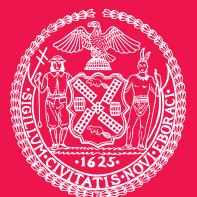




The New York City Health Literacy Campaign:
From Knowledge to Action.
Model Lessons

NUTRITION
ESL LEVELS 5 & 6

TEACHER'S EDITION



Developed by the Mayor's Office of Adult Education



Version 2008-2009



TABLE OF CONTENTS

All Teacher's Editions include:

- Note to the Teacher
- "FAQs" to better help you field common health-related questions
- Materials, Vocabulary and NRS Descriptors for your specific level
- Lesson Outline
- Teacher's Workbook with embedded **directions** and **answers to questions**
- Student Handouts
- Supplemental Authentic Materials
- Teacher Survey

	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 contributes 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. Understand and participate in face-to-face conversations
2. Expand on basic ideas in conversation
3. Interact with the public.

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

Day 1 will consist of activities that 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, 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 does it 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

“FREQUENTLY ASKED QUESTIONS” (FAQS): *continued*

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 fiber, vitamins, and minerals 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 clean and safe 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
- Scissors
- Student handouts

VOCABULARY

ACTIVITY 1	Healthy, unhealthy, healthier, healthiest
ACTIVITY 2	Teaspoon, gram
ACTIVITY 3	Labels, information, important
ACTIVITY 4	“Nutrition Facts”, Serving Size, Calories, Total Fat, Sugar, Container, per, fl. oz., g.
ACTIVITY 5	High cholesterol, heart disease, stroke
ACTIVITY 6	Scenario, analyze, compare
ACTIVITY 7	Bodega, checklist, neighborhood, promise

NATIONAL REPORTING SYSTEM (NRS) DESCRIPTORS: ESL LEVELS 5 AND 6

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

- Understand and participate in face-to-face conversations
- Expand on basic ideas in conversation
- Read authentic materials
- Interpret descriptive narratives
- Use control of language and meaning-making strategies
- Write short essay with introduction and development of ideas
- Interpret routine charts, graphs, and tables
- Interact with the public

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 nutritional labels in order to make informed choices about the drinks that they consume.

ACTIVITY 1 Unhealthy, Healthier, Healthiest	Students share their knowledge of nutrition and simple vocabulary <ul style="list-style-type: none">■ Understand and participate in face-to-face conversations■ Expand on basic ideas in conversation■ Use control of language and meaning-making strategies
ACTIVITY 2 How Much Sugar is in Coca-Cola?	Hands-on activity
ACTIVITY 3 Learn to Read the “Nutrition Facts”	Decoding a label <ul style="list-style-type: none">■ Read authentic materials
ACTIVITY 4 Compare Drinks	Decoding and comparing labels <ul style="list-style-type: none">■ Read authentic materials
ACTIVITY 5 Which Drink Should I Buy?	Working in groups to analyze and compare nutrition labels <ul style="list-style-type: none">■ Understand and participate in face-to-face conversations■ Expand on basic ideas in conversation■ Read authentic materials■ Use control of language and meaning-making strategies

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.

REVIEW key concepts and vocabulary from the previous class

ACTIVITY 6 A Trip to the Store	Class trip to the local store <ul style="list-style-type: none">■ Read authentic materials■ Interact with the public
ACTIVITY 7 Consumer Demand	Critical reflection through writing and introduce Consumer Demand. Write short essay with introduction and development of ideas <ul style="list-style-type: none">■ Understand and participate in face-to-face conversations■ Expand on basic ideas in conversation■ Read authentic materials

SET GOALS FOR YOUR HEALTH: READ THE LABEL!

DAY 1

ACTIVITY 1: UNHEALTHY, HEALTHIER, HEALTHIEST

Divide class into small groups. Ask them to discuss questions 1-4 and come up with a definition they all can agree on and then complete the sentence below. Have groups report to class and discuss.

What do these words mean to you? 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 they are working on this, copy the columns below 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 on 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 with empty and dry Coca-Cola bottles, scrap paper, a bowl of sugar, and a teaspoon to distribute to each table or desk. [If you do not have enough supplies, this activity may be done in the front of the room as a class demonstration].
- Introduce activity using a bottle of Coca-Cola as a visual.
- Ask how many students drink Coca-Cola.
- Ask if Coca-Cola is healthy or unhealthy and why.
- Divide students by tables. Show students the teaspoon and ask each table to guess how many teaspoons of sugar are in the whole bottle of Coca-Cola. Record their guesses on the board.
- There are 17 teaspoons of sugar in the bottle (17 teaspoons is equal to 65 grams of sugar). That means there are almost 4(3.8) grams in every teaspoon.
- Tell students that they will work in groups spooning sugar into their bottles. Encourage students to count out loud as they spoon sugar into bottles.
- Tell your students that you knew how much sugar was in Coca-Cola because you read the label. Ask students if they read the label and why (or why not).
- Explain that they will learn how to read labels for the rest of the lesson.
- Explain that this lesson is only about drinks. The reasons for this include
 - Drinks are more universal than food. For example, all of us have a soda from time to time, but many of us try to avoid junk food.
 - Changing drinking habits is more realistic than changing food habits. For example, Coke and Diet Coke cost the same amount, but there is a big difference in price between “regular” and organic fruits and vegetables.
 - Beverages like soda have a significant impact on our health. Just think of all of the sugar you consume when you drink just one bottle of Coca-Cola!

ACTIVITY 3: LEARN TO READ THE “NUTRITION FACTS”

Labels provide information about the things we buy. For example, our clothes have labels that provide information about where our clothes came from and how to clean them. Food and drinks also have a label. It is required by law that all packaged food and drinks we buy have a nutritional label called the “Nutrition Facts.” It is important to read the labels on the food and drinks that you buy in order to find out if a food or drink is unhealthy for you.

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. Model this activity using the provided enlargements.

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	
Protein 0g	
Vitamin A 0%	Vitamin C 178%
Calcium 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	
©www.NutritionData.com	

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. Students should record the answers as you go through the lesson. If there are no calories or other nutrients, have students write “0”. Continue having students use their finger as a guide in reading the “Nutrition Facts.”



Ask these 4 questions when you read a drink label.

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 understand how much 8 fl.oz. is. Ask your students if they ever only drink just one serving of soda.
 - If your students are strong at math, have them multiply the calories, fat, and sugar by the serving size.
2. How many **Calories?** **240**
 - Calories are energy our body gets through food and drinks.
 - We need about 2,000 calories each day.
 - If we eat or drink more 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 sugar can lead to obesity, diabetes, and tooth decay.

Questions:

1. Is Coca-Cola healthy? **No**
2. Why? **Coca-cola is unhealthy because it has too many calories and sugar. Show students the bottles they filled with sugar.**

¹<http://www.health.gov/dietaryguidelines/dga2005/document/html/brochure.htm>

ACTIVITY 4: COMPARE DRINKS

Talk about the meaning of *too many* and *too much* in contrast to *fewer* and *less*. Read with the class and then have students practice reading in pairs and interviewing each other.

Unhealthy drinks have <ul style="list-style-type: none">■ Too many Calories■ Too much Fat■ Too much Sugar	Healthier drinks have <ul style="list-style-type: none">■ Fewer Calories■ Less Fat■ Less Sugar
--	---



While milk is a healthy drink, whole milk is actually unhealthy for adults.

Whole milk is unhealthy for adults because it has too much fat.

Too much fat in our diets increases our risk of high cholesterol, heart disease, and stroke. Milk with less fat is **healthier** than whole milk.



1% or low-fat milk is **healthier** than whole milk.

1% is healthier than whole milk because it has less fat.



Skim or fat-free milk is **healthier** than 1% milk because it has no fat at all.

Of all types of milk, skim milk is the healthiest because it has no fat.

Ask a friend:

Question: What type of milk do you buy?

Answer: _____

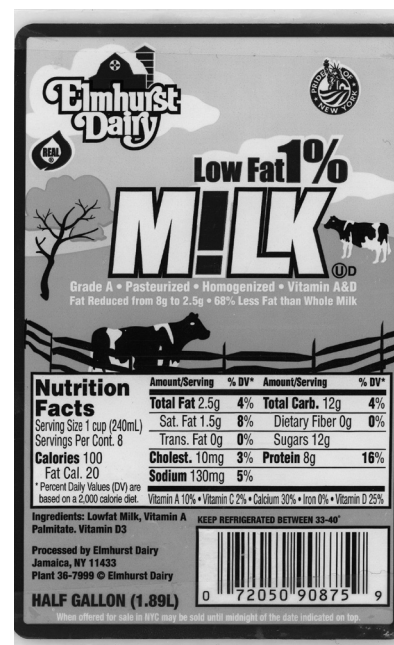
Question: Why?

Answer: _____

ACTIVITY 4 (CONTINUED): COMPARE DRINKS

Have students find another partner. Ask students to fill in the table below and then compare the two labels by filling in the nutrition facts on the chart. Students should answer the last two questions in complete sentences.

<p>Unhealthy drinks have</p> <ul style="list-style-type: none"> ■ <u>Too many</u> Calories ■ <u>Too much</u> Fat ■ <u>Too much</u> Sugar 	<p>Healthier drinks have</p> <ul style="list-style-type: none"> ■ <u>Fewer</u> Calories ■ <u>Less</u> Fat ■ <u>Less</u> Sugar
--	---



<p>1. What is the Serving Size? <u>1 cup</u></p> <p>2. How many Calories? <u>150</u></p> <p>3. How much Total Fat? <u>8 grams</u></p> <p>4. How much Sugar? <u>12 grams</u></p>	<p>1. What is the Serving Size? <u>1 cup</u></p> <p>2. How many Calories? <u>100</u></p> <p>3. How much Total Fat? <u>2.5 grams</u></p> <p>4. How much Sugar? <u>12 grams</u></p>
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Questions:

1. Which milk is healthier? 1% milk is healthier.
2. Why? 1% milk has fewer calories and less fat.

ACTIVITY 5: WHICH DRINK SHOULD I BUY?

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

- Following this page you will find 3 different scenarios:
 1. I'm thirsty! I want to buy a healthy 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 two columns on the board, one labeled UNHEALTHY and the other labeled HEALTHIER. After students have finished their analysis of the 3 labels, have each group present their findings to the class. They should explain the scenario and how they made their decisions.

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 nutritional 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.

Please see the example for reading a Diet Sprite label below.

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

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 a healthy 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 ($2 \times 17 = 34$).

GLACÉAU vitaminwater
XXX
 acai-blueberry-pomegranate
 (triple antioxidants)
 contains less than 1% juice

Nutrition Facts	
Serving Size 8 fl oz (240 mL)	
Servings Per Container 2.5	
Amount Per Serving	
Calories 50	
	% Daily Value*
Total Fat 0g	0%
Sodium 0mg	0%
Total Carbohydrate 13g	4%
Sugar 13g	
Protein 0g	
	per serving per bottle
Vitamin C	100% 250%
Vitamin B3	10% 25%
Vitamin B6	10% 25%
Vitamin B12	10% 25%
Vitamin B5	10% 25%

*Percent Daily Values are based on a 2,000 calorie diet.
 †not a significant source of calories from saturated fat, trans fat, cholesterol, dietary fiber, vitamin A, calcium or iron

Also contains	
	per bottle †
Berry and Fruit Polyphenols	50mg †
Vitamin C	150mg
Total protective antioxidants	200mg

†Daily Value not established.

XXX
 acai-blueberry-pomegranate
 (triple antioxidants)

ingredients: vapor distilled, deionized, and/or reverse osmosis water, crystalline fructose, cane sugar, citric acid, vegetable juice (color), ascorbic acid (vitamin C), natural flavor, berry and fruit extracts (acai, blueberry, pomegranate and apple), magnesium lactate (electrolyte), calcium lactate (electrolyte), monopotassium phosphate (electrolyte), niacin (B3), pantothenic acid (B5), pyridoxine hydrochloride (B6), cyanocobalamin (B12)

for best results, stick it in the fridge.
 the inside is natural. the outside is plastic.

Read the label!

1. How many **Servings**?
2. What is the **Serving Size of the whole bottle**?
3. How many **Calories**?
4. How much **Total Fat**?
5. How much **Sugar**?

2.5
8 fl.oz. X 2.5 = 20 fl.oz.
50 X 2.5 = 125
0 X 2.5 = 0 g
13 X 2.5 = 32.5g
HEALTHIER

ORANGE

FLUIDS_ELECTROLYTES_CARBOHYDRATES



Nutrition Facts	
Serving Size 8 fl oz (240 mL)	
Servings Per Container 2.5	
Amount Per Serving	
Calories 50	
% Daily Value*	
Total Fat 0g	0%
Sodium 110mg	5%
Potassium 30mg	1%
Total Carbohydrate 14g	5%
Sugars 14g	
Protein 0g	

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

Read the label!

1. How many **Servings**?
2. What is the **Serving Size of the whole bottle**?
3. How many **Calories**?
4. How much **Total Fat**?
5. How much **Sugar**?

2.5
8 fl.oz. X 2.5 = 20 fl.oz.
50 X 2.5 = 125
0 X 2.5 = 0 g
14 X 2.5 = 35 g
 UNHEALTHY



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!

1. How many **Servings**?
2. What is the **Serving Size of the whole bottle**?
3. How many **Calories**?
4. How much **Total Fat**?
5. How much **Sugar**?

2.5
8 fl.oz. X 2.5 = 20 fl.oz.
0 X 2.5 = 0
0 X 2.5 = 0 g
0 X 2.5 = 0 g
 HEALTHIER

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. ($2 \times 17 = 34$)



Read the label!

1. How many **Servings**?
2. What is the **Serving Size of the whole bottle**?
3. How many **Calories**?
4. How much **Total Fat**?
5. How much **Sugar**?

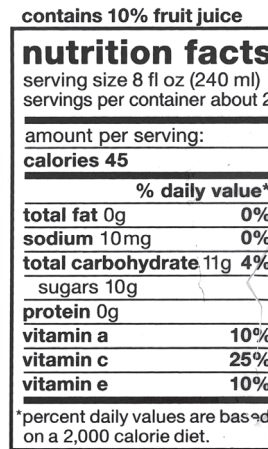
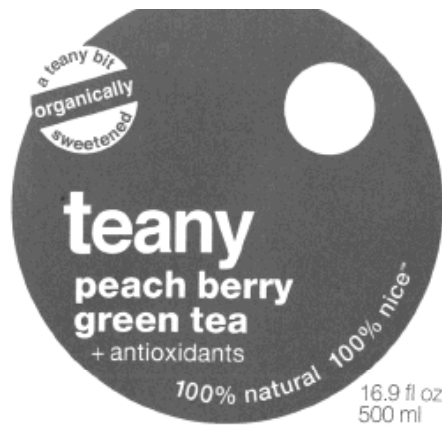
2
8 fl.oz. X 2 = 16 fl.oz.
100 X 2 = 200
0 X 2 = 0 g
24 X 2 = 48g
UNHEALTHY



Read the label!

1. How many **Servings**?
2. What is the **Serving Size of the whole bottle**?
3. How many **Calories**?
4. How much **Total Fat**?
5. How much **Sugar**?

2
8 fl.oz. X 2 = 16 fl.oz.
0 X 2 = 0
0 X 2 = 0 g
0 X 2 = 0 g
HEALTHIER



Read the label!

1. How many **Servings**?
2. What is the **Serving Size of the whole bottle**?
3. How many **Calories**?
4. How much **Total Fat**?
5. How much **Sugar**?

2
8 fl.oz. X 2 = 16 fl.oz.
45 X 2 = 90
0 X 2 = 0 g
10 X 2 = 20 g
HEALTHIER

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. ($2 \times 17 = 34$)



Read the label!

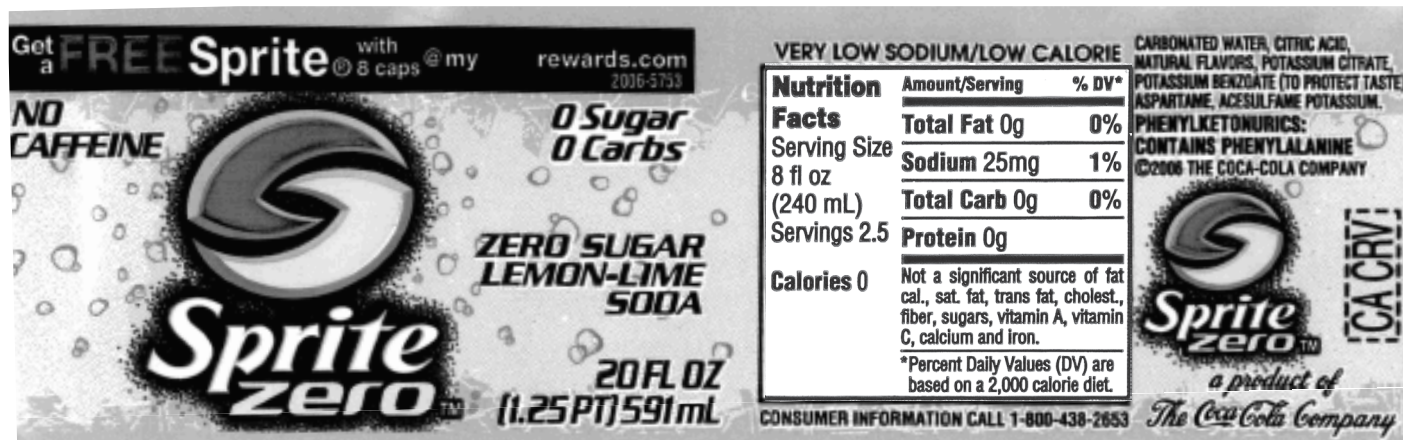
1. How many **Servings**?
2. What is the **Serving Size of the whole bottle**?
3. How many **Calories**?
4. How much **Total Fat**?
5. How much **Sugar**?

4
8 fl.oz. X 4 = 32 fl.oz.
0 X 4 = 0
0 X 4 = 0 g
0 X 4 = 0g
HEALTHIER



Read the label! Please see the second column.

1. How many **Servings**? 1
 2. What is the **Serving Size of the whole bottle**? 20 fl.oz.
 3. How many **Calories**? 240
 4. How much **Total Fat**? 0 g
 5. How much **Sugar**? 64 g UNHEALTHY
- (Compare to how much sugar is in Coca-Cola.)



Read the label!

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

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?

_____	_____
_____	_____
_____	_____
_____	_____

2. Find an UNHEALTHY drink	3. Find a HEALTHIER drink
<p style="text-align: center;">Draw it!</p> <p>Name: _____</p> <p>1. How many Calories? _____</p> <p>2. How much Total Fat? _____</p> <p>3. How much Sugar? _____</p>	<p style="text-align: center;">Draw it!</p> <p>Name: _____</p> <p>1. How many Calories? _____</p> <p>2. How much Total Fat? _____</p> <p>3. How much Sugar? _____</p>

4. Do you have more unhealthy or healthy drinks in your home?

5. Why do you think this is? _____

DAY 2: REVIEW

Start with these prompts on the board. After students have written these sentences, ask several students to share what they wrote.

1. _____ is an unhealthy drink.
2. It is unhealthy because _____
3. _____ is a healthier drink than _____
4. It is healthier than _____ because _____
5. _____ is the healthiest drink.
6. It is the healthiest drink because _____

Ask your students to remind you of what they have learned in the last two days.

- Is Coca-Cola healthy or unhealthy? Why?
- What other drinks are healthier than Coca-Cola?
- Is whole milk healthy or unhealthy? Why?
- What types of milk are healthier than whole milk?
- How can you decide whether a drink is healthy or unhealthy for you?
- (Refer to the orange juice label to remind students how to read the label.)

Draw these tables on the board for students to complete.

Ask these 4 questions when you read a drink label.

1. What is the Serving Size?
2. How many Calories?
3. How much Total Fat?
4. How much Sugar?

Unhealthy drinks have	Healthier drinks have
■ <u>Too many</u> Calories	■ <u>Fewer</u> Calories
■ <u>Too much</u> Fat	■ <u>Less</u> Fat
■ <u>Too much</u> Sugar	■ <u>Less</u> Sugar




Ask students to share their findings from the homework activity.

ACTIVITY 6: 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 trip to a **store**. 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
<p>1. This soda has too many calories.</p> <p>Name: Sprite Calories: 240</p> 	<p>Find a soda that has fewer calories.</p> <p>Name: _____ Calories: _____</p>
<p>2. This milk has too much fat.</p> <p>Name: Whole Milk Total Fat: 8 grams</p> 	<p>Find milk that has less fat.</p> <p>Name: _____ Total Fat: _____</p>
<p>3. This fruit drink has too much sugar.</p> <p>Name: Snapple Sugar: 65 grams</p> 	<p>Find a fruit drink that has less sugar.</p> <p>Name: _____ Sugar: _____</p>

4. Does this bodega sell:

1% milk? yes
 no

Skim or fat-free milk? yes
 no

Diet soda? yes
 no

Seltzer water? yes
 no

ACTIVITY 7: 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. Discuss as a class when everyone is ready.

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 can we get our storeowners to sell healthier drinks?

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

ACTIVITY 7 (CONTINUED): CONSUMER DEMAND

Pre-work: You will need to pre-cut these strips or have scissors at each table for this activity. Read these lines as a class and then have students work in pairs or teams to arrange this story in the correct order. Have pairs or teams write down the dialogue in the correct order and present the story for the class.

2. Please help our neighborhood be healthy.

5. Alright, I promise to sell 1% milk if you promise to buy it.

4. Please start selling healthy drinks like 1% milk in your store.

1. Hello, how may I help you?

6. I will, and I will tell my friends to buy 1% milk from your store too. Thank you!

3. Okay, what can I do to help?

ACTIVITY 7(CONTINUED): CONSUMER DEMAND

Encourage students to share their opinions and express their concerns through letter writing. In this activity students are asked to write a letter to a store owner that will persuade the owner to stock more healthy drink options. Letters should be written in formal format, with a date, greeting (Dear Sir/Madam, To Whom It May Concern, etc) and proper paragraphs and topic sentences that stick to the main idea of the letter. Students should submit these letters to store owners.

Directions: Write a letter that will tell the owner of the store you visited to stock more healthy drink options. Include what you learned in the previous class as well as what you learned from your visit to the store.

Letters should be written in formal format, with a date, greeting (Dear Sir/Madam, To Whom It May Concern, etc.) and proper paragraphs and topic sentences that stick to the main idea of the letter.

Example:

December 12, 2007

Dear Store Owner,

My name is Diane and I am a student at HANAC. Yesterday, I learned about drinking less sugar and choosing healthy drinks at the store. For this reason I would like to ask you to stock your store with healthy drink options for me and my family. I am concerned about the drinks in the store because many people in the neighborhood have diabetes or are overweight.

Yours,
Diane

AFTER THE LESSON

Set Goals for Your Health – Read The Label!

After reviewing what you have learned read over the text below with your students. Ask each student to share their name and their goal with the class. Ask your students why they chose their goal and how they plan to make their goal a reality. Remember to ask how your students are progressing in a week or two.

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.

<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>