



LESSON 2

Think Before You Drink!

Overview

Students will identify and analyze internal and external influences that impact their food and beverage choices. Students will assess their environment and evaluate healthier beverage options as part of the decision-making process.

Learning Objectives

Students will:

1. Identify influences that affect their food and beverage choices.
2. Work in small groups to discuss and present a scenario that depicts influences that affect their drink choices.

Continued on page 2

California Health Education Content Standards – High School

- Essential Concepts
 - 1.5.N - Describe the relationship between poor eating habits and chronic diseases, such as heart disease, obesity, diabetes, hypertension, and osteoporosis
- Analyzing Influences
 - 2.1.N - Evaluate internal and external influences on food choices
- Decision Making
 - 5.2.N - Use a decision-making process to plan nutritionally adequate meals at home and away from home
- Practicing Health-Enhancing Behaviors
 - 7.1.N - Select healthy foods and beverages in a variety of settings

California Nutrition Education Competencies – Grades 9-12

- Overarching Nutrition Education Competency 1: Essential Nutrition Concepts
 - All students will know the relationship

between nutrition, physiology, and health

- 1f - Explain the influence of nutrition and physical activity on health

- Overarching Nutrition Education Competency 2: Analyzing Nutrition Influences

- All students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes

- Overarching Nutrition Education Competency 5: Decision Making for Nutrition Choices

- All students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes

- Overarching Nutrition Education Competency 7: Practicing Nutrition Enhancing Behaviors

- All students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health

*Note: For suggestions on linking this lesson to other content areas, please see **Extensions/Links** in Lessons 2A and 2B.*



Rethink Your Drink Key Messages:

- Drink water instead of sugar-sweetened beverages (e.g., sodas, sports drinks, energy drinks, and juice drinks).
- Choose from a variety of healthy drink options, such as water, fat-free milk, 1% milk, 100% fruit juice or unsweetened tea over sugar-sweetened beverages.
- Use the Nutrition Facts label to choose foods with less total sugars.
- Use the Ingredient List to choose foods with little or no added sugars.

Learning Objectives (continued)

3. Evaluate internal and external influences and their impact on health-enhancing choices and behaviors.
4. Learn the steps of the decision making process.
5. Choose healthier beverage options using the decision making process.

Prior Knowledge

Students should have had prior exposure to analyzing internal/external influences on food choices and using the decision-making process to identify healthy foods for meals or snacks.

Teacher Background

- The *Dietary Guidelines for Americans, 2010*, emphasize balancing calorie intake with physical activity along with making healthier choices. This includes limiting calorie intake from added sugars, choosing whole or cut-up fruit more often than juice, and cutting back on foods and drinks with added sugars and caloric sweeteners.
- Making smart beverage choices involves analyzing the Nutrition Facts label and choosing drinks that have more nutrients and less calories and added sugars.
- Major sources of added sugar in the American diet come from soda and energy and sports drinks. Strong evidence shows that children and adolescents who consume more sugar-sweetened beverages have higher body weights compared to those who drink fewer sugar-sweetened beverages. Sugar-sweetened beverages provide excess calories and few other nutrients to the diet.
- Adolescents should be concerned about the amount of sugar-sweetened beverages they drink. These drinks often contain empty calories, caffeine, and added sugar. Increased consumption of these drinks is linked to tooth decay and weight gain. Obesity is linked to multiple chronic diseases like type 2 diabetes and heart disease.

Additional Teacher Background

- For more information on sugar-sweetened beverages and their link to overweight and obesity, as well as county-specific information on teenage sugar-sweetened beverage consumption, read: *Bubbling Over: Soda Consumption and Its Link to Obesity in California* Fact Sheet.
- There are many influences—internal and external—that factor into making decisions regarding personal, family, and community health. Identifying and analyzing these influences are important skills in preventing behaviors that can negatively impact health.
 - **Internal influences** include: knowledge, interests, likes, dislikes, desires (e.g., feel accepted), and curiosity.
 - **External influences** include: media and advertising, setting, location, culture, parents, family, peers, friends, and role models.
- The decision-making process is an important skill to develop and to practice when supporting teens in making health-enhancing choices. Steps in the decision-making process include:
 1. State the situation
 2. List the options
 3. Weigh the possible consequences and benefits
 4. Consider values
 5. Make a decision and act
 6. Evaluate the decision

References

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2. Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve. Adopted by the State Board of Education, March 2008. Retrieved from: <http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>
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LESSON 2A

What Influences Your Health?

Lesson Overview

Time

- Teacher Preparation: 20 minutes
- Classroom Activity: 90 minutes total
 - Tip: Lesson instruction can be divided over two days:
 - Day 1: Warm-up; *What Are My Influences?* activity (40 minutes)
 - Day 2: *What Are My Influences?* small group work; Discussion; and Check for Learning (50 minutes)

Materials

- *What Are My Influences?* worksheet
- *What Are My Influences?* homework
- Chart paper
- Markers

Preparation

- Review teacher background information and additional website links, as necessary

Continued on page 2

Vocabulary (See Glossary for definitions)

- External influences
- Internal influences

Steps for Classroom Activity

Warm-up:

- Summarize lessons learned from *Lesson 1: What's in Your Drink?*
 - Sugar-sweetened beverages provide excess calories and often provide few essential nutrients to the diet. Drink water and other healthy beverage options (e.g., fat-free milk, 100% fruit juice) instead of sugar-sweetened beverages.
 - Accessing valid health information is an important skill to develop and to practice that involves critically evaluating the source, purpose, and timeliness of information we seek and/or receive.
 - Evaluating the Nutrition Facts labels and Ingredient Lists on food and beverage packaging is an important first step in identifying the amount of added sugars contained in a product.
- Share the *Lesson 2* learning objectives with students.
- Ask students: What comes to mind when they hear the word *influence*? Record answers on the board. (*Influence* means to be able to produce effects on the actions, behavior, or opinions of yourself or another.)

- Copy the following worksheets (one per student):

- *What Are My Influences?* worksheet
- *What Are My Influences?* homework

- Prepare chart paper and markers for small group work

Lesson Outline

- Warm-up
- *What Are My Influences?* activity
- *What Are My Influences?* small group work
- Discussion
- Check for Learning

- Provide a brief example for students to apply the definition of influence to a day-to-day activity:

STEP 1: Ask students the following question...	STEP 2: Possible student responses...	STEP 3: Identify the influence from the responses...
Think about the last drink that you purchased. What were some factors that influenced your choice?	“I like the way it tastes” →	Personal preference
	“My friend was drinking it” →	Trends, friends
	“I only had \$1.00” →	Cost, availability
	“My favorite athlete drinks it” →	Media, marketing

- Define two types of influences — *internal* and *external*:
 - *Internal influences* are influences that come from within yourself.
 - For example: personal preference, values, knowledge, interests, likes/dislikes, desires (e.g. feel accepted), and curiosity
 - *External influences* are influences that come from others.
 - For example: media, friends, family, setting, location, environment, culture, and role models
- Revisit the example and categorize the influences into internal and external influences (see chart below).

STEP 2: Possible student responses...	STEP 3: Identify the influence from the responses...	STEP 4: Identify influence as internal or external...
“I like the way it tastes” →	Personal preference →	Internal influence
“My friends were drinking it” →	Trends, friends →	External influence
“I only had \$1.00” →	Cost, availability →	External influence
“My favorite athlete drinks it” →	Media, marketing →	External influence

- Discuss with students the influences that impact their everyday choices—whether they are internal or external. Influences are important to recognize because they can indirectly impact our health.
 - Share the following example with students: On the way home from school, I stop at the convenience store because I am thirsty. I end up choosing a sugar-sweetened beverage because the packaging looks more appealing to me. I end up not eating a balanced meal for dinner because the drink filled me up.
 - What are my influences? Discuss with students. (Influences include: accessibility, since the store is close by (external); thirst (internal); media and marketing through the packaging (external).)
 - All of the above leads to me not eating a balanced meal for dinner and, therefore, impacts my health.
- Tell students that they will now take a look at internal and external influences on their own beverage choices and will discuss how they can, and do, impact their health.

Activity:

- Ask students to individually think about influences on their personal daily food or beverage choices. As they reflect, pass out *What Are My Influences?* worksheet.
- Have students complete the worksheet by listing up to three beverages they've consumed over the past few days. Students will record when they usually drink these beverages, the main reason(s) for choosing them, and the influence(s)—either internal or external.
 - Tip: Remind students that they discussed some of their main reasons for choosing beverages in *Lesson 1A: Learning the Facts*.
 - Tip: Model this activity by completing the *What Are My Influences?* worksheet with an example of a drink you've consumed recently (see table below).
 - Emphasize that reasons or factors for choosing a beverage and influences are not the same. For example, reasons include: "I'm thirsty," "I don't have enough money," or "My favorite athlete drinks this beverage." Respectively, influences would be: body's need for fluids (internal), cost (external), and marketing (external).
- After completing the *What Are My Influences?* worksheet, students list the top three influences on their beverage choices and write down how these influences impact their health.

Beverage	Time of day you consume the beverage	Reasons (an explanation of a belief or action)	Influences (the capacity to produce effects on the actions of another)
Soda	Afternoon — after school	All my friends were buying one	Peer pressure (external)
Orange juice	Breakfast — morning	It tastes good, and it is tangy	Personal preference (internal)

Small Group Work:

- Divide students into small groups (3 - 4 students). Have students share their findings—the beverages they drink and when, reasons for choosing the beverage, the top three influences, and reasons for how these influences have impacted health choices and behavior.
- Ask students to consider and to discuss how they may have acted as an influence on the beverage choices of others in their family, class, sports team, etc.
- Ask small groups to briefly summarize their findings (using chart paper and markers) with the class.

Cool down:

- As a class, discuss beverage consumption habits and influences.
 - What are some of the beverages commonly consumed?
 - What are some of the main reasons for choosing beverages?
 - In looking at where these beverages are consumed, are there different influences at home, school, or after school?
 - Note: Environment can influence beverage intake (beverages in refrigerator at home, beverages in vending machines, lack of options).
 - What are some of the top influences? Are they internal or external?
 - Do students feel these influences aid in making healthy choices or unhealthy choices? Could the same influence encourage both healthy and unhealthy choices depending on the situation (e.g. media)?
- Discuss with students that analyzing internal and external influences helps them to become more aware of their actions and the choices they make. Tell students that, in the next activity, they will practice analyzing their influences and take a closer look at the decision-making process.

Check for Learning

- Completed worksheet: *What Are My Influences?*
- Review the following questions with students:
 - What is the difference between internal and external influences? How do these influences affect our decision to make healthy beverage choices?
 - What choices do you have—other than sugar-sweetened beverages—to drink at home, at school, and with friends?

Home Connection

- Homework Option:
 - Interview a family member – have students take home their *What Are My Influences?* homework page and complete with a family member. Share and discuss findings with the class.
- Share Key Messages for *Rethink Your Drink* with family members.
- Encourage involvement if your school is hosting a health fair or hosting a nutrition-related booth at an Open House or Back-to-School Night event. The school community can also become involved in setting up hydration stations to ensure clean drinking water is available at schools.

Extensions/Links

- English Language Arts
 - Ask the small groups to select one beverage and to create an advertisement that showcases its impact on health (examples of types of advertisements: song or slogan, star power and using someone famous, bandwagon, or comparison of products).
 - Tip: Prior to starting their advertisement, ask students to write down a list of pros and cons to drinking the beverage and encourage them to assess their motivations for consumption of this product if they have done so in the past.
 - Have small groups vote on which advertisement was most convincing in influencing their future beverage choices.
- Youth Engagement
 - Consider participating in a photovoice project. Photovoice is a technique in which students and other community members use photographs of their community to identify problems and work towards a solution. Images and stories that are captured serve to persuade others, residents and decision-makers alike, to get involved to make healthy environmental change. For example, students can photograph the condition of school water fountains and tell a story about the availability of clean drinking water.



LESSON 2B

Choosing Drinks for Health

Lesson Overview

Time

- Teacher Preparation: 20 minutes
- Classroom Activity: 105 minutes total
 - Tip: Lesson instruction can be divided over two days:
 - Day 1: Warm-up; Steps in decision-making process; Findings from *Assessing My Drink* homework (45 minutes)
 - Day 2: *Choosing a Healthy Drink Challenge* and class trip; Discussion; and Check for Learning (60 minutes)

Materials

- *Assessing My Drink Options* worksheet
- *Choose a Healthy Drink Challenge* worksheet

Preparation

- Review teacher background information and additional website links, as necessary

Vocabulary (See Glossary for definitions)

- Decision-making
- Values

Steps for Classroom Activity

Warm-up:

- Share with students that we've all had to make decisions—easy and difficult. What are some decisions that were difficult to make? What are some decisions that were easy to make? Discuss as a class.
- Ask students to pair up and write down the process they go through to make decisions in six steps or less. Have student-pairs share their answers with the class.
- Review the *Decision-Making Process* worksheet. Tell students that decision-making is a skill that we need in order to make health-enhancing choices.
 1. State the situation.
 2. List the options.
 3. Weigh the possible consequences and benefits.
 4. Consider values.
 5. Make a decision and act.
 6. Evaluate the decision.
- Ask students how their answers compared to the decision-making process. Walk students through the decision-making process by using an example of an easy decision and a difficult decision. Reference the chart on the *Decision-Making Process* worksheet.
 - Tip: Model an example of the decision-making process for the class by applying a decision shared earlier in the warm-up activity.

Continued on page 2

- Copy the following worksheets (one per student):
 - *Assessing My Drink Options* worksheet
 - *Choose a Healthy Drink Challenge* worksheet
 - Homework: Have students complete the *Assessing My Drink Options* worksheet prior to beginning the lesson
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Lesson Outline

- Warm-up
 - Activity
 - Choosing a Healthy Drink Challenge: Class trip
 - Discussion
 - Check for Learning
-

Activity:

- In new pairs, ask students to discuss findings of *Assessing My Drink Options* worksheet (assigned as homework prior to starting the lesson). Were there similar drink options across locations? What drink options were different?
 - Note: Students may have different drink options at home.
- Discuss the drink options that students circled as their “choice” drinks for each location. Ask students to share their influences on these choices and identify trends.
- Tell students there are many options, and ask how can they make healthy choices. Tell students that they will be asked to take on the “Choose a Healthy Drink Challenge.”

Class Trip:

- Distribute *Choose a Healthy Drink Challenge* worksheet. Tell students they will be taking a “class trip” to review available beverage options in the vending machine, student store, etc.
 - Note: Other options to explore and visit could include fast food restaurants or convenience stores near the school site, as school policies allow.
 - Tip: Depending on the proximity of the locations, the instructor may want to keep the number of locations to a minimum to keep the group more manageable and/or consider going at off-peak hours or outside of class.
- Review the worksheet with the students.
- Instruct students to complete all sections except *Step 6: Evaluate the Decision*. This section is a homework option and asks students to review their decision plan.

Cool Down:

- Ask students to share some of their final decisions with the class.
 - Was it a challenge to arrive at this decision? What made the decision challenging?
 - Which reasons and influences had the strongest impact on your decision to make a healthy beverage choice?
 - What are some of the positive or negative impacts of your beverage choice on your health?
 - If your final decision was a not-so-healthy beverage choice, what steps can you take to balance this choice with a healthy choice in the future? For example, make healthier options available, set a goal, reconsider influences, balance diet and beverage options for the remainder of the day, or decrease serving sizes.

- Reference back to *Lesson 2A: What Influences Your Health?* Discuss looking at external influences and how students can shape these to help support healthy decisions. For example, locate and visit healthy vending machines, ask friends or family to support making healthy choices (e.g. hydration stations).
- Remind students that reflecting on decisions is an important part in identifying factors they didn't consider or might change next time.
- Keep in mind that together many small choices have a big impact. Dietary choices, like which beverage to drink or foods to eat, are made in the broader context of the day, and even week or month. Balancing energy intake and expenditure, with an emphasis on healthy choices, is the key to meeting the *Dietary Guidelines for Americans*. This is especially important to keep in mind as students try to make changes in their food and beverage choices.
- How would students use the decision-making process to improve their overall health—both in the short-term and long-term?

Check for Learning

- Completed worksheet: *Choose A Healthy Drink Challenge*
- Review the following questions with students:
 - Recall the steps to the decision-making process.
 - Ask students to describe the relationship between analyzing internal and external influences and the decision-making process.

Home Connection

- Homework option:
 - Students complete *Evaluate the Decision* section on *Choose a Healthy Drink Challenge* worksheet. Share and discuss findings with class.
- Ask students to share their decision to make a healthy choice at school with their family. Use the *Choose a Healthy Drink Challenge* worksheet to make a healthy decision at home.

Extensions/Links

- English Language Arts
 - Students can partner to brainstorm ways to improve healthy beverage options. Write letters to the principal, food service staff, and fast food store manager about including healthy beverage options.
- Math
 - Track the amount of money spent on sugar-sweetened beverages.



What Are My Influences?

Name: _____ Date: _____

Directions: List up to three beverages you have consumed within the past 24-48 hours. Include when you usually consume this beverage, the main reason(s) for choosing them, the influence, and if the influence is internal or external.

BEVERAGE <i>Name, Where Consumed, Time Consumed</i>	REASONS <i>for choosing the beverage</i>	INFLUENCES <i>(I) Internal & (E) External</i>
1.		
2.		
3.		

What are the top three influences on your beverage choices?

1. _____
2. _____
3. _____

Now that you are aware of these influences, what can you do differently to make healthier choices?



For CalFresh information, call 1-877-847-3663. Funded by USDA SNAP, an equal opportunity provider and employer. Visit www.cachampionsforchange.net for healthy tips.

¿Cuáles son mis influencias?

Nombre: _____ Fecha: _____

Instrucciones: Haz una lista de hasta tres bebidas que hayas tomado en las últimas 24-48 horas. Incluye cuándo tomas normalmente estas bebidas, la(s) razón(es) principal(es) por la que las elegiste, qué influyó y si la influencia es interna o externa.

BEBIDA <i>Nombre, dónde la tomaste, cuándo la tomaste</i>	RAZONES <i>por las que elegiste la bebida</i>	INFLUENCIAS <i>(I) internas y (E) externas</i>
1.		
2.		
3.		

¿Cuáles son las tres influencias principales en la elección de tus bebidas?

1. _____
2. _____
3. _____

Ahora que eres consciente de estas influencias, ¿qué puedes cambiar para elegir opciones más saludables?



What Are My Influences? Homework

Name: _____ Date: _____

Directions: Interview a family member and ask them to list up to three beverages they have consumed within the past 24 - 48 hours. Ask when they usually consume this beverage, the main reason(s) for choosing them, the influence, and if the influence is internal or external.

BEVERAGE <i>Name, Where Consumed, Time Consumed</i>	REASONS <i>for choosing the beverage</i>	INFLUENCES <i>(I) Internal & (E) External</i>
1.		
2.		
3.		

What are the top three influences on your beverage choices?

1. _____
2. _____
3. _____

Now that you are aware of these influences, what can you do differently to make healthier choices?



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Tarea: ¿Cuáles son mis influencias?

Nombre: _____ Fecha: _____

Instrucciones: Entrevista a un familiar y pídele que haga una lista de hasta tres bebidas que haya tomado en las últimas 24-48 horas. Pregúntale cuándo toma normalmente esa bebida, la(s) razón(es) principal(es) por la(s) que la(s) eligió, que influyó y si la influencia fue interna o externa.

BEBIDA <i>Nombre, dónde la tomó, cuándo la tomó</i>	RAZONES <i>por las que eligió la bebida</i>	INFLUENCIAS <i>(I) internas y (E) externas</i>
1.		
2.		
3.		

¿Cuáles son las tres influencias principales en la elección de las bebidas?

1. _____
2. _____
3. _____

Ahora que eres consciente de estas influencias, ¿qué puedes cambiar para elegir opciones más saludables?



Assessing My Drink Options

Name: _____ Date: _____

1. What are my drink options?

You make choices about what you drink every day. There are plenty of options available at school, at home, and at your favorite hangouts. Assess your environment and explore your options. List a variety of drink options for each location.

AT SCHOOL (e.g. cafeteria, vending machines, school store, class celebrations, school events, water fountains, etc.)	AT HOME	OTHER: _____ (e.g. neighborhood store, fast food, recreation center, mall, movies, gas station, etc.)

2. Which drinks am I choosing?

Circle the two drink options you most often choose for each location.

3. What are some factors influencing these choices?

For each location, list both the internal and external influences on your beverage choices:

LOCATION	INTERNAL INFLUENCES	EXTERNAL INFLUENCES
At School		
At Home		
Outside School & Home		



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Evaluación de las opciones de lo que tomo

Nombre: _____ Fecha: _____

1. ¿Cuáles son mis opciones de bebidas?

Tú eliges lo que tomas cada día. Hay muchas opciones disponibles en la escuela, en la casa y en tus lugares favoritos. Mira a tu alrededor y explora tus opciones. Haz una lista de una variedad de opciones de bebidas para cada lugar.

EN LA ESCUELA (Por ejemplo, en la cafetería, máquinas expendedoras, tiendas de la escuela, celebraciones de clases, eventos escolares, bebederos, etc.)	EN CASA	OTRO: _____ (Por ejemplo, en la tienda del vecindario, restaurante de comida rápida, centro recreativo, centro comercial, cine, gasolinera, etc.)

2. ¿Qué bebidas estoy eligiendo?

Marca con un círculo las dos opciones de bebidas que eliges con mayor frecuencia para cada lugar.

3. ¿Cuáles son algunas de las cosas que te hacen tomar estas elecciones?

Para cada lugar, haz una lista tanto de las influencias internas como externas de tus opciones de bebidas:

LUGAR	INFLUENCIAS INTERNAS	INFLUENCIAS EXTERNAS
En la escuela		
En casa		
Fuera de la escuela y de la casa		



Para información sobre CalFresh, llame al 1-888-9-COMIDA. Financiado por SNAP-Ed del USDA, un proveedor y empleador que ofrece oportunidades equitativas. Para consejos saludables, visite www.CampeonesDelCambio.net.



Decision-Making Process

Name: _____ Date: _____

Steps in the Decision-Making Process:

1. State the situation.
2. List the options.
3. Weigh the possible consequences and benefits.
4. Consider values.
5. Make a decision and act.
6. Evaluate the decision.

Class Example: _____

1. State the situation.		
2. List the options.		
3. Weigh the possible consequences and benefits.	Consequences	Benefits
4. Consider values.		
5. Make a decision and act.		
6. Evaluate the decision.		

Included with permission from the California After School and Healthy Kids Resource Centers' training: Raisins or Roll-Ups, What's Better for Me? (2009)



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Pasos para tomar decisiones

Nombre: _____ Fecha: _____

Los pasos que hay que tomar para tomar decisiones:

1. Explica la situación.
2. Haz una lista de las opciones.
3. Piensa en las posibles consecuencias y en los beneficios.
4. Considera los valores.
5. Toma una decisión y actúa.
6. Evalúa la decisión.

Ejemplo en clase: _____

1. Explica la situación.		
2. Haz una lista de las opciones.		
3. Considera las posibles consecuencias y los beneficios.	Consecuencias	Beneficios
4. Considera los valores.		
5. Toma una decisión y actúa.		
6. Evalúa la decisión.		

Incluido con el permiso de California After School and Healthy Kids Resources Center's training: Raisins or Roll-Ups, What's Better for Me? (Centros de Recursos Extracurriculares y de Niños Sanos de California: ¿Pasitas o rollitos? ¿Qué es mejor para mí?) (2009)



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Choose a Healthy Drink Challenge

Name: _____ Date: _____

To drink or not to drink ... that is the question

It can be difficult to make healthy choices—especially when there are so many options available and so many influences. Taking care of your body is important to your overall health, and fueling it with healthier food and drinks is the place to start. The Challenge: Choose A Healthy Drink.

Make a healthier choice

Step 1: State the situation

- I would like to choose a healthy drink option at school.
- Class Trip: select one location to visit—vending machine, student store, etc.

Step 2: List the options

- Complete the Beverage Options column in the chart below.

Step 3: Weigh the possible consequences and benefits

- Complete the remainder of the chart.

Location visited: _____

Name of Beverage	Reason(s) for considering this drink	Impact of choosing this drink on my health	
		Consequences	Benefits
1.			
2.			
3.			
4.			
5.			



Reto de elegir una bebida saludable

Nombre: _____ Fecha: _____

Elegir lo que vas a tomar

Puede ser difícil elegir opciones saludables especialmente cuando hay tantas opciones disponibles y tantas influencias. Cuidar tu cuerpo es importante para tu salud en general y nutrirlo con alimentos y bebidas más saludables es por donde debes comenzar. El reto: Elige una bebida saludable.

Elige una opción más saludable

Paso 1: Explica la situación

- Me gustaría elegir una opción de bebida saludable en la escuela.
- Excursión de clase: Escoge un lugar que visitar — máquina expendedora, tienda de estudiantes, etc.

Paso 2: Haz una lista de las opciones

- Completa la columna de opciones de bebidas en la tabla siguiente.

Paso 3: Compara las posibles consecuencias y los beneficios

- Completa el resto de la tabla.

Lugar visitado: _____

Nombre de la bebida	Razón(es) para considerar esta bebida	Cómo afecta a mi salud el elegir esta bebida	
		Consecuencias	Beneficios
1.			
2.			
3.			
4.			
5.			

Paso 4: Considera los valores

- Piensa en lo que es importante para tu familia, tu salud, imagen y apariencia. Piensa en cada uno de los beneficios y consecuencias.

Nota: ¿Hay otras opciones que no se tomaron en cuenta o que no estaban disponibles?

Paso 5: Toma una decisión y actúa

Mi decisión...

Elijo tomar _____ porque _____
[Escribe el nombre de la bebida.] [Razón(es) por la(s) que elegiste la bebida.]

[Cómo afecta a mi salud el elegir esta bebida.]

Mi plan:

¿Cómo llevarás a cabo tu decisión? (Incluye tu acción, plazo de tiempo, apoyo adicional)

Paso 6: Evalúa la decisión

¿Cómo te fue? Después de llevar a cabo la decisión, tómate un momento para reflexionar acerca de la decisión que tomaste. ¿Elegirías una opción distinta la próxima vez?

