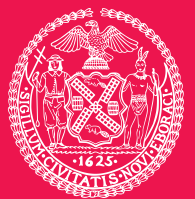




**The New York City Health Literacy Campaign:**  
**From Knowledge to Action.**  
**Model Lessons**

**NUTRITION**  
**ESL LEVELS 1 & 2**

TEACHER'S EDITION



Developed by the Mayor's Office of Adult Education



Version 2008-2009



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- Teacher survey

 Red Text = Teacher  
 Black Text = Student

**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 at 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!

## DEAR TEACHER,

*continued*

Along the way, you will help your students:

1. Understand frequently used words in context
2. Understand simple questions
3. Recognize common forms of print found in home and environment.

This lesson is broken up into 2-hour sessions that will require 4 consecutive days of class.

**Day 1** consists of activities that will develop your students' food and drink related vocabulary. Additionally, the lesson will build on your students' existing knowledge of proper nutrition. While many of your students already know which food and drinks are healthy and unhealthy, many may need to work on expressing why they think a food is healthy or unhealthy.

**Day 2** activities involve reading and understanding the information on a nutrition label. Your students will review the Coca-Cola label and begin to analyze the "Nutrition Facts." They will compare different beverage labels, decide whether a drink is unhealthy or healthier, and explain their reasoning using information from the label. Finally, the lesson will conclude with a hands-on activity where your students will see how much sugar is in a 20 fluid-ounce Coca-Cola bottle.

**Day 3** activities will help your students compare different types of drinks using labels and then use comparatives to express why they are different. 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 using the label to support their assertions.

**Day 4** 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 judgements 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 foods or drinks with more than 15 grams

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

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 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
- Other empty bottles with labels intact collected at home or school
- Funnel (May be made of scrap paper)
- Teaspoons
- Measuring cup

## KEY VOCABULARY

(List vocabulary words on the board before each activity.)

ACTIVITY 1				
Use the 8x10s to help your students learn this vocabulary	Question, Answer  Eat Ate  Drink Drank	Fruit Red Meat Chicken Fish Cookies Soup Noodles Cheese	Rice Chips Candy Eggs Beans Cereal Vegetables	Juice Soda Coffee Milk Water
<b>ACTIVITY 2</b>	Healthy, unhealthy			
<b>ACTIVITY 3</b>	Label, Nutrition Facts, Serving Size, Calories, Fat, Sugar, Grams = g, fluid ounce = fl. oz., container, package			
<b>ACTIVITY 4</b>	Bottles, funnel, sugar, teaspoon			
<b>ACTIVITY 5</b>	Compare, healthier, too many, too much, a lot, less, whole milk, 1% or low-fat milk, skim or fat-free milk			
<b>ACTIVITY 8</b>	Party			
<b>ACTIVITY 7</b>	Bodega, Checklist			
<b>ACTIVITY 8</b>	Adopt, Consumer, demand, neighborhood			

# NATIONAL REPORTING SYSTEM (NRS) DESCRIPTORS: ESL LEVELS 1 AND 2

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

- Understand frequently used words in context
- Communicate survival needs
- Understand simple questions
- Write basic sight words, familiar words, and phrases
- Write simple sentences
- Recognize common forms of print found in the home and environment
- Able to communicate simple learned and repeated phrases

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

## DAY 1

**Topic:** Introduction to nutrition.

**Aim:** Students will be able to name and identify healthy and unhealthy food and drinks.

<b>ACTIVITY 1</b> Food and Drinks	Build nutrition related vocabulary and have a conversation with a partner <ul style="list-style-type: none"><li>▪ Understand frequently used words in context</li><li>▪ Understand simple questions</li><li>▪ Write basic sight words and familiar words and phrases</li></ul>
<b>ACTIVITY 2</b> Healthy or Unhealthy?	Use comparatives in class discussion <ul style="list-style-type: none"><li>▪ Ask and respond to questions</li><li>▪ Participate in routine social conversations</li></ul>



## DAY 2

**Topic:** Reading a nutrition label.

**Aim:** Students will be able to explain whether a drink is healthy or unhealthy using a label.

### Review key concepts and vocabulary from the previous class

<b>ACTIVITY 3</b> Read the Label	Simple reading and label decoding <ul style="list-style-type: none"><li>▪ Understand simple questions</li><li>▪ Recognize common forms of print found in the home and environment</li></ul>
<b>ACTIVITY 4</b> How Much Sugar is in Coca-Cola?	Hands-on activity using Coca-Cola bottles and sugar <ul style="list-style-type: none"><li>▪ Recognize common forms of print found in the home and environment</li></ul>

## DAY 3

**Topic:** Compare labels to find the healthier drink.

**Aim:** Students will be able to analyze and compare labels in order to find healthier drink options.

### Review key concepts and vocabulary from the previous class

<b>ACTIVITY 5</b> Compare Drinks	Introduce the word healthier and compare two milk labels <ul style="list-style-type: none"><li>▪ Understand simple questions</li><li>▪ Recognize common forms of print found the in home and environment</li></ul>
<b>ACTIVITY 6</b> I Want to Choose a Healthy Drink at the Party!	Paired work with authentic materials <ul style="list-style-type: none"><li>▪ Understand frequently used words in context</li><li>▪ Understand simple questions</li><li>▪ Recognize common forms of print found in the home and environment</li></ul>
<b>Homework:</b> Read the Label!	

## DAY 4

**Topic:** Access to healthy drinks in stores.

**Aim:** Students will be able to identify and ask for healthier drinks in their bodega, corner store, or grocery store.

**Review key concepts and vocabulary from the previous class**

**ACTIVITY 7**  
A Trip to the Store

Field Trip

- Recognize common forms of print found in home and environment

**ACTIVITY 8**  
Consumer Demand

Writing Letters

- Able to communicate simple learned and repeated phrases

**Set Goals for Your Health:** Buy Healthier Drinks!

# DAY 1

## ACTIVITY 1: FOOD AND DRINKS

Go over vocabulary with your class using the 8x10 images of food and drinks. Ask students to work in pairs to complete the interview activity.



Fruit



Red Meat



Chicken



Fish



Cookies



Soup



Noodles



Cheese



Rice



Chips



Candy



Eggs



Beans



Cereal



Vegetables

**Ask a friend:** Have students write their answers to the questions below.

**Question:** What do you like to **eat**?

**Answer:** : I like to **eat** cereal.

**Question:** What did you **eat** yesterday?

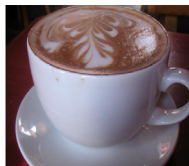
**Answer:** I **ate** noodles yesterday.



Juice



Soda



Coffee



Milk



Water

**Question:** : What do you like to **drink**?

**Answer:** : I like to **drink** juice.

**Question:** What did you **drink** yesterday?

**Answer:** I **drank** coffee yesterday.

Have students practice the conversation without the aid of the paper. If there is time, have your students get up and interview classmates who are sitting across the room.

## ACTIVITY 2: HEALTHY OR UNHEALTHY?

Divide your board in half and label one side healthy and the other unhealthy. Follow the text below to guide classroom discussion about healthy and unhealthy food and drinks. Afterwards, distribute 8x10s evenly among tables in the class. Ask students to discuss among themselves whether the food or the drinks they were given are healthy or unhealthy and why. Then ask students to come up one by one, introduce the name of the food or drink in their hand, and tape the image onto the correct column. Below is an example of what your board might look like.

HEALTHY	UNHEALTHY
	
<p><b>Water is a healthy drink.</b></p> <p><b>What does healthy mean?</b> Good for your health/well-being</p> <p><b>What food and drinks are healthy?</b> Pictures of: fish, vegetables, beans, eggs, soup, rice, fruit, cereal, juice, milk, green tea, water</p> <p><b>Why?</b> They have a lot of vitamins, calcium, protein, and iron.</p>	<p><b>Soda is an unhealthy drink.</b></p> <p><b>What does unhealthy mean?</b> Not healthy</p> <p><b>What food and drinks are unhealthy?</b> Pictures of: chips, red meat, candy, soda</p> <p><b>Why?</b> These food and drinks have a lot of fat, sugar, cholesterol, and salt.</p>

## ACTIVITY 2: HEALTHY OR UNHEALTHY?

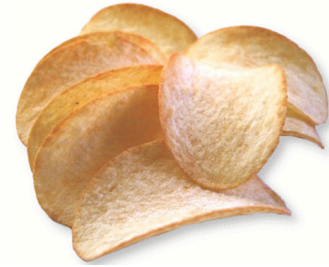
Have students work with a partner to: 1) name the food or drink 2) decide whether a food or drink is healthy or unhealthy 3) explain why with their partner. The last two boxes in this table are provided for students to draw a picture of a food or drink.



Name: Candy  
Healthy or **unhealthy**?  
Why?  
A lot of sugar



Name: Vegetables  
Healthy or **unhealthy**?  
Why?  
Has vitamins and fiber  
Has no fat, sugar, or sodium



Name: Chips  
Healthy or **unhealthy**?  
Why?  
Too much sodium and fat



Name: Milk  
Healthy or **unhealthy**?  
Why?  
Has calcium and vitamins



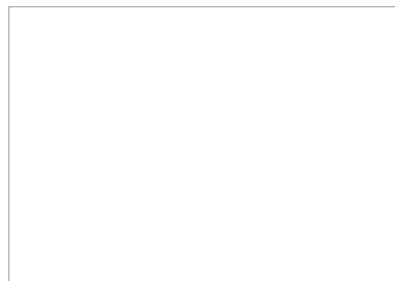
Name: Beans  
Healthy or **unhealthy**?  
Why?  
Has fiber and protein



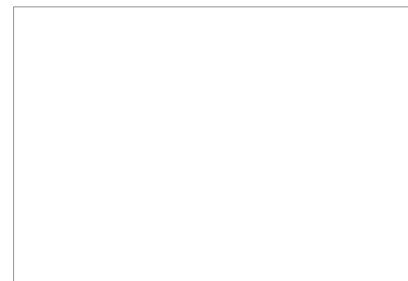
Name: Water  
Healthy or **unhealthy**?  
Why?  
No calories, no sugar, no fat, no sodium



Name: Cookies  
Healthy or **unhealthy**?  
Why?  
Too much fat and sugar



Name: \_\_\_\_\_  
Healthy or **unhealthy**?  
Why?



Name: \_\_\_\_\_  
Healthy or **unhealthy**?  
Why?

## DAY2: REVIEW

Begin class with the following questions:

1. What did you eat last night?
2. What did you drink last night?
3. What did you eat this morning?
4. What did you drink this morning?

Have students respond to these questions in writing and then have students interview each other, switching partners at least once.

Review the terms **healthy** and **unhealthy** with your students. Using several 8x10s from Activity 2, ask your students to decide whether they are healthy or unhealthy and try to explain why.

Explain that the best way to tell if a food or drink is healthy or unhealthy is to read the label.

## ACTIVITY 3: READ THE LABEL

Read the following information with your students: Labels provide information about things we buy. Almost all of the food and drinks we buy have a label. This label is called the "Nutrition Facts." We should always read labels to see if food and drinks are healthy or unhealthy for us.

- o Explain that **nutrition** is what people get from food or drinks that help the body to be strong and healthy.
- o Explain that the word **fact** means information or truth.

**How can we know if a drink is unhealthy for us?  
Ask these 4 questions when you read a drink label.**

Have students begin with 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

**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\***

<b>Total Fat 0g</b>	<b>0%</b>
Saturated Fat 0g	0%
Trans Fat	
<b>Cholesterol 0mg</b>	<b>0%</b>
<b>Sodium 5mg</b>	<b>0%</b>
<b>Total Carbohydrate 34g</b>	<b>11%</b>
Dietary Fiber 0g	0%
Sugars 30g	
<b>Protein 0g</b>	

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

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

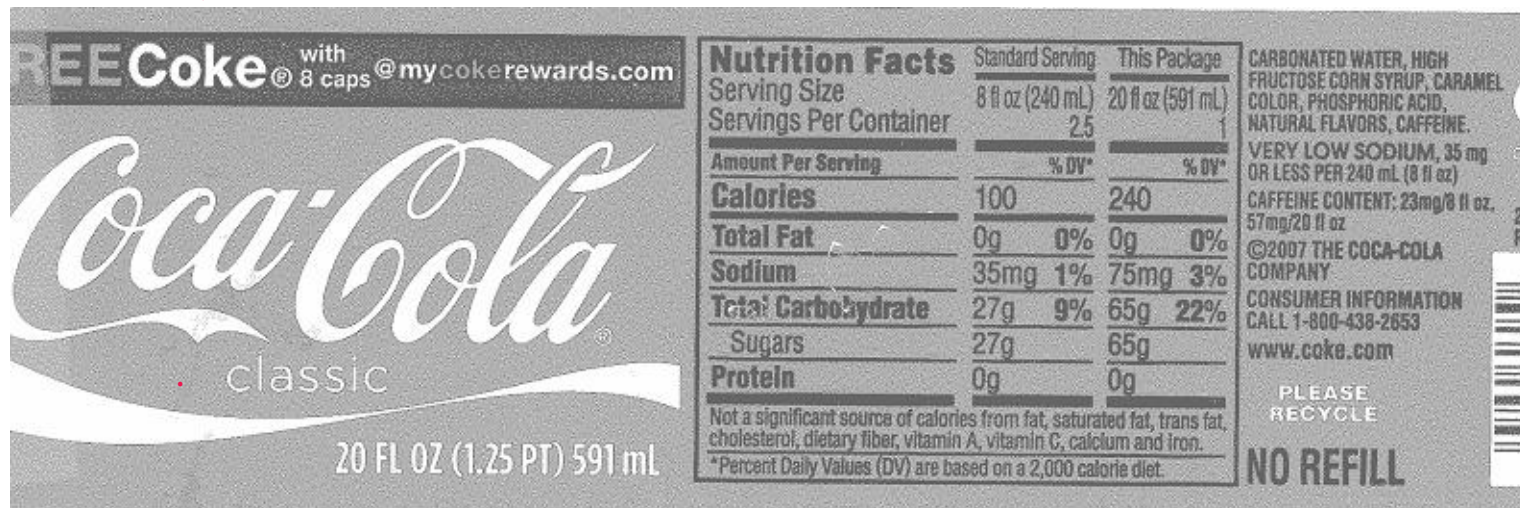
2. How many **Calories?**  
137 calories

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

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

## ACTIVITY 3(CONTINUED): READ THE LABEL

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."



Continue having students begin with their finger on the word "Nutrition" and then continue down each step to first read the nutrient and to the right to note the numerical data.

**How can we know if a drink is unhealthy for us?  
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 into a measuring cup so your student will understand how much 8 fl.oz. is. Ask your students if they ever only drink one serving of the bottle.
  - 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 calories than we burn in a day, we gain weight.
3. How much **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 a lot of calories and sugar.**



## ACTIVITY 4: HOW MUCH SUGAR IS IN COCA-COLA?

- **Prep-work:** Collect materials. 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.
- 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.) 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.
- 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.
- Explain that they will continue to learn how to read labels during the next class.
- Explain that this lesson will only be about drinks. The reasons for this include
  - o 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.
  - o 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.
  - o Beverages like soda have a significant impact on our health. Just think of the sugar you consume when you drink just one bottle of Coca-Cola!

## DAY 3: REVIEW

Begin class with the following questions:

1. What did you drink for dinner last night?
2. What did you drink for breakfast?

Have students respond to these questions in writing and then have students interview each other, switching partners at least once.

Review the terms **healthy** and **unhealthy** with your students. Using several 8x10s from the last class, ask your students to decide whether they are healthy or unhealthy and then try to explain why. Ask your students if Coca-Cola is healthy or unhealthy.

Ask them how they can decide whether a drink is healthy or unhealthy. Remind students that they learned how to read the label. Go over the orange juice label with class.

**How can we know if a drink is unhealthy for us?**

**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**?

## ACTIVITY 5: COMPARE DRINKS

Introduce the term **healthier** (more healthy). It might be helpful to provide students with other examples such as: tall and taller, happy and happier, or young and younger. Talk about the meaning of the terms **too many**, **too much**, **a lot**, and **less**.

This is what your board might look like (see supplementary materials for 8x10s):

### Unhealthy drinks have

- **Too many Calories**
- **Too much Fat**
- **Too much Sugar**



Milk is a healthy drink.

But whole milk is unhealthy for adults.

Whole milk is unhealthy for adults because it has **a lot** of fat.

Try to buy milk that has **less** fat.



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

It is healthier than whole milk because it has **less** fat.



Skim or fat-free milk has no fat.

What milk is **healthier**: 1% milk or skim milk?

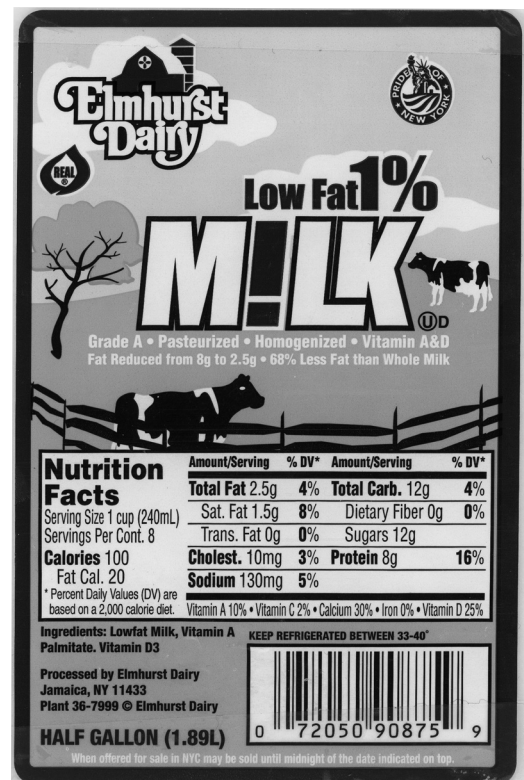
Why? Skim milk is healthier because it has no fat.

## ACTIVITY 5(CONTINUED): COMPARE DRINKS

Have students compare the two labels, fill in the numbers below, and answer the questions in pairs.

### Unhealthy drinks have

- Too many **Calories**
- Too much **Fat**
- Too much **Sugar**



1. What is the **Serving Size?** 1 cup
2. How many **Calories?** 150
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
3. How much **Total Fat?** 2.5 grams
4. How much **Sugar?** 12 grams

### Questions:

1. Which milk is healthier: whole milk or 1% milk? 1% milk is healthier.
2. Why? 1% milk does not have a lot of calories or fat.

## ACTIVITY 6: I WANT TO CHOOSE A HEALTHY DRINK AT THE PARTY.

The following activity will help your students begin to practice analyzing and comparing nutrition labels found on common beverages. The following labels are from common drinks that are sold in 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.

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

Please put this example on the board to guide students on doing the math.

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

## **ACTIVITY 6:**

### **I WANT TO CHOOSE A HEALTHY DRINK AT THE PARTY**

The following activity will help your students begin to practice analyzing and comparing nutrition labels found on common beverages. Read the scenario to your students.

**Scenario:** The class will be having a party and you want to choose a healthy drink. Below are three sodas to choose from. Pick a partner and read each label. Find one unhealthy drink and two healthier drinks. **Note:** Many diet drinks do not list sugar on the “Nutrition Facts.” Explain that this means that there is no sugar in the drink.

## ACTIVITY 6: (CONTINUED)

I WANT TO CHOOSE A HEALTHY DRINK AT THE PARTY.



<b>Nutrition Facts</b>	Standard Serving	This Package
Serving Size	8 fl oz (240 mL)	20 fl oz (591 mL)
Servings Per Container	2.5	1
<b>Amount Per Serving</b>	<b>% DV*</b>	<b>% DV*</b>
<b>Calories</b>	100	240
<b>Total Fat</b>	0g <b>0%</b>	0g <b>0%</b>
<b>Sodium</b>	45mg <b>2%</b>	110mg <b>5%</b>
<b>Total Carbohydrate</b>	26g <b>9%</b>	64g <b>21%</b>
Sugars	26g	64g
<b>Protein</b>	0g	0g

Not a significant source of calories from fat, saturated fat, trans fat, cholesterol, dietary fiber, vitamin A, vitamin C, calcium and iron.  
\*Percent Daily Values (DV) are based on a 2,000 calorie diet.

**Read the label!**

**See the second column.**


1. How many **Servings**? 1
2. What is the **Serving Size of the whole bottle**? 20 fl.oz. per bottle
3. How many **Calories**? 240 per bottle
4. How much **Total Fat**? 0 g per bottle
5. How much **Sugar**? 64 g per bottle

(Compare to how much sugar is in Coca-Cola.)

**UNHEALTHY**

## ACTIVITY 6: (CONTINUED)

I WANT TO CHOOSE A HEALTHY DRINK AT THE PARTY.



<b>Nutrition Facts</b>	<b>Amount/Serving</b>	<b>% DV*</b>
<b>Serving Size</b> 8 fl oz (240 mL)	<b>Total Fat</b> 0g	<b>0%</b>
<b>Servings</b> 2.5	<b>Sodium</b> 25mg	<b>1%</b>
<b>Calories</b> 0	<b>Total Carb</b> 0g	<b>0%</b>
	<b>Protein</b> 0g	
	Not a significant source of fat cal., sat. fat, trans fat, cholest., fiber, sugars, vitamin A, vitamin C, calcium and iron.	
	*Percent Daily Values (DV) are based on a 2,000 calorie diet.	

**Read the label! Do the math!**

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

**HEALTHIER**



## ACTIVITY 6: (CONTINUED)

I WANT TO CHOOSE A HEALTHY DRINK AT THE PARTY.



### Nutrition Facts

Serving Size 8 fl. oz. (240mL)  
Servings Per Container about 4

Amount Per Serving

**Calories 0**

% Daily Value\*

**Total Fat 0g** 0%

**Sodium 0mg** 0%

**Total Carbohydrate 0g** 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! Do the math!**

1. How many **Servings**?

4

2. What is the **Serving Size of the whole bottle**?

8 fl.oz x 4 servings = 32 fl.oz.

per bottle

3. How many **Calories**?

0 x 4 servings = 0 per bottle

4. How much **Total Fat**?

0 x 4 servings = 0g per bottle

5. How much **Sugar**?

0 x 4 servings = 0g per bottle

**HEALTHIER**

# HOMEWORK: READ THE LABEL!

Read the directions with the 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

*Draw it!*

## 3. Find a HEALTHIER drink

*Draw it!*

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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

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

## DAY 4: REVIEW

Review the terms unhealthy and healthier with your students. Using several 8x10s from the last class, ask your students to decide whether they are healthy or unhealthy, and then try to explain why.

Ask your students:

- Is Coca-Cola a healthy or unhealthy drink?
- Think of some drinks that could be healthier.
- How can we know if a drink is unhealthy for us? How do we find healthier drinks? (Refer to the orange juice label. Remind students that they learned how to read the label.)

Hand out one or two sample bottles to each table/group and have students practice answering the questions in the table below. Make two columns on the board, one labeled UNHEALTHY and the other labeled HEALTHIER. After they have analyzed the labels, have a representative from each group come up to the board, write the name of their drink in the correct column, and share the information from the label to explain why they made that choice.

Name of drink?	
1. What is the <b>Serving Size</b> ?	
2. How many <b>Calories</b> ?	
3. How much <b>Total Fat</b> ?	
4. How much <b>Sugar</b> ?	

## ACTIVITY 7: A TRIP TO THE STORE

Explain that you are about to go on a trip to the store. Below is a list of unhealthy drinks. At the store, your students will try to find healthier drinks. Ask students to choose a partner. Explain that their task is to find one drink for each category. They should find three drinks total. Go over the text and make sure students are familiar with each unhealthy drink as well as the checklist at the bottom of the page. **Note:** Teachers have been most successful separating their class into small groups and visiting several stores at once. This also provides an opportunity to compare findings from these stores upon returning to class.

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

**1. How would you describe the types of drinks sold in the Store?**

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

We want \_\_\_\_\_.

We want \_\_\_\_\_.

We want \_\_\_\_\_.

**3. How can we 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 for healthier drinks, the better!

## ACTIVITY 8(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. Then have pairs or teams present the story for the class.

2. Please help our neighborhood be healthy.

5. OK.

4. Sell healthy drinks like 1% milk in your store.

1. May I help you?

6. Thank you!

3. How?

## ACTIVITY 8(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 – BUY HEALTHIER DRINKS!

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>