



Rethink Your Drink – Core Presentation Children (Pre-K – 12 years)

Session Overview

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

Target Audience: 3 – 5 years (Pre-K) and 5 – 12 years (Elementary)

Time Needed: 30 minutes

Behavioral Objectives:

After the session participants will be able to:

- 1) Use the food label to choose a healthy beverage
- 2) Choose an appropriate cup size for milk and juice
- 3) Name two beverages to drink more often and two beverages to drink less often

Materials Needed for Session:

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

- “Stop, Think, Drink” pictures
- 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 cup of milk, 6 oz cup of juice and 4 oz cup of juice
- Optional: Posters – Read It (*Team Nutrition*), Think Your Drink (*Dairy Council*), calculator, measuring spoons, clear plastic cups, sugar cubes, empty sugar bag
- Background Information for Presenter: “Frequently Asked Questions about Sugar” and “Glossary of Terms”

Outline of 30-minute session:

- Welcome and introduction to “Rethink Your Drink” (2 minutes)
- Activity 1: What Are You Drinking? (5 minutes)
- Activity 2: What’s in Your Drink? – Reading Labels (7 minutes)
- Activity 3: How Big is Your Cup? – Portion Sizes (7 minutes)
- Activity 4: What Will You Do? – Healthier Alternatives (6 minutes)
- Review questions and evaluation (3 minutes)

Welcome to Rethink Your Drink

1. Introduce the class topic and review the class objectives. Ask the following questions:
 - a. All fruit drinks are juice and are good for me. (Show beverage labels for “fruit drinks”)
False – Some fruit drinks are not juice. Some only have 2% juice; the other ingredients include water, sugar and coloring. The label should say “100% juice.”
 - b. Milk helps build strong bones and teeth.
True – Milk has calcium which helps make our bones and teeth strong.
 - c. It is OK to drink soda every day.
False – Soda has a lot of sugar. Drinking beverages with a lot of sugar can cause cavities. If we are drinking sugary beverages we may not be drinking enough healthy beverages like milk and water.
2. Today we are going to learn ways to help us 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 beverage bottles/containers. Have children guess which drink has the most sugar and which drink has the least sugar. Reveal which beverage has the most and least sugar and ask “Are you surprised to see how much sugar is in these drinks?”
2. 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 importance of calcium for strong bones; children are growing and need to make sure they are getting enough calcium.
 - c. May lead to health problems such as weight gain.
 - d. Fact: Did you know the average person drinks/eats about 100 pounds of sugar a year? That is about ¼ pound a day (show bottle with 28 teaspoons of sugar).

Activity 2: What’s in Your Drink? – Reading Labels

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

1. Point to the Nutrition Facts Label and ingredient list on one of the bottles.
 - a. Explain that 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 may be found in sweetened beverages such as soda, punch, fruit drinks, sports drinks, etc.
 - ii. Natural sugar is found in fruit and 100% juice
2. Use 100% juice and two fruit drink labels, such as Sunny D and Tampico, to discuss the difference between juice and juice/fruit drinks. Emphasize that the label should say “100% juice” in order for it to be “juice.”
3. Activity: Have the class practice finding serving size, calories, sugar, the ingredient list and percent juice on the labels. Tell the children to ask their parents to help them read food labels at home and at the store.

Activity 3: How Big is Your Cup? – Portion Sizes

1. Drinks come in many sizes. 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 the different size cups and ask, “Which size cup would you choose when drinking milk?...juice?...soda?...water?”
2. Show the food models for an 8 oz cup of milk, a 6 oz cup of juice and a 4 oz cup of juice.
 - a. Discuss portion sizes for these and other beverages.
 - b. Explain that the calories and sugar increase when the size of the cup increases.
3. How much do you need?
 - a. Milk and milk products – make sure to consume enough calcium-rich foods:
 - i. Children 2 – 8 years old need 2 cups a day (16 ounces)
 - ii. Children 8 – 12 years old need 3 cups of milk a day (24 ounces)
 - iii. Discuss yogurt, cheese and fortified soy milk as alternatives to milk
 - b. Juice: Children should limit juice to 4 – 6 ounces a day
 - c. Water: Remember to drink water every day
 - i. More or less depending on age, 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:
 - Drink tap water – it saves money and has fluoride (bottled water usually does not have fluoride).
 - 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.Drink:
 - Children 2 – 8 years-old drink 2 cups a day.
 - Children 9 – 12 years-old drink 3 cups a day.
 - c. 100% fruit juice: “Stop” and “Think” about why 100% 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 ounces a day.

3. Ask each child “What are 2 drinks you will drink more of & 2 drinks you will drink less of?”
4. **Optional:** Food Demonstration or Taste Test
 - a. Taste test of 1% milk vs. 2 % milk vs. whole milk
 - b. Smoothie options (Emphasize the smoothie as a snack or meal, not a drink.)
 - i. Tropical Eye Opener (*Network* cookbook “*Everyday Healthy Meals*”)
 - ii. Jicama Piña Breeze (*Network* cookbook “*Healthy Latino Recipes*”)
 - iii. Strawberry or Mango Smoothie (*Network* cookbook “*Soulful Recipes*”)
 - iv. Banana and Peach Smoothie: Blend bananas, peaches (fresh, frozen or canned) and low-fat vanilla yogurt.

Review and Evaluation:

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 ingredient list)
- What size cup should you use for juice? (4 or 6 ounces)
- Name 2 healthy drink alternatives and the benefits of each.
(Examples: water – most of our body is water, milk – calcium, 100% juice – vitamin C)

Read the evaluation questions aloud to the class and tally the answers in each column. 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. Choose an appropriate cup size for my favorite beverages.					
3. Name 2 beverages to drink more of and 2 beverages to drink less of.					

For important nutrition information visit www.cachampionsforchange.net. For food stamp information, call 877-847-3663. Funded by the USDA Supplemental Nutrition Assistance Program, an equal opportunity provider and employer.

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