

Lesson 5: Think Before You Drink!

Curriculum Expectations

Health and Physical Education:

Grade 3: 1.1, C1.1

Grade 4: 1.1, C3.1

Grade 5: 1.1, C3.1

Grade 6: 1.1, C2.1

Grade 7: 1.1, C3.1

Learning Goals

By the end of this lesson, students will be able to:

- Use self-awareness and self-monitoring skills to analyze the class' healthy drink choices.
- Demonstrate an understanding of personal and external factors that affect people's drink choices.

Facility: Classroom

Time: 40 minutes

Materials	
Grades: All	Shopping List
<ul style="list-style-type: none"> • Teacher Resources: <ul style="list-style-type: none"> – Teacher Resource 15: "Role" With It! Scenarios – Student Resource 16: Have a Blast! – Teacher Resource 17: Quiz Answers • Student Resources: <ul style="list-style-type: none"> – Student Resource 6: Check the label first! • Backgrounders: <ul style="list-style-type: none"> – Guide to Making Healthy Drink Choices – Water • Assessment Tools: <ul style="list-style-type: none"> – Assessment Tool 1: Anecdotal Recording Chart – Assessment Tool 4: Quiz Grades 3, 4, and 5 – Assessment Tool 5: Quiz Grades 6 and 7 • Optional: Props e.g., glass of water • Optional: Drink ads from magazines 	N/A



Minds On: “Role” With It!

Activity Big Idea

- Drink choices can be influenced by various factors, including family, friends and the media.
- We can decide for ourselves to make healthy drink choices.
- Drink water - it’s always a great choice!

Activity

All Grades

- Write the sentence on the board, “When someone asks me to drink something that I don’t like, I...” and have students brainstorm endings to it.
- Ask students to think of specific situations when they might feel pressured to drink a sugary drink rather than a healthy drink.
- Draw suggestions from students about how they face such situations, then tie these to the four steps:
 1. Stop
 2. Think
 3. Decide
 4. State your decision clearly and firmly
- Tell students that they will perform a role-playing scenario from Teacher Resource 15: “Role” With It! Scenario using the 4 steps.
 1. Stop
 2. Think
 3. Decide
 4. State your decision clearly and firmly

Assessment

Teacher observation with anecdotal writing of students’ ability to apply healthy living skills to make healthier drink choices using Assessment Tool 1: *Anecdotal Recording Chart*.

Activity Tips

There are several ways to set up the role playing scenario, for example:

- You can use Teacher Resource 15: “Role” With It! Scenarios for a more structured activity.
- Another less structured way would be to ask students to come up with their own scenarios based on curricular themes and could take longer. These scenarios could include the following

Success Criteria:

- » The role-playing scenarios show that (at least) one player knows how to make healthy choices.
- » Students must be able to state reasons for their choices of drinks.

If students choose the sugary drink in the role-playing scenario, a comment may be made about our ability to enjoy “other” foods once in a while. “Other” foods are the foods or drinks that:

- » Are high in calories, fat, sugar, and/or salt (sodium).
- » Do not fit in the four food groups of *Eating Well with Canada’s Food Guide*.
- » Should be limited for portion size and frequency.

It may be suggested that “other” foods be consumed no more than 20% of the time, leaving 80% of food choices to be healthy, everyday foods.

The Punchline!

There are many factors that can influence our decision making - we can decide for ourselves to choose healthy drinks.

Action: Have a Blast!

Activity Big Idea

- Drink choices can be influenced by various factors, including family, friends and the media.
- We can decide for ourselves to make healthy drink choices.
- Drink water - it's always a great choice.

Activity

All Grades

- Show Teacher Resource 16: *Have a Blast!*
- Prompt answers to the following questions (answers below):
 - **Q1.** What is done to make the product look attractive to you?
 - **Q2.** How does the ad try to sell the drink?
 - **Q3.** How can you find out the real facts about the drink?
- Distribute Student Resource 6: *Check the Label First!* and have students complete it.
- Compare results. Cue students by using questions such as:
 - » Are what I know and what the message is telling me the same thing?
 - » Is the message leading me to a healthy choice?

Assessment

Teacher observation with verbal feedback of students' demonstrated knowledge of media influences on drink choices using Assessment Tool 1: *Anecdotal Recording Chart*.

Activity Tips

- **Q1.** *What is done to make the product look attractive to you?*
- **A1.** Examples of ways to increase attractiveness:
 - Labeling appeal: logos, happy people, fun activities, action shots
 - Colour of the liquid – bright or unusual colours (neon blue, orange)
 - Shape of the bottle
- **Q2.** *How does the ad try to sell the drink?*
- **A2.** Examples of techniques used to sell drinks:
 - Attractive model drinking the beverage and smiling, having fun
 - Surrounded by active, healthy, good looking friends
 - Container shows picture of fruit, implying good nutrition
- **Q3.** *How can you find out the real facts about the drink?*
- **A3.** Ways to check accuracy of information about drinks:
 - Check the ingredient list
 - Check if the label reflects size of drink or per serving
 - Calculate how much sugar is contained in drink
 - Check the logic of claims made

The Punchline!

Drink choices can be influenced by various factors, including family, friends and the media.

Action: Water - A Bestseller!

Activity Big Idea

- Drink choices can be influenced by various factors, including family, friends and the media.
- We can decide for ourselves to make healthy drink choices.
- Drink water - it's always a great choice!

Activity

All Grades

- Have students review their knowledge about the benefits of water. Write a list on the board. See Backgrounder: *Water* for a list of the benefits.
- Organize students into groups.
- Instruct groups that they will brainstorm and decide on one ad to sell a glass of water using one advertising theme. For example: a sports celebrity endorsement type of ad, a creative slogan, and a drawing of the ad or a skit performance.
- Allow groups 5-7 minutes to create their advertisement.
- Have each group pretend they are a marketing company pitching their ad to the owner of a water company. Each group has to try to win the business of the water company with the best ad.
- Decide after the presentations which group best sold the benefits of water.

Assessment

Teacher observation with anecdotal notes of students' demonstrated knowledge of media influences on drink choices using Assessment Tool 1: *Anecdotal Recording Chart*.

Activity Tips

Examples of advertising themes:

- Peer pressure
- Scare tactics
- Celebrity testimonial
- Humour
- Bandwagon (everyone is buying it)
- Shockvertising

Teaching Hint

Celebrity testimonials are quickly understood by students and popular with this activity.

The Punchline!

Advertisers use clever ways, as you have noticed, to influence your drink choice. Remember that you can make your decision based on the nutrition information and your health goals.

Consolidation: 5 Minute Write Reflection

Lesson 5 Think Before You Drink!

Activity Big Idea

- Knowing what is in drinks helps us to make healthy choices.

Activity

All Grades

- Working individually students complete an Exit Card or journal entry of their big ideas learned throughout the unit. Each student will write continuously for 5-minutes recording as many ideas they can think of regarding all of the topics they have learned and how they will continue to make healthy choices beyond the end of this unit. Students may write in point form, sentence form, or illustrate their thoughts.
- Students share their responses with a partner before submitting to the teacher for review.
- As an alternative to the 5 Minute Write Reflection consider having students demonstrate their learning through the completion of the Assessment Tool 4: *Quiz Grades 3, 4, and 5* or Assessment Tool 5: *Quiz Grades 6 and 7*. You can use the Quiz either individually or in small groups to wrap up the unit. Consider having students work together to respond to the questions read aloud or displayed on the overhead.

Assessment

Teacher observation with verbal feedback of students' self-monitoring of their demonstrated ability to apply healthy living skills to make healthier choices or using Teacher Resource 17: *Quiz Answer Key*.



Teacher Resource 15: Sip Smart!™ Ontario “Role” WITH IT! Scenario



"ROLE" WITH IT! SCENARIOS

THE SOCCER GAME

Players: 3-4 soccer players (at least 1 player knows how to make healthy drink choices)

Scene:

You and your friends have just finished a soccer game against a really tough team. You are walking off the field, recapping the best parts of the game while congratulating each other on playing well. You are all thirsty and walk to a concession that offers sports drinks, milk and water. What drink do you choose? Let us know why!

What drink do you choose? Let us know why!



THE LONG DRIVE

Players: 2 adults, 2 children (at least 1 player knows how to make healthy drink choices)

Scene:

Your family is going on a summer camping holiday. It is hot and you are all very tired, but the trip is not yet over. You have all been in the car for 4 hours now and are really thirsty and hungry. The driver pulls into a gas station, gives the kids some money and asks them to buy drinks.

What drinks do you choose? Now that you are back in the car, explain to the adults why you chose these drinks!



AT THE MOVIES


Players: 3-4 friends (at least 1 player knows how to make healthy drink choices)

Scene:

You and your friends have just watched a movie at the local multiplex. You chat about how great the movie was and that now you want a drink. On your way out you notice they have pop for sale after the show because the movie star is also in the pop commercials. You can either buy a bottle of pop for \$2, a carton of milk for \$2 or a bottle of fruity drink for \$2.

What do you choose? Let us know why!

Teacher Resource 16: Have A Blast!



Have a **BLAST this summer!**

Try new refreshing **ORANGE BLAST!**

It's fruity!
It's a great thirst quencher!
It's full of Vitamins!

GO GET ONE!! NOW!

SIP SMART! Ontario

Student Resource 6: Check The Label First!



Name _____

Date _____

CHECK THE LABEL FIRST!

Read the ORANGE BLAST label!

Nutrition Facts Valeur nutritive		Ingredients
Per 250 mL / par 250 mL		
Amount Teneur	% Daily Value % valeur quotidienne	<ul style="list-style-type: none"> • filtered water • sugar / glucose-fructose • concentrated fruit juice (orange, lime) • citric acid • vegetable oil • ascorbic acid (vitamin C) • artificial flavour • colour • caffeine
Calories / Calories	130	
Fat / Lipides 0 g	0%	
Sodium / Sodium 120 mg	5%	
Carbohydrate / Glucides 29 g	10%	
Fibre / Fibres 0g	0%	
Sugars / Sucres 27 g		
Protein / Protéines 0g		
Vitamin A / Vitamine A	0%	
Vitamin C / Vitamine C	50%	
Vitamin B / Vitamine B	10%	



1) Which ingredients did you not expect in a refreshing and fruity drink?

2) Does the message of the ad match the ingredient list?



Assessment Tool 4: Quiz Grades 3, 4 and 5

Name: _____ Date: _____

Instructions: Please circle either "True" or "False" after each question.

Q#1: Fruity drinks like fruit punch fit into the Vegetables and Fruit food group in *Canada's Food Guide*.

True

False

Q#2: Sometimes people choose an unhealthy drink because their friends have an unhealthy drink.

True

False

Q#3: Sugary drinks can bump out or replace healthier drinks by making you feel full.

True

False

Q#4: Many sugary drinks have acid in them.

True

False

Q#5: Sugar is a main ingredient in many popular drinks.

True

False

Q#6: Advertisements always help you make healthy drink choices.

True

False

Q#7: A label can tell you how much sugar is in a drink.

True

False

Q#8: It is OK for you to drink water, even if your friends are drinking less healthy drinks like pop and sugary fruit drinks.

True

False

Q#9: If a medium sized can of pop has 9 teaspoons of sugar (or sugar cubes), then a large can of pop will also have 9 teaspoons of sugar (or sugar cubes).

True

False

Q#10: It is important to drink a lot of water because your body and mind need water to be healthy.

True

False





Assessment Tool 4: Quiz Grades 6 and 7

Name: _____ Date: _____

Instructions: For each of the following questions, circle the letter beside the answer you think is **BEST**.

Q#1: Why don't sugary drinks fit into any of the food groups in *Eating Well with Canada's Food Guide*?

- a) They have more sugar than is good for you and have little or no nutritional value.
- b) Naming all the kinds of sugary drinks would take up too much room.
- c) No drinks are included in *Eating Well with Canada's Food Guide*.
- d) Everybody knows that sugary drinks are not a food.

Q#2: What does it mean when you are told that sugary drinks "bump out" healthier drinks?

- a) Sugary drinks absorb the good ingredients of healthy drinks and make them useless.
- b) If we are drinking a lot of sugary drinks, we don't have room for healthy drinks.
- c) If people drink too many sugary drinks, stores probably will bump healthier drinks from their shelves.
- d) Sugary drinks make other drinks taste boring.

Q#3: You can best make healthy drink choices by:

- a) Reading the labels on drinks to learn what they contain.
- b) Listening to what others tell us about the drinks they choose.
- c) Testing drinks for a fresh taste.
- d) Listening to what the media says we should buy.

Q#4: Which drinks are listed correctly from those containing the most sugar to those containing the least sugar?

- a) Orange juice, pop, sports drink.
- b) Pop, plain milk, orange drink.
- c) Chocolate milk, sports drink, orange juice.
- d) Sports drink, plain milk, water.

Q#5: Which is the correct order for the amount of caffeine in the same-sized drinks (from most caffeine to least caffeine)?

- a) Cola, coffee, chocolate milk.
- b) Cola, chocolate milk, coffee.
- c) Coffee, cola, chocolate milk.
- d) Coffee, chocolate milk, cola.

Q#6: Other people can affect your drink choice by:

- a) Lecturing you about how much better their choice is.
- b) Refusing to pay for your drink if you don't choose what they do.
- c) Making fun of healthy choices.
- d) All of the above.

Q#7: How do sugary drinks affect your teeth?

- a) Sugary drinks often contain acid, which can lead to tooth decay.
- b) Sugar coats your teeth and makes other food stick more.
- c) Sugar eats holes in your teeth.
- d) Sugar in drinks sticks to your teeth more than foods such as candy or cookies.

Q#8: You should be aware of the size and number of drinks that you have because:

- a) You must make sure it fits in your backpack.
- b) The more sugary beverages you drink, the better for your body.
- c) You should only have three small drinks each day.
- d) The size and number will likely change the amount of sugar you have.

Q#9: What do advertisements tell or show you about drinks?

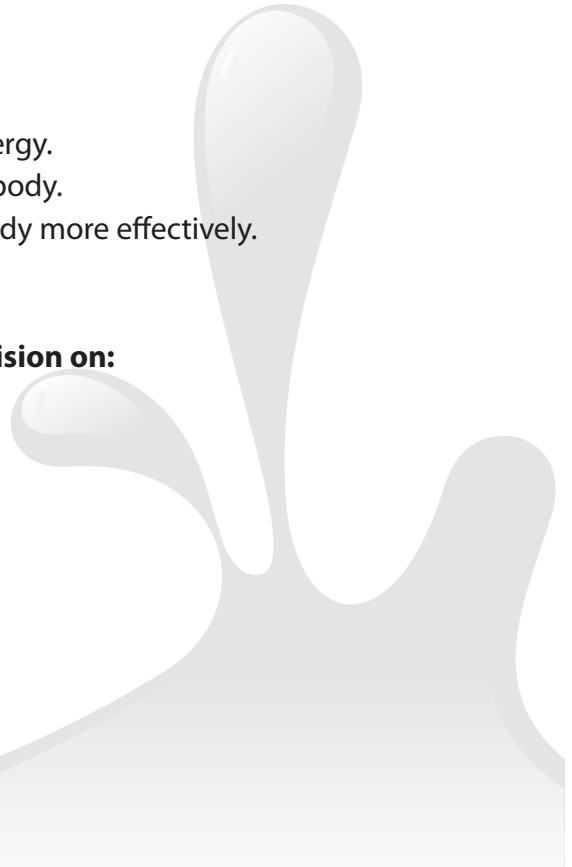
- a) Information about all the ingredients of the drink.
- b) Good things about the drink, and good things that happen when you drink it.
- c) Warnings about negative side-effects of drinking the products.
- d) The conditions under which the drink has been made.

Q#10: The healthiest drink choice at any time is:

- a) A sports drink because sometimes you need quick energy.
- b) Water because it is most refreshing and best for your body.
- c) A pop because the caffeine can keep you awake to study more effectively.
- d) A sweetened fruit drink because it has fruit in it.

Q#11: When you choose a drink, you should base your decision on:

- a) Whether it gives us a feeling of energy.
- b) How "cool" it looks.
- c) How its contents may affect your body.
- d) What your friends think of the drink.



Teacher Resource 17: Quiz Answers

Teacher Assessment Tool

→ Sip Smart!™ Ontario Quiz

Grades 3 to 7

Notes about this assessment tool:

- This quiz should be given after teaching all five lessons, as both quizzes cover the key messages of all activities.
- Level 1 has 10 questions and is a “True/False” quiz.
- Level 2 has 11 questions and is a multiple choice quiz.
 - Level 2 covers the additional topic of caffeine (Q # 5).



Teacher Assessment Tool

→ Quiz Answer Key

*Grades 3, 4 & 5 *

#	Answer
1	False
2	True
3	True
4	True
5	True
6	False
7	True
8	True
9	False
10	True

Grades 6 & 7

#	Answer
1	a
2	b
3	a
4	d
5	c
6	d
7	a
8	d
9	b
10	b
11	c

Guidelines for Using the Drink Diary Calculator

Purpose: The *Sip Smart!™ Ontario Drink Diary Report* is used to help you calculate the drink data from your class. After each lesson you can see what kinds of drink choices your class is making as a whole in order to discuss with them how their choices change as they learn more about healthy drink choices.

Notes re: Sugar and Caffeine Amounts

The Heart and Stroke Foundation recommends that in both adults and children, intake of free sugars not exceed 10% of total daily energy (calories). Free sugar includes added sugars and sugar from fruit juice. It does not include sugar naturally occurring in milk. Based on this, *Sip Smart!™ Ontario* uses a maximum daily amount of no more than 10 tsp (50 mL) of free sugar for children ages 7 – 13 years.

Some drinks contain both naturally occurring and added sugars. The amounts listed in the Drink Diary reflect both the total teaspoons of sugar and the free sugars in these beverages.

Note: To determine the amount of sugar and caffeine that are used in the *Drink Diary Calculator*, a Registered Dietitian reviewed several sources, including beverage company nutrition information on the Internet, and checked labels of drinks in local supermarkets. Drinks were then grouped into like categories and sizes, and the average sugar and caffeine amounts were calculated.

Drink Diary Tutorial

This tutorial will explain how to fill in the given spreadsheet.

Using the Drink Diary Excel® Spreadsheet:

1. Download the Excel Spreadsheet from www.brightbites.ca and save a copy on your computer.
2. Open the file and click the **DD1** (Drink Diary Day 1) tab in the bottom left corner, if it is not already selected. Note that this sheet has also been copied for additional days – see tabs DD2 and DD3.
3. At the top of the spreadsheet fill in your school, your name (Teacher), the grade(s) of your class, the date of this Drink Diary, and the number of students in who will be entered in this Drink Diary. This information is used in the calculations.

Filling in the spreadsheet once your students have completed their Drink Diary sheets:

1. Click the DD1 tab in the bottom left corner to input data from Day 1.
2. Using the first student's Drink Diary Tracking Sheet, fill in the information in the column labelled **S1** (Student 1).
3. Write in the number of beverages the student reported having, noting the size they marked on their sheet. Example: If Student 1 drank three 500 ml glasses of water, enter 3 in cell C9, under the **S1** heading, beside **M (500ml)**.
4. Continue filling in the different beverages that S1 drank. Enter the beverages exactly how the student wrote them. For example, if the student wrote that they had two 250 ml glasses of water, do not mark down that they drank one 500 ml glass of water.
5. Using Student 2's Drink Diary sheet, fill in the column for S2 (Student 2).
6. Continue until all student Drink Diary sheets have been entered into the spreadsheet.
7. For Drink Diary Day 2 and Day 3 data, use the DD2 and DD3 tabs respectively, and repeat steps 1 through 6 above.

The spreadsheet will automatically calculate totals for you:

- Column AG displays the number of each type of drink that was consumed by the students in your class.
- Column AJ displays the total teaspoons of sugar consumed by your class for each beverage type.
- Cell AJ88 displays the total teaspoons of sugar consumed from drinks in one day by the students in your class.

- Other totals are also calculated and listed on the spreadsheet under the Results section. Each day displays only the totals for that day. The following results are calculated:
 - Water intake (blue box)
 - Milk intake (white box)
 - Pop intake (pink box)
 - Caffeine intake (light orange box)
 - A comparison of total free sugar intake to the recommended amount (grey box)
 - Total sugar intake (red box)
 - Sugar intake from “Every Day”, “Sometimes” and “Avoid” drinks (green box)
 - Sugar intake from 100% juice (yellow box)
 - Sugar intake from pop (orange box)
 - Sugar intake from plain vs. flavoured milks (purple box)

The spreadsheet is designed to print only the results on letter size paper (8.5” x 11”). Click File then Print – in Microsoft Excel 2010 you should see a print preview so you can double check that just the results will be printed. If you want to print the whole spreadsheet you’ll have to change the print area settings.

Troubleshooting

If the spreadsheet is not working as expected, here are a few things to try:

1. For basic Excel instructions, go to: <http://office.microsoft.com/en-us/excel/FX100646951033.aspx>
2. If cells are not visible on the screen:
 - » Note that there are scroll bars along the right and bottom of the spreadsheet.
 - » Rows or columns may be hidden, click in the top left of the spreadsheet, where the row and column headings intersect, to select the entire sheet: Then right-click anywhere on the column or row headings and select “Unhide”.



