have a significant impact on your health. For example, switching from regular soda to diet soda could help you lose 15 pounds in a year.

Are you saying that diet soda is healthy?

It depends. Diet soda is a better – healthier – alternative than regular soda. It has fewer calories and no sugar. On the other hand, diet soda is a terrible alternative to water or 100% fruit juices – the ones with vitamins but no added sugar. People have many options and they can use the information from Nutrition Facts labels to help them make good choices.

I thought artificial sweeteners like NutraSweet, Equal and Splenda found in diet sodas were bad for me?

There is no evidence that artificial sweeteners are harmful to human health. There are studies that found negative consequences of very large quantities of sweeteners administered to laboratory rats. But, we don't know if the findings are applicable to humans, and if they were, what the equivalent amount of artificial sweetener would be.

On the other hand, there is evidence that sugar and calories in regular soda and many so-called "fruit drinks" contribute to the obesity epidemic and increase people's risk for diabetes and other chronic diseases.

But fruit drinks are always healthy, right?

No! There are many fruit drinks and/or fruit juices that do not contain any or very little fruit juice. It is important to look at the nutrition label to see if it is made completely (100%) of fruit juice or not. Also, many fruit juices have added sugars and can be very high in calories whether or not they are 100% juice. Surprisingly, some juices have as much added sugars as soda! Some companies advertise their juice by showing fruit on the container even if their product has little or no fruit juice in it.

How much sugar is too much sugar?

It is hard to say precisely, but clearly less sugar is better. The federal dietary guidelines do not include a daily recommended maximum amount of sugar. The more calories someone gets from sugar, the less well nourished they are likely to be. Some nutrition experts have suggested that you try to avoid

foods or drinks with more than 15 grams of sugar per serving. You can use the Nutrition Facts to compare foods and drinks to find the one with less sugar.

I have been drinking whole milk all my life and I'm just fine. Are you saying that whole milk is unhealthy?

Whole milk should be known as "full fat" milk. Any serving size of whole milk contains almost 4% fat. The City Health Department does not recommend whole milk for people over the age of two years. Schools in New York and around the country no longer serve whole milk.

1% and 2% milk (together called low-fat) and skim milk (0% or fat-free) all have the same amount of nutrition and vitamins as whole milk. But, they have fewer calories and are therefore healthier. If you drink whole milk, switching to low-fat milk will improve your health.

I buy milk in a can. How is that different from whole milk?

Condensed or evaporated milk is richer and creamier than whole milk. But, it has more calories and twice as much fat as whole milk. If you really want to buy canned milk, buy the reduced-fat or low-fat version.

What about tea? Is tea healthy?

You have to read the Nutrition Facts label. Some iced teas that you buy in the store have a lot of added sugar. Many people drink hot tea with milk and sugar. This kind of tea can be made healthier by limiting the sugar and switching to low-fat or fat-free milk.

Do drinks contain the same kind of carbohydrates as food and are they bad for me?

When it comes to beverages, carbohydrate is another word for sugar. Drinks with high carbohydrates have a lot of sugar. Read the Nutrition Facts to find out how many carbohydrates a beverage has. In solid foods, there are different kinds of carbohydrates. Good carbohydrates are found in whole grain breads, fruits, and vegetables. They contain vitamins, minerals, and fibers that are good for your body. Bad carbohydrates come from white bread, cake, and candy. They contain lots of sugars and fats that are bad for your heart and are especially bad if you have diabetes.

Which is the healthiest beverage?

Water! It has no calories, no sugar, no fat and when you drink it from the tap, it is free. New York City tap water is safe and clean to drink. It meets state and national standards for healthy drinking water and does not need to be filtered. Drinking lots of water every day is part of a healthy diet. Switching from another beverage to water is a simple, yet effective, way to lower your sugar and calorie intake. You save money, too!

Materials

- At least two empty 20 fluid-ounce bottles of Coca-Cola
- Funnel (May be made of scrap paper)
- Teaspoons
- Measuring cup
- Table sugar
- Student handouts

Vocabulary

Activity 1	Healthy, unhealthy, healthier, healthiest
Activity 2	Estimate, proportions
Activity 3	Nutrition, facts, origins, significant, alter, serving size, calories, percent, total fat, sugar
Activity 4	Whole, 1%, skim
Activity 5	Analyze, alternatives
Activity 6	Countering, weaning, gold standard, palatable, artificially sweetened, fiber, quenching
Activity 7	Bodega, checklist
Activity 8	Promote

National Reporting System (NRS) Descriptors: ABE 5 and 6

These are skills that your students should master before moving to the next level:

- Comprehend, explain, and analyze information from primary source materials
- Use context clues to interpret meaning
- Write a basic essay
- Interpret and develop tables and graphs
- Perform basic operations on percents
- Work productively and collaboratively in groups and serve as facilitator and reporter of group work
- Computer proficiency

Look for these level-specific Descriptors in the following Lesson Outline.

Day 1

Topic: Reading a nutrition label.

Aim: Students will be able to analyze and compare nutrition labels in order to make informed choices about the drinks that they consume.

Activity 1 Unhealthy, Healthier, and Healthiest	Share pre-existing nutritional knowledge ▪ Work productively and collaboratively in groups and serve as facilitator and reporter of group work
Activity 2 How Much Sugar is in Coca-Cola?	Hands-on activity ▪ Work productively and collaboratively in groups and serve as facilitator and reporter of group work
Activity 3 Learn to Read the "Nutrition Facts"	Short reading and beginning to decode a nutrition label ▪ Comprehend, explain, and analyze information from primary source materials ▪ Use context clues to interpret meaning ▪ Interpret and develop tables and graphs
Activity 4 Compare Drinks	Decoding a label ▪ Comprehend, explain, and analyze information from primary source materials ▪ Interpret and develop tables and graphs
Activity 5 Which Drink Should I Choose?	Working in groups to analyze and compare nutrition labels ▪ Comprehend, explain, and analyze information from primary source materials ▪ Interpret and develop tables and graphs

Homework: Read the Label!

Day 2

Topic: Access to Healthy Drinks in Stores.

Aim: Students will be able to locate healthy drink options in the bodega, corner store, or grocery store and become more aware of their potential power as consumers.

Activity 6 Daily News Article	Independent reading, class discussion, and homework review ▪ Comprehend, explain, and analyze information from primary source materials ▪ Use context clues to interpret meaning
Activity 7 A Trip to the Store	Class trip to the local bodega, corner store, or grocery store where students will analyze and compare nutritional labels in the store ▪ Comprehend, explain, and analyze information from primary source materials
Activity 8 Consumer Demand	Class reflection on trip to store and introduction of Consumer Demand ▪ Work productively and collaboratively in groups and serve as facilitator and reporter of group work
Homework Essay	200-250 word essay about the Consumer Demand Write a basic essay

Set Goals for Your Health: Buy Healthier Drinks!

Day 1

Activity 1: Unhealthy, Healthier, and Healthiest

Divide class into small groups. Ask them to discuss the questions 1-4. Then have groups report to class and discuss.

What do the following words mean to you?
Directions: Provide a definition and an example for each vocabulary word.

1. Healthy: Something that is good for you because it helps your body.
_____ is healthy.

2. Unhealthy: Not good for your health.
_____ is unhealthy.

3. Healthier: This is a better option than another choice.
_____ is unhealthy. _____ is healthier.

4. Healthiest: This is the best choice for your health, better than all of the other choices.
_____ is healthier, but _____ is the healthiest.

While students are working in groups, copy these columns onto the board. After the groups have shared their answers, ask several students to share what they ate and drank yesterday and write their responses onto the board. Ask students to decide what column each food or drink belongs in and why. Ask students about the healthiest food and drink options. Students should take notes on their handout.

UNHEALTHY	HEALTHIER	HEALTHIEST
Cookies Chips Candy Soda	Cereal Soup Eggs Juice	Fruit Vegetables Beans Water
Why?	**Why?**	**Why?**
They have a lot of sugar, salt, fat, preservatives, and artificial flavors and/or colors.	They are more nutritious and provide some vitamins and minerals that may help your body.	They have a lot of vitamins and minerals. These nutrients help your body and mind stay strong and healthy.
How does this affect our health?	**How does this affect our health?**	**How does this affect our health?**
Eating these foods can make us gain weight. Gaining weight can lead to obesity. These foods can also cause health problems such as heart disease and high cholesterol.	Eating foods like this gives us energy and makes us strong.	Eating these foods will make us feel healthy, energetic and strong. Some doctors say that a diet high in fresh fruit and vegetables can help prevent health problems like cancer.

Activity 2: How Much Sugar is in Coca-Cola?

- Prep-work: Be ready to distribute empty and dry Coca-Cola bottles, scrap paper, a bowl of sugar, and a teaspoon to each table or desk.
- Introduce activity using a bottle of Coca-Cola as a visual.
- Ask: How many students drink Coca-Cola? Is Coca-Cola healthy or unhealthy and why?
- Divide students by tables. Show students the teaspoon and ask each table to estimate how many teaspoons of sugar are in the whole bottle of Coca-Cola. Record their estimations (educated guesses) on the board.
- There are 17 teaspoons of sugar in the bottle (17 teaspoons is equal to 65 grams of sugar).
- Ask for volunteers from the table with the closest guess to help you distribute the materials. Demonstrate how to use the scrap paper as a funnel. Have students work in groups spooning sugar into their bottles.

Conversions	
65 grams sugar	= 17 teaspoons of sugar
48 teaspoons	= 1 cup
16 cups	= 1 gallon
365 days	= 1 year

Use this conversion table to answer the word problems below: ask students to round their answers to the nearest whole.

1. How many grams of sugar are in one teaspoon? Almost 4 grams in every teaspoon (65/17=3.8).

2. How many teaspoons of sugar will a person consume in one year by drinking one Coca-Cola every day? 6205 teaspoons of sugar (17x365).

3. How many cups of sugar will a person consume in one year by drinking one bottle of Coca-Cola everyday? A little more than 129 cups of sugar (6205/48=129.3).

4. How many gallons of sugar will a person consume in one year by drinkng one bottle of Coca-Cola everyday? A little more than 8 gallons of sugar (129.271/16=8.1)

- Tell your students that you knew how much sugar was in Coca-Cola because you read the label.
- Ask: Do you read the label? Why (or why not)?
- Explain that students will learn how to read labels for the rest of the lesson.

Activity 3: Learn to Read the "Nutrition Facts"

Labels provide information about items we purchase. For example, our clothes have labels that provide information about their origin and the proper way to clean them. Federal law requires that all packaged food and drinks we buy also have a label. This label is called the "Nutrition Facts." It is important to read the labels on the food and drinks that we buy in order to determine whether a food or drink is unhealthy.

This lesson is about how to read drink labels. It may seem strange that this lesson is only about drinks, but there are a few good reasons why. First, while it is common for a person to have a soda from time to time, not all people eat unhealthy food. Second, it is easier to alter drinking habits than food habits. For instance, Coke and Diet Coke cost the same amount, but there is often a big difference between the price of fast food and healthy food. Finally, drinks like Coca-Cola have a significant impact on our health because too much sugar in our diets can cause obesity, tooth decay, and diabetes. Just think of all of the sugar you consume when you drink one bottle of Coca-Cola!

Ask these 4 questions when you read a drink label.
Have students begin with their finger on the word Nutrition and then move their finger down and to the right (where the numerical data is) with each step.

1. What is the **Serving Size?** 1 cup = 8 oz.

2. How many **Calories?** 137 calories.

3. How much **Total Fat?** 0 grams

4. How much **Sugar?** 30 grams

Orange Juice

Nutrition Facts

Serving Size 1 cup 8 fl oz 253g (253 g)

Amount Per Serving	
Calories 137	Calories from Fat 2
	% Daily Value*
Total Fat 0g	**0%**
Saturated Fat 0g	0%
Trans Fat	
Cholesterol 0mg	0%
Sodium 5mg	0%
Total Carbohydrate 34g	11%
Dietary Fiber 0g	0%
Sugars 30g	
Protein0g	

Vitamin A	0% •	Vitamin C	178%
Cacium	1% •	Iron	1%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

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Use context clues to answer questions 1-3 below:

1. What does origin mean?
a. source b. natural c. new

2. What does significant mean?
a. trivial b. easy c. important

3. What does alter mean?
a. maintain b. modify c. later

4. What is ***not*** a reason that this lesson is only focusing on drinks?
a. Drinks influence our health
b. It is easy to change drink habits
c. Drinks are more expensive

5. How many teaspoons of sugar are in one cup (8 oz.) of orange juice?
Almost 8 teaspoons 30/3.823=7.846

Activity 3 (continued):
Learn to Read the "Nutrition Facts"[1]

Introduce activity by referring students to the bottle of sugar from Activity 2. Have students read along with you and refer to the label step by step. They should record the answers as you go. If there are no calories or other nutrients have students write "0."

Ask these 4 questions when you read a drink label.
(Assume that you will drink the whole bottle.)

1. What is the **Serving Size**? **20 fl.oz.**
   - One serving or the whole bottle? For the sake of this lesson we will assume that most people drink the whole bottle.
   - Take this opportunity to pour 8 fl.oz. of Coca-Cola (or water) into a measuring cup so your students will see 8 fl.oz. Ask your students if they ever drink just one serving from the bottle.

2. How many **Calories**? **240**
   - Calories are energy our body gets through food and drinks.
   - We need about 2,000 calories each day.

   What percent of our 2,000 calorie diet do we consume if we drink a bottle of Coca-Cola?
   240/2000 = 24/200 = 12/100 = 12%
   - If we eat or drink too much sugar, we will gain weight.

3. How much **Total Fat**? **0 grams**
   - Too much fat can lead to heart disease.

4. How much **Sugar**? **65 grams**
   - Too much can lead to obesity, diabetes, and tooth decay.

Questions:

1. Is Coca-Cola healthy? No, it is unhealthy.
2. Why? It has too many calories and too much sugar.
3. Compare 8 oz. of Coca-Cola to 8 oz. of Orange Juice.
   What is the difference in calories? Orange juice has 37 more calories.
   What is the difference in grams of sugar? Orange juice has 3 more grams of sugar.
   What does this tell you about juice? Orange juice is not necessarily healthier than Coca-Cola. If you are watching your calories or your sugar intake, it is good to avoid juice as well.

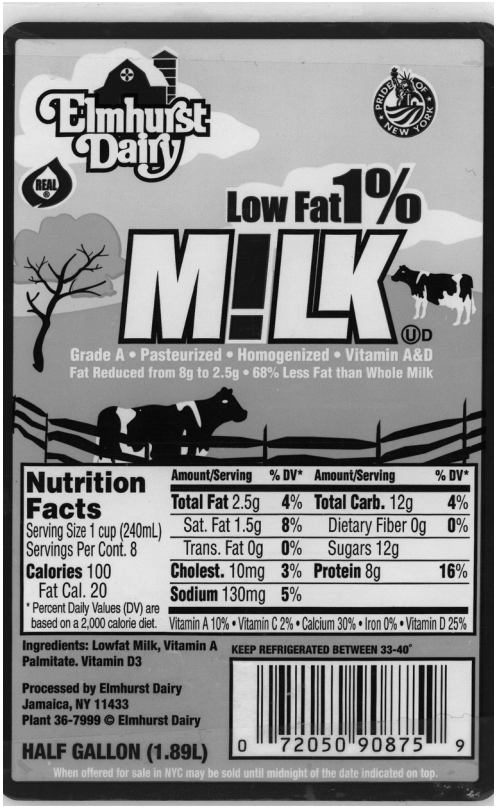
[1] http://www.health.gov/dietaryguidelines/dga2005/document/html/brochure.htm

Activity 4: Compare Drinks

Ask students to complete reading and the questions individually or in pairs.

Unhealthy drinks have	**Healthier** drinks have
▪ Too many Calories	▪ Fewer Calories
▪ Too much Fat	▪ Less Fat
▪ Too much Sugar	▪ Less Sugar

Milk is a healthy drink, but whole or regular milk is actually unhealthy for adults. This is because it has too much fat. Too much fat in our diets increases our risk of high cholesterol, heart disease, and stroke. Other types of milk such as 1% milk are healthier than whole milk because they have less fat. Skim or fat-free milk is the healthiest type of milk because it has no fat at all.



1. What is the Serving Size? 1 cup 2. How many Calories? 150 That is what percent of a 2,000 calorie diet? 150/2000; 15/200; 3/40 = 7.5% 3. How much Total Fat? 8 grams 4. How much Sugar? 12 grams	1. What is the Serving Size? 1 cup 2. How many Calories? 100 That is what percent of a 2,000 calorie diet? 100/2000; 2/40; 1/20 = 5% 3. How much Total Fat? 2.5 grams 4. How much Sugar? 12 grams

Questions:

1. Which milk is healthier? 1% milk is healthier.
2. Explain why using information from the label 1% milk has fewer calories and less fat.

Activity 5: Which Drink Should I Choose?

The following activity is intended to help your students begin to practice analyzing and comparing nutrition labels on common beverages.

- In your materials you will find 3 different scenarios:

  1. I'm thirsty! I want to buy something to drink.
  2. I want to drink a healthy iced tea with my dinner.
  3. I want to choose a healthy drink at the party.

- Each scenario will ask students to analyze and compare 3 different nutrition labels and to find one unhealthy drink and two healthier drinks. Divide class into 3 small groups and assign one scenario to each group.

- Make three columns on the board: UNHEALTHY, HEALTHIER, and HEALTHIEST. After students have finished their analysis of the 3 labels, have each group present their findings to the class and record their findings in the appropriate columns. They should explain the scenario to the group as well as how they came to each decision.

- The following labels are from common drinks that are sold in 16, 20, or 32 fl.oz. bottles. However, the majority of labels for soft drinks, iced teas, bottled waters, and sports drinks only provide information for an 8 fl.oz. serving. Therefore, assuming that most people do not limit themselves to just one serving, a very important part of learning to decode a label also requires basic math skills. As you saw, the Coca-Cola label does the math for you, but most drinks labels do not. Therefore, the nutrition information for common drinks can be very misleading unless our students learn to multiply the nutrition facts with the amount of servings in one container.

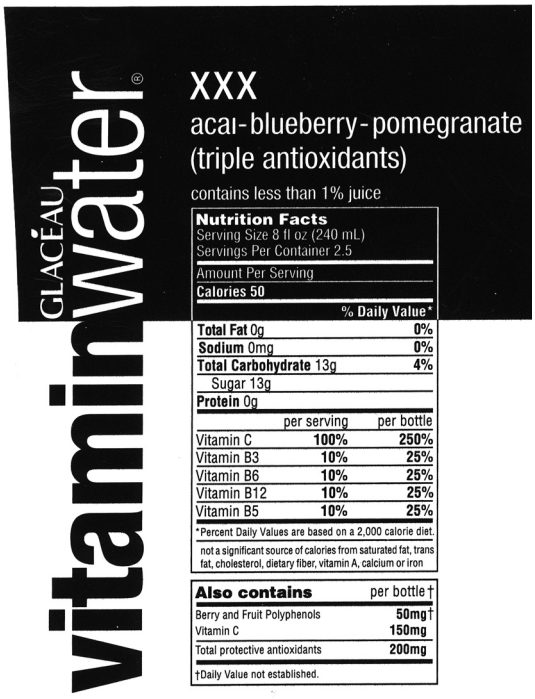
  1. How many **Servings**? 2.5 servings
  2. What is the **Serving Size**? 8 fl. oz. x 2.5 = 20 fl. oz. per bottle
  3. How many **Calories**? 0 x 2.5 = 0 per bottle
  4. How much **Total Fat**? 0 x 2.5 = 0g per bottle
  5. How much **Sugar**? 0 x 2.5 = 0g per bottle

Note: Many diet drinks do not list Sugar on the "Nutrition Facts." Explain that this means that there is no sugar in the drink.

Scenario #1: I'm thirsty! I want to buy something to drink.

While walking home from school you realize you are thirsty. You want something to drink that tastes good and is good for you. The three drink labels below are from drinks that you might find in the cooler of any store. If you want to choose the drink that would be most healthy for you, what should you do? Look at the labels. What will you check in order to decide if the drink is healthy or not?

Use the labels and the charts on the next two pages to find all the information you will need in order to decide which drink you are going to purchase. Remember to include the amount of servings each drink has. For example, if a bottle of juice has 2 servings and the nutrition facts list 17 grams of sugar per serving, then the total amount of sugar in the bottle would be 34 grams.



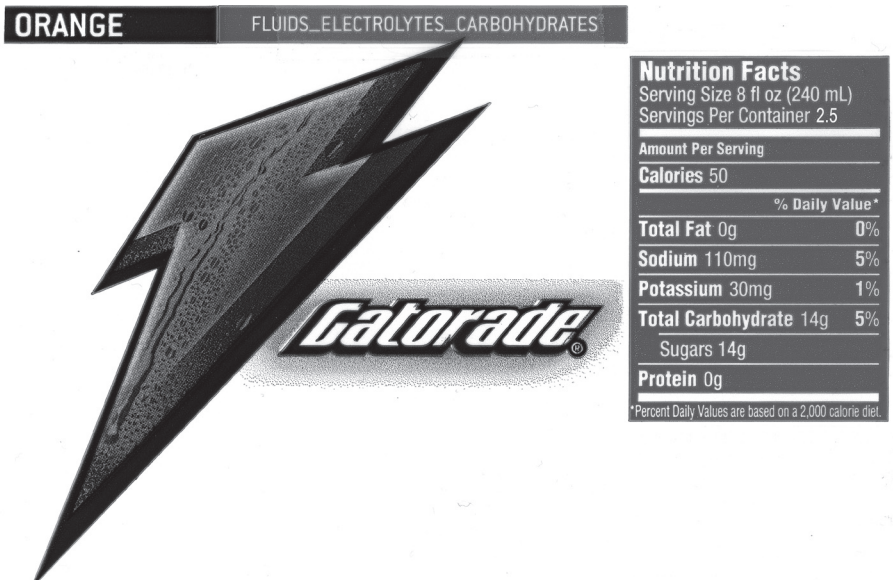
Read the label! (Assume that you drink the whole bottle)

1. Serving Size? 8 x 2.5 = 20 fl.oz.
2. How many Calories? 50 x 2.5 = 125
3. How much Total Fat? 0 x 2.5 = 0g
4. How much Sugar? 13 x 2.5 = 32.5g

HEALTHIER

Information on the label is based on a 2,000 calorie diet. If you drink the whole bottle, what percent of the day's calories have you consumed?

125/2000 = 6.25%



Read the label! (Assume that you drink the whole bottle)

1. Serving Size? 8 x 2.5 = 20 fl.oz.
2. How many Calories? 50 x 2.5 = 125
3. How much Total Fat? 0 x 2.5 = 0g
4. How much Sugar? 14 x 2.5 = 35g

UNHEALTHY

Information on the label is based on a 2,000 calorie diet. If you drink the whole bottle, what percent of the day's calories have you consumed?

125/2000 = 6.25%

Nutrition Facts
Serving Size 8 fl oz (240 mL)
Servings Per Container about 2.5

Amount Per Serving	
Calories 0	
	% Daily Value*
Total Fat 0g	0%
Sodium 0mg	0%
Total Carbohydrate 0g	0%
Protein 0g	0%

*Percent Daily Values are based on a 2,000 calorie diet.

Read the label! (Assume that you drink the whole bottle)

1. Serving Size? 8 x 2.5 = 20 fl.oz.
2. How many Calories? 0
3. How much Total Fat? 0 x 2.5 = 0g
4. How much Sugar? 0 x 2.5 = 0g

HEALTHIER

Information on the label is based on a 2,000 calorie diet. If you drink the whole bottle, what percent of the day's calories have you consumed?

0/2000 = 0%

Scenario #2: I want to drink a healthy iced tea with my dinner.

After a long day at school and work you finally get home for dinner. You make a hot meal for yourself and decide to pick a refreshing and healthy iced tea to drink with your meal. Searching in your kitchen you find three types of tea. If you wanted to choose the drink that would be most healthy for you, what could you do? Use the labels below to decide which of the three drinks in your kitchen would be best for you. What might you check to decide if the drink is healthy or not?

Use the labels and the charts on the next two pages to find all the information you will need to decide which tea you are going to have with dinner. Remember to include the amount of servings each drink has. For example, if a bottle of juice has 2 servings and the nutrition facts list 17 grams of sugar per serving, then the total amount of sugar in the bottle would be 34 grams.

Read the label! (Assume that you drink the whole bottle)

1. Serving Size? 8 x 2 = 16 fl.oz
2. How many Calories? 100 x 2 = 200
3. How much Total Fat? 0 x 2 = 0g
4. How much Sugar? 24 x 2 = 48g

UNHEALTHY

Information on the label is based on a 2,000 calorie diet. If you drink the whole bottle, what percent of the day's calories have you consumed?

200/2000 = 10%

Nutrition Facts
Serving Size 8 fl oz (240mL)
Servings Per Container 2

Amount Per Serving	
Calories 0	
	% Daily Value*
Total Fat 0g	0%
Sodium 10mg	0%
Total Carb 1g	0%
Sugars 0g	
Protein 0g	

Not a significant source of other nutrients.
*Percent Daily Values are based on a 2,000 calorie diet.

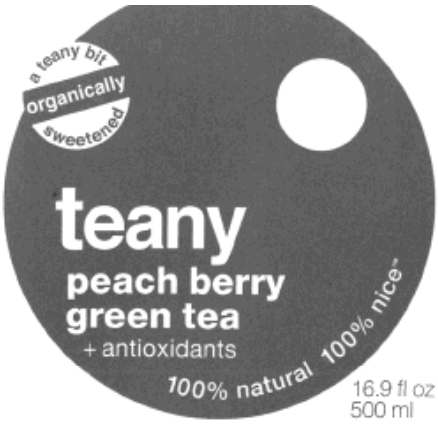
Read the label! (Assume that you drink the whole bottle)

1. Serving Size? 8 x 2 = 16 fl.oz.
2. How many Calories? 0 x 2 = 0
3. How much Total Fat? 0 x 2 = 0g
4. How much Sugar? 0 x 2 = 0g

HEALTHIER

Information on the label is based on a 2,000 calorie diet. If you drink the whole bottle, what percent of the day's calories have you consumed?

0/2000 = 0%



contains 10% fruit juice

nutrition facts
serving size 8 fl oz (240 ml)
servings per container about 2

amount per serving:	
calories 45	
	% daily value*
total fat 0g	0%
sodium 10mg	0%
total carbohydrate 11g	4%
sugars 10g	
protein 0g	
vitamin a	10%
vitamin c	25%
vitamin e	10%

*percent daily values are based on a 2,000 calorie diet.

Read the label! (Assume that you drink the whole bottle)

1. Serving Size? 8 x 2 = 16 fl.oz.
2. How many Calories? 45 x 2 = 90
3. How much Total Fat? 0 x 2 = 0g
4. How much Sugar? 10 x 2 = 20g

HEALTHIER

Information on the label is based on a 2,000 calorie diet. If you drink the whole bottle, what percent of the day's calories have you consumed?

90/2000 = 4.5%

Scenario #3: I want to choose a healthy drink at the party.

Relax! It's the weekend and tonight your best friend is having a party. When you arrive there are lots of people, the music is playing and a table is filled with tasty food and drinks. As you look at the drinks, you decide to pick the one that is the healthiest for you. How would you choose the healthiest drink? Use the labels below to decide which of the three drinks would be best for you. What things might you check to decide if the drink is healthy or not?

Use the labels and the charts on the next two pages to find all the information you will need to decide which drink you are going to choose. Remember to include the amount of servings each drink has. For example, if a bottle of juice has 2 servings and the nutrition facts list 17 grams of sugar per serving, then the total amount of sugar in the bottle would be 34 grams.

Read the label! (Assume that you drink the whole bottle)

1. Serving Size?	8 x 4 = 32 fl.oz.	Information on the label is based on a 2,000 calorie diet. If you drink the whole bottle, what percent of the day's calories have you consumed?
2. How many Calories?	0 x 4 = 0	
3. How much Total Fat?	0 x 4 = 0g	
4. How much Sugar?	0 x 4 = 0g	
	HEALTHIER	0/2000 = 0%

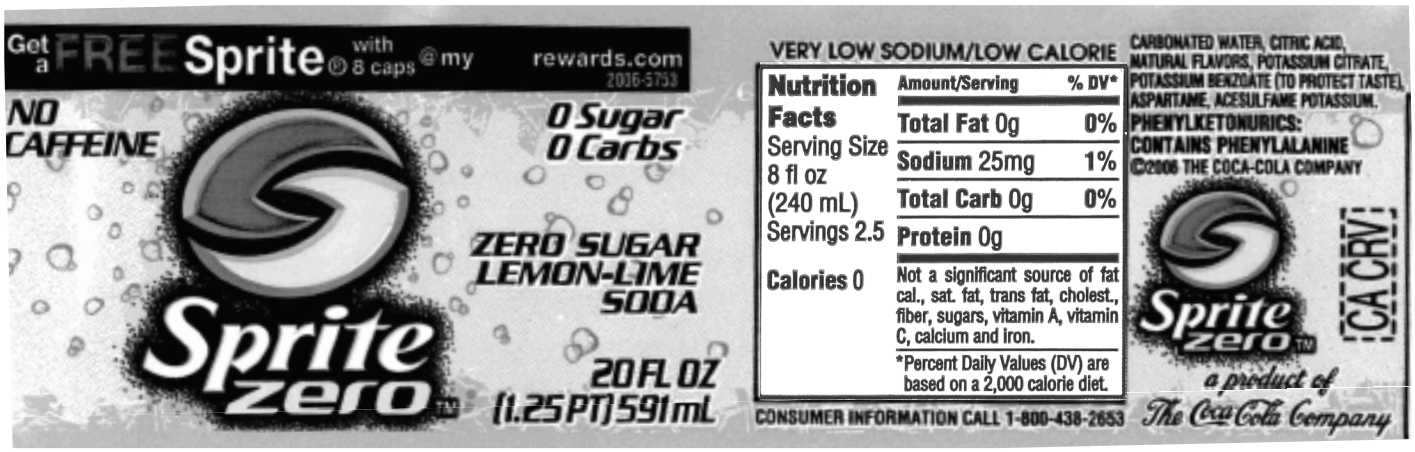
Read the label! (Assume that you drink the whole bottle)

1. Serving Size? 20 fl.oz
2. How many Calories? 240
3. How much Total Fat? 0g
4. How much Sugar? 64g

UNHEALTHY!(Coke has 65 g of sugar)

Information on the label is based on a 2,000 calorie diet. If you drink the whole bottle, what percent of the day's calories have you consumed?

240/2000 = 12%



Read the label! (Assume that you drink the whole bottle)

1. Serving Size? 8 x 2.5 = 20 fl.oz.
2. How many Calories? 0 x 2.5 = 0
3. How much Total Fat? 0 x 2.5 = 0g
4. How much Sugar? 0 x 2.5 = 0g

(Diet Coke is the same) HEALTHIER

Information on the label is based on a 2,000 calorie diet. If you drink the whole bottle, what percent of the day's calories have you consumed?

0/2000 = 0%

Homework: Read the Label!

Read over worksheet with students and make sure that they feel comfortable with the assignment. Encourage students to bring in labels from home to share with the class.

1. What drinks do you have in your home?

_____ _____

_____ _____

_____ _____

_____ _____

Total amount of drinks: _____

2. Find an UNHEALTHY drink	3. Find a HEALTHIER drink
Name:_____	Name:_____
1. How many Calories? _____	1. How many Calories? _____
2. How much Total Fat? _____	2. How much Total Fat? _____
3. How much Sugar? _____	3. How much Sugar? _____

4. How many drinks in your home are unhealthy? _____

That is what percentage of your total drinks? _____

(unhealthy drinks / total drinks)

5. How many drinks in your home are healthier alternatives? _____

That is what percentage of your total drinks?_____

(healthier drinks / total drinks)

6. Do you have more unhealthy or healthy drinks in your home? Explain why.

_____

_____

_____

Day 2

Activity 6: Daily News Article

- Begin class by reviewing the homework assignment and the terms from Day 1 lessons such as: serving size, calories, etc.
- Hand out the Daily News article "Countering Pop Culture: Strategies for Weaning Kids off Supersweet Soft Drinks."

Before reading the article, ask students what they think the article is about by simply reading the title and looking at the photos. List their responses on the board. Afterwards, read the article together and have students underline unfamiliar words. When you are finished reading, make lists of students' "new words" on the board. As a class see if you can define the words using the context; otherwise, provide the definitions. Begin discussion of the article using the following questions and adding your own dialogue to encourage active discussion among the entire class:

- How would you summarize this article? Does our summary of the article after reading it differ from the list on the board we made prior to reading the article?
- Is the tone of the article informational or persuasive?
- What does "moderation is key" (5th paragraph) mean to you? What does this refer to in the article?
- Do you think the ideas in this article are realistic?
- What strategies can you come up with to encourage our kids to drink less sugar?

Point out that it is important to read the title and additional print accompanying articles or essays to strengthen comprehension, especially in preparation for the GED exam.

SATURDAY NOW

PARENTING

Countering pop culture

Strategies for weaning kids off supersweet soft drinks

SUGAR, SUGAR: Sodas are jam-packed with calories, and so are fruit juices.

SUPERSTOCK

By ROSEMARY BLACK

When it comes to kids, soda has gotten a sour reputation. Recently, the nation's soft drink makers agreed to stop selling sugar-laden beverages to schools around the country — following the lead of New York City, where they've been banned since 2003.

If you're still having trouble weaning your kid from supersweet drinks, dietitians have some refreshing advice, and manufacturers continue to invent products to bottle.

"Obviously, water is the gold standard, but a lot of times kids find it difficult to swallow," says registered dietitian Lisa Tartamella-Kimmel. "To jazz it up, slice up some fresh lemon or lime, or even a few strawberries, and put that into the water bottle. The water starts to take on the fresh flavors of the fruit."

Flavored seltzers may be a more palatable alternative for soda-craving kids — they're not just flavored, but fizzy — and if you buy them by the individual bottle you can slip one right into a lunchbox.

Tartamella-Kimmel approves of an occasional low-calorie, artificially sweetened drink — like Crystal Light or a Fruit2O —for older kids. "Moderation is key," she says. "But I don't think these artificially sweetened drinks should be consumed by very young children."

Registered dietitian Jackie Newgent likes letting kids "make their own soda" by cutting seltzer water with half grape, apple or orange juice. "You are still getting the nutrition from the fruit juice, but with just half the calories," she says. "Of course, eating whole fruit is better for you than drinking fruit juice because you get fiber."

Among the bottled drinks, she recommends unsweetened iced teas for kids, but only if they're caffeine-free.

Keep in mind that drinking liquids isn't the only way your child can meet the daily requirement for fluid. Many kinds of fruit, including watermelon, cantaloupe and honeydew melons, contain a lot of water, so your child gets valuable nutrients plus fluids.

For lunch, cut up some fruit.

No, it doesn't look or smell like a Coke. But as the weather warms up and we edge toward hotter weather, it does a lot better job of quenching your child's thirst.

ALTERNATIVE THIRST QUENCHERS

How do the low-cal refreshers compare? Here is basic info for products in the major categories. Keep in mind that orange juice, for all of its nutritional benefits, delivers about 14 calories per ounce, a little more than Coca-Cola.

JUICED-UP WATER

WADDA JUICE
Calories: 6.25 per ounce
Nutrition: 100% of Vitamin C, 10% of Vitamins B2, B3, B6, B12 and calcium; artificially sweetened

TEA

CRYSTAL LIGHT
Calories: .625 per ounce
Nutrition: Not a significant source; 99.9% caffeine free; artificially sweetened

FLAVORED WATER

FRUIT2O
Calories: 0
Nutrition: 20% of Vitamin C, 10% of Vitamins E, B6, B12, biotin, pantothenic acid, niacin, magnesium, zinc and selenium

FLAVORED SELTZER

SCHWEPPES LEMON LIME SELTZER WATER
Calories: 0
Nutrition: Not a significant source

THOMAS MONASTER DAILY NEWS

INSIDE: How not to spoil your teen; putting toddlers in the swim; what to do in NYC

Activity 7: A Trip to the Store

After you have gone over the text and table with your students ask them to choose a partner. Explain that their job is to find one drink for each category or three drinks total. **Note:** Teachers have been most successful separating their class into small groups and visiting several stores. This provides an opportunity to compare findings from several stores upon returning to class.

You are about to go on a class trip to a nearby bodega, corner store, or grocery store. You are going to the store to learn about the type of drinks that they sell. Below is a list of unhealthy drinks. At the store it will be your task to find healthier drinks and answer the questions in the checklist below.

UNHEALTHY DRINKS	HEALTHIER DRINKS
1. This soda has too many calories.	**Find a soda that has fewer calories.**
Name: Sprite **Calories**: 240	**Name:** _____ **Calories:** _____
2. This milk has too much fat.	**Find milk that has less fat.**
Name: Whole Milk **Total Fat**: 8 grams	**Name:** _____ **Total Fat:** _____
3. This fruit drink has too much sugar.	**Find a fruit drink that has less sugar.**
Name: Snapple **Sugar:** 65 grams	**Name:** _____ **Sugar:** _____

4. Does this bodega sell:

1% milk? ☐ yes ☐ no **Skim or fat-free milk?** ☐ yes ☐ no **Diet soda?** ☐ yes ☐ no **Diet tea?** ☐ yes ☐ no

Activity 8: Consumer Demand

Use this discussion as an opportunity to introduce the idea of "Consumer Demand" and talk to your students about how they can get healthier drinks in their neighborhood stores.

Write these questions on the board. Ask students to work independently and answer the questions in writing.

1. How would you describe the type of drinks that the store sold?

_____

2. What type of drinks do we want our stores to sell and why?

_____

3. How do you think that we can get our store owners to sell healthier drinks?

_____

Answer: All you have to do is ask them to sell healthier drinks! The more people that ask, the better!

Homework: Write an Essay

Some New York City neighborhoods have less access to healthy food and drinks. These same neighborhoods also have the highest rates of obesity and diabetes in the City. Recent studies found that bodegas in Brooklyn, the South Bronx, and Harlem are the most common food retailers serving the local communities. This is problematic because most bodegas do not offer customers healthy options such as 1% milk.

Write a 200 to 250 word essay explaining what you think bodega owners can do to help make your neighborhood a healthier place and why it is important for them to sell healthier alternatives.

After the Lesson

Set Goals for Your Health – Buy Healthier Drinks!

After reviewing what you have learned as a class, read over the text below with your students. Ask each student to share at least one goal with the class. Ask students why they chose each goal as well as how they plan to accomplish their goals. Check back in with your students a week or two later in order to discuss their progress.

Choose at least 1 of these easy ways to improve your health.

Small changes in what you drink will make a big difference in your health.

- ☐ I will buy healthier drinks.
- ☐ I will read the labels on my drinks.
- ☐ I will buy drinks that do not have a lot of calories.
- ☐ I will buy drinks that do not have a lot of fat.
- ☐ I will buy drinks that do not have a lot of sugar.
- ☐ I will drink 1% milk.
- ☐ I will drink fat-free milk.
- ☐ I will drink diet soda.
- ☐ I will drink seltzer water.
- ☐ I will drink water.
- ☐ I will ask my store to sell healthier drinks.

After the Lesson

You or your students may want to know more about a certain subject after you have completed this lesson. The following are additional nutrition-related resources for program staff that may be helpful in the development of further lessons on nutrition, reading nutritional labels, and the Healthy Bodegas Initiative.

Looking for a good nutrition resource? Look to "The Nutrition Source: Knowledge for Healthy Eating," Department of Nutrition, Harvard School of Public Health.
http://www.hsph.harvard.edu/nutritionsource/

Looking for more information about sugar and the soda industry? Check out this article. "Liquid Candy: How Soft Drinks are Harming America's Health," Center for Science in the Public Interest at
http://www.cspinet.org/liquidcandy/

Looking for other agencies that do nutrition-related education and services in New York City? Check out the work that Cornell Cooperative Extension and City Harvest are involved in!

Cornell Cooperative Extension (CCE) offers a wide range of programs and resources related to nutrition. All programs focus on healthy eating and active living to support CCE's obesity prevention efforts.
http://www.cce.cornell.edu/

City Harvest exists to end hunger in communities throughout New York City. They do this through food rescue and distribution, education, and other practical, innovative solutions.
http://www.cityharvest.org/

Want to know more about New York City's Healthy Bodegas Initiative? Look to this website for more information:
http://www.nyc.gov/html/doh/html/pr2006/pr005-06.shtml

If you liked the idea of the Healthy Bodegas Initiative, you might also be interested in the Food Trust of Philadelphia's "Corner Store Campaign."

The Food Trust's Corner Store Campaign uses social marketing and education to increase demand for healthy snacks, works with the food industry to increase the availability of healthier choices in stores, and promotes participation in the school meals programs.

http://www.thefoodtrust.org/php/programs/corner.store.campaign.php