



## LESSON 3

# Empower Yourself: Choose Healthy Drinks

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### Overview

Students will complete a food, drink, and physical activity record and evaluate it using recommended nutrition and physical activity guidelines. Students will learn about the goal-setting process by setting a short-term goal that supports healthy beverage choices. Students will reflect on their experiences and celebrate successes, big and small.

#### California Health Education Content Standards – High School

- Essential Concepts
  - 1.2.N - Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet
  - 1.4.N - Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits
- Analyzing Influences
  - 2.2.N - Assess personal barriers to healthy eating and physical activity
- Accessing Valid Information
  - 3.3.N - Describe how to use nutrition information on food labels to compare products
- Goal Setting
  - 6.1.N - Assess one's personal nutrition needs and physical activity level
  - 6.2.N - Develop practical solutions for removing barriers to healthy eating and physical activity
- Practicing Health-Enhancing Behaviors
  - 7.2.N - Critique one's personal diet for overall balance of key nutrients

*Note: For suggestions on linking this lesson to other content areas, please see **Extensions/Links** in Lessons 3A, 3B, and 3C.*

#### California Nutrition Education Competencies – Grades 9-12

- Overarching Nutrition Education Competency 1: Essential Nutrition Concepts
  - All students will know the relationships between nutrition, physiology, and health
    - 1b - Know nutrition and health guidelines
- 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 3: Accessing Valid Nutrition Information
  - All students will demonstrate the ability to access and analyze nutrition information, products, and services to analyze the accuracy and validity of nutrition claims
- Overarching Nutrition Education Competency 6: Goal Setting for Nutrition
  - All students will demonstrate the ability to use goal-setting skills to enhance nutrition and health
- 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

## 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

Students will:

1. Become familiar with guidelines for personal nutrition and physical activity.
2. Estimate portion sizes of foods and beverages.
3. Compare their food/drink and physical activity record to the recommended guidelines.
4. Identify the steps of the goal-setting process.
5. Practice setting a goal and developing a plan.
6. Track beverage consumption and evaluate the amount of sugar consumed.
7. Identify ways to incorporate healthy beverages into their lifestyle.
8. Prepare and taste a healthy beverage.

## Prior Knowledge

Students should be able to make a plan to improve their nutrition and incorporate physical activity, and to set a goal to increase daily physical activity. Students will also be asked to evaluate Nutrition Facts labels as part of *Lesson 3B: Make a Plan and Go For It!*

Suggested lesson to prepare students:

- *Rethink Your Drink High School Lesson 1: What's in Your Drink?*

Looking for instructional resources to support this lesson? Visit the California Healthy Kids Resource Center website at <http://www.californiahealthykids.org> or call toll free at 888-318-8188.

**Special Note:** *Lesson 3* is designed to take place over the course of approximately three to four weeks. See below for an overview of the lesson timeframe:

- Week One: *Lesson 3A: Guiding My Food and Drink Choices*
- Week Two: *Lesson 3B: Make a Plan and Go For It!*
- Week Three: Track and monitor goal
- Week Four: *Lesson 3C: Celebrating Healthy Choices*

## Teacher Background: Nutrition

- The *Dietary Guidelines for Americans, 2010*, emphasizes 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.
- Major sources of added sugar in the American diet come from soda, energy drinks 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 beverages.<sup>1</sup> 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, heart disease and some cancers.
- 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.
- Review ChooseMyPlate.gov for information to support *Lesson 3A: Guiding My Food and Drink Choices*, <http://www.choosemyplate.gov/>.
- Schools are in a good position to promote water consumption since children and teens spend the majority of their day in schools and can learn to incorporate water consumption into their daily routine.
  - Visit the Water in Schools website for examples of water promotion in schools, [http://www.waterinschools.org/case\\_studies/](http://www.waterinschools.org/case_studies/).

## Teacher Background: Physical Activity

- Physical activity builds strong bones and muscles, and decreases the likelihood of developing obesity and risk factors for diseases like type 2 diabetes and heart disease.
- Children and adolescents should do 60 minutes or more of a variety of fun, physical activities daily:
  - Aerobic (bike riding, walking, playing active games)  
Note: Most of the 60 minutes should be moderate- or vigorous-intensity aerobic activity.
  - Muscle strengthening (pushups, weight-lifting exercises)

- Bone strengthening (jumping, running)
  - Note: Some activities may address more than one category. For example, running is aerobic and bone strengthening.
- For more information on the *2008 Physical Activity Guidelines for Americans*, review *Youth Physical Activity: The Role of Schools Tip Sheet* to support Lesson 3A: *Guiding My Food and Drink Choices*, [http://www.cdc.gov/HealthyYouth/physicalactivity/toolkit/factsheet\\_pa\\_guidelines\\_schools.pdf](http://www.cdc.gov/HealthyYouth/physicalactivity/toolkit/factsheet_pa_guidelines_schools.pdf).

## Teacher Background: Goal Setting

- Goal setting helps teens take an active role in their health decisions. Steps in the goal-setting process include:
  1. Set a realistic goal.
  2. Make a plan.
  3. Prepare for challenges.
  4. Ask for help.
  5. Evaluate and reflect.
  6. Celebrate success.

## References

1. Babey SH, Jones M, Yu H, Goldstein H. *Bubbling Over: Soda Consumption and Its Link to Obesity in California*. Los Angeles, CA: UCLA Center for Public Health Advocacy; 2009
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>
3. *U.S. Department of Agriculture Dietary Guidelines for Americans, 2010*. Washington, DC: U.S. Government Printing Office; December 2010
4. U.S. Department of Health and Human Services. *2008 Physical Activity Guidelines for Americans*. Retrieved from: <http://www.health.gov/paguidelines/guidelines/default.aspx>
5. Gortmaker, S, Long, M, & Wang YC. The Negative Impact of Sugar-Sweetened Beverages on Children's Health, November 2009. Retrieved from: <http://www.rwjf.org/content/dam/farm/reports/reports/2009/rwjf50143>.
6. The Nutrition Source: Healthy Drinks. Retrieved from the Harvard School of Public Health website: <http://www.hsph.harvard.edu/nutritionsource/healthy-drinks/>
7. Water: The Nutrient. Retrieved from University of Nebraska - Lincoln Extension, Institute of Agriculture and Natural Resources website: <http://www.ianrpubs.unl.edu/pages/publicationD.jsp?publicationId=296>



## LESSON 3A

# Guiding My Food and Drink Choices

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### Lesson Overview

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#### Time

- Teacher Preparation: 30 minutes
- Classroom Activity: 120 minutes total
  - This lesson spans the course of one week
    - Part I (deliver at the beginning of the week): 60 minutes
    - Part II (deliver towards the end of the week): 60 minutes

#### Materials — Part I

- Common items to represent portion sizes of foods and beverages: juice box, baseball, small computer mouse, deck of cards, 8-ounce carton of milk, two 9-volt batteries, and a compact disc.
- *How Much Do YOU Eat?*
- *Portions Match-up* worksheet
- *Portions Match-up Answer Key*
- *Food/Drink and Physical Activity Record*
- *Parent/Guardian Letter*
- *Beverages: Make Every Sip Count* parent worksheet

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#### Vocabulary (See Glossary for definitions)

- MyPlate
- Whole grain
- Calcium
- Portions
- Physical activity

### Steps for Classroom Activity — PART I

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#### Warm-up:

- Summarize lessons learned from *Lesson 2: Think Before You 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.
  - Evaluating internal and external influences is an important skill that contributes to making healthy food and beverage choices.
- Share the *Lesson 3* learning objectives with students.
- Tell students that they will be participating in an activity over the next three to four weeks that will challenge them to think about the food and drinks they consume as well as their physical activity.
- Ask students to think about the amount of food and drink they consume during a typical meal. What guides the amount of food or beverage students eat and drink? Is it the amount of food and drink on their plate or in the container? Is it what is served to them? Is it the amount of time they have to eat and drink? Is it when their stomachs feel full?
- Remind students that they worked with serving sizes when analyzing the Nutrition Facts label for sugar in various beverages in *Lesson 1B: Sugar Sleuths*.

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## Materials - Part II

- Markers - thin (variety of colors)
- *MyPyramid Amounts of Foods - FOR YOU*
- *MyPlate* (blank plate)
- *MyPlate* (with food groups)

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## Preparation

- Review teacher background information and additional Web links, as necessary
- Copy the following worksheets (one per student):
  - *Portions Match-up*
  - *How Much Do YOU Eat?*
  - *Food/Drink and Physical Activity Record worksheet*
  - *MyPlate* (blank plate)
  - *MyPyramid Amounts of Foods - FOR YOU*
- Copy the *Parent/Guardian Letter and Beverages: Make Every Sip Count*
  - Send home the *Parent/Guardian Letter and Beverages: Make Every Sip Count* attachment prior to the start of the lesson
- Display the everyday items that help estimate portion sizes
- Set markers out on tables

- Ask students to think about the beverages they drink. Is it a full container with multiple servings or a single serving?
- Tell students that they will take a closer look at recommended food and drink portions. Display the everyday items in front of the classroom. Ask for seven volunteers to come and select an item.
- Distribute the *Portions Match-up* worksheet to students to follow along.
- Have volunteers take turns matching the recommended portion size with the everyday item. Tip: Classmates can provide their input to volunteers to help them decide.
- Use the *Portions Match-up Answer Key* as a reference to share the correct answers. Students can record the correct answers on their own copy of the activity worksheet.
- Using the *How Much Do YOU Eat?* handout, summarize the recommended food and drink amounts with the class.
- Tell students that they will learn more about how these recommended amounts fit into their own personal food and drink plan, but the first step is to assess current intake.

## Activity:

- Review the *Food/Drink and Physical Activity Record* with students.
- Complete a sample entry with students to model the type of information to record in each column so that students have the opportunity to ask questions. Talk about how to record combination foods. For example, for breakfast students may eat cereal—1 cup of milk and 1 cup of dry cereal (or 1 oz). In addition, students may drink ½ cup of 100% orange juice. Physical activity for the morning may include a 30-minute walk to school. Make sure to reference *How Much Do YOU Eat?* handout with students.
  - Tip: Share *MyFood-a-pedia* as a resource for students to help break down combination foods as they track and log their intake, <https://www.supertracker.usda.gov/foodapedia.aspx>. If you have Internet access, show students how they can use this online tool.
- Remind students that physical activity is movement of the body that uses energy. Physical activity can help relieve stress, achieve and maintain a healthy weight, and improve self-esteem and well-being.

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### Lesson Outline — Part I

- Warm-up
- *Portions Match-up: Activity*
- *Food/Drink and Physical Activity Record*
- Discussion
- Check for Learning

### Lesson Outline — Part II

- Warm-up
- *MyPlate: Review*
- *Evaluating Food/Drink and Physical Activity Record*
- Discussion
- Check for Learning

- Discuss examples of the types of physical activity students might engage in to help them complete the physical activity column of the *Food/Drink and Physical Activity Record*:
  - Chores: cleaning, vacuuming, yard work
  - Aerobic workout: running, aerobics class, weightlifting
  - Recreation: skateboarding, dancing
  - Sports: soccer, football, basketball
  - Physical Education (PE) class: running, kickball
  - Transportation: walking, biking

- For more information, visit the *2008 Physical Activity Guidelines* web link referenced under Teacher Background section of *Lesson 3: Empower Yourself: Choose Healthy Drinks*

#### Cool down:

- Summarize the importance of taking a closer look at the amount of food and drink consumed. Sometimes it is easy to forget that a package or container has multiple servings, which can easily lead to excess consumption.
- Homework: Students will complete the *Food/Drink and Physical Activity Record* (Part One only) for one full day. Distribute *How Much Do YOU Eat?* handout so students can take this home to use as a reference.

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### Check for Learning

- Completed worksheet: *Portions Match-up*
- Use the *How Much Do YOU Eat?* handout to review and ask students to match each recommended food and drink portion to the size reference of everyday items.

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## Steps for Classroom Activity — PART II

### Warm-up:

- Ask students to pull out their completed *Food/Drink and Physical Activity Record*. What types of food and beverages did they consume? What types of physical activities did they engage in? What were some challenges when completing the record?
- Distribute the *MyPlate* (blank plate) worksheet and ask students to sketch out one of the meals they recorded on their *Food/Drink and Physical Activity Record*.
  - Tip: Model and example for students first.
- After students have sketched out one of their meals, ask students to share their plate with a partner.

- Review: Provide an overview of *MyPlate* with the class.
  - *MyPlate* is the new food icon (or visual representation) to help individuals make healthy choices at meal times.
  - *MyPlate* emphasizes five food groups: fruit, vegetables, grains, protein, and dairy.
  - Note: *MyPlate* and *MyPyramid* have slight differences in their food group titles (this does not change the interpretation of the content).
    - *MyPlate* uses the term “dairy group” (instead of “milk group” in *MyPyramid*).
    - *MyPlate* uses the term “protein group” (instead of “meat and beans group” in *MyPyramid*).
- Show the *MyPlate* (with food groups) transparency and review the five food groups with students. Provide students with quick tips to remember when selecting foods and drinks during mealtime.
  - Focus on fruits (fruit group).
  - Vary your veggies (vegetable group).
  - Make half your grains whole (grain group).
  - Go lean with protein (protein group).
    - For example, lean cuts of turkey, chicken (white meat), or beef (top round, bottom round).
  - Get your calcium-rich foods (dairy group).
    - For example, almonds, lowfat dairy foods, and cactus leaves (nopales).
- Ask students to share some of the foods on their own plates that fall under each food group.
- Remind students that the amount each individual needs from the food groups depends on their age, sex, and physical activity level.
  - Optional class activity – if you have Internet access and additional time, review <http://www.choosemyplate.gov> together with students. Students can enter their information and receive a customized *Daily Food Plan* that includes amounts and recommendations from each food group as well as physical activity recommendations.
- Tell students they will be evaluating their *Food/Drink and Physical Activity Record* by using the *MyPlate* guidance they just reviewed as well as the recommendations covered in part one of the lesson.

### Activity:

- Ask students to individually evaluate their records by food group by using Part II of their *Food/Drink and Physical Activity Record*.
  - Students circle the name and amount of food by food group, using different colored markers for each food group.
  - Model this activity for students by working on the first food group together as a class and then completing the rest of the food groups individually. Once students are finished circling all food/drinks and amounts for each food group, students total the amounts and place them in the appropriate food category under Part Two.
  - Optional – if you are short on time, have students evaluate and total ONLY fruits, vegetables, dairy, and physical activity amounts.

- Ask students to pair-up and to switch food records. Each partner will review the other's food record. Do you see any differences in the way the foods were categorized? Have students discuss any foods they categorized differently. Students can re-categorize any foods on their own record, if necessary.
- Distribute *MyPyramid Amounts of Foods - FOR YOU* handout. Review the handout with students. Ask students to compare their own record to the recommendations shown on the handout by sex, age, and activity level. How did students do?
- Ask students what they would do to improve their daily food and beverage, and physical activity choices. Tell students that they will be learning about setting goals to help make positive changes in their food and drink choices.

### Cool down:

- Ask students to share what they recall about the guidelines for nutrition and health. What is the relationship between following the recommended guidelines and their future health?

### Check for Learning

- Completed worksheet: *Evaluated Food/Drink and Physical Activity Record*.
- Review the following questions with students:
  - What is *MyPlate*?
  - Your personalized recommendations for foods are based on which factors?

### Home Connection

- Homework Option:
  - Part Two of the *Food/Drink and Physical Activity Record*, if not completed in class.
  - Ask students to share what they learned today with a family member. If possible, have them visit <http://www.choosemyplate.gov> to show their family member how to get their own customized *Daily Food Plan* (click on "Get a personalized plan" on the top right box of the main page).
- Share Key Messages for *Rethink Your Drink* with family members.

### Extensions/Links

- Physical Education
  - Teach *High School Course 3* from the *Network for a Healthy California's* instructional materials *Tools for Learning Fuel for Moving*, [http://www.cdph.ca.gov/programs/cpns/Documents/NetworkTools%20for%20Learning%20Fuel%20for%20MovingRev2\\_2010.pdf](http://www.cdph.ca.gov/programs/cpns/Documents/NetworkTools%20for%20Learning%20Fuel%20for%20MovingRev2_2010.pdf).
- Science
  - Students research and discuss food sensitivities, allergies, and/or metabolic food disorders that may affect the daily food plan of individuals (e.g. lactose intolerance). For more information, visit the USDA's Food and Nutrition Information Center, <http://fnic.nal.usda.gov/diet-and-disease>.



## LESSON 3B

# Make a Plan and Go For It!

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### Lesson Overview

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#### Time

- Teacher Preparation: 20 minutes
  - Classroom Activity: 50 minutes
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#### Materials

- Markers — thin (variety of colors)
  - *Goal Setting* worksheet
  - *Beverage Tracking Form*
  - *Rethink Your Drink* Pledge Card
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#### Preparation

- Review teacher background information and additional Web links, as necessary
  - Copy the following worksheets (one per student):
    - *Goal Setting*
    - *Rethink Your Drink* Pledge Card
    - *Beverage Tracking Form*
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#### Lesson Outline:

- Warm-up
  - Goal setting: Activity
  - Discussion
  - Check for Learning
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#### Vocabulary (See Glossary for definitions)

- Goal
- Goal setting

### Steps for Classroom Activity — PART I

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#### Warm-up:

- Ask students: What is a *goal*? Record student answers on the board. (A *goal* is an accomplishment that students strive to reach in the future).
- Have students share some basic goals they have recently set for themselves. Are they on their way to achieving those goals? What tools or strategies are helping them achieve their goals?
  - For example, a student has set a goal to eat more fruits and vegetables. Tools could be Internet recipe websites, an apple corer to easily prepare food, etc. Strategies could include talking with family members about including more fruits and vegetables on the shopping list, deciding to choose a fruit or vegetable as a snack, etc.
- Write down some tools and strategies shared in the class discussion on the board.
- Introduce the steps to goal setting:
  1. Set a realistic goal.
  2. Make a plan.
  3. Prepare for challenges.
  4. Ask for help.
  5. Evaluate and reflect.
  6. Celebrate success.

- Walk through a sample goal with the class using the steps (use a sample goal from the discussion earlier).

### Activity:

- Ask students to retrieve their *Food/Drink and Physical Activity Record*. Students circle healthy beverages in one color and unhealthy beverages in a different color. Discuss findings as a class.
- Discuss health impact(s) of overconsumption of sugar-sweetened beverages.
  - Present facts from *Bubbling Over: Soda Consumption and Its Link to Obesity in California* fact sheet to support discussion.
- Ask students if they think they could take on setting a goal to “choose drinks for health” (theme of lesson).
- Distribute *Rethink Your Drink Pledge Cards* and review with students. Note: The pledge cards help students to develop their “choose drinks for health” goal. Share with students that there are other ways to set realistic goals. For example, use the S.M.A.R.T. acronym to help evaluate if the goal is: S-Specific, M-Measurable, A-Attainable, R-Realistic, T-Timely.
- After establishing their goal, students will make a plan. Distribute the *Goal Setting* worksheet. Students complete Part I of the worksheet to make a plan and to evaluate potential challenges and resources.
- Distribute the *Beverage Tracking Form*. Tell students they will be tracking their beverage consumption and evaluating sugar content using the chart over the course of three days (with at least one weekend day). Tell students they will need to read the Nutrition Facts labels to identify the amount of total sugar in each beverage they consume. At the end of each day, they will total the amount and write the total in the space provided. Tell students that the purpose for evaluating the total sugar content in each beverage is to critically think about the amount of sugar they consume in different beverages they choose.

Note: Students should have prior knowledge of reading Nutrition Facts labels. Suggest students complete *Lesson 1: What’s in Your Drink?*

- During the goal-tracking period, there is no formal lesson. Students implement their plan and track progress towards their goal.
  - Optional: Incorporate student discussion on challenges, resources, and support throughout the goal-tracking period.
  - Optional: Ask students if they have identified simple recipe ideas for making healthy beverages (as they strive to meet their goal). If so, have student(s) submit recipes. Consider incorporating a taste test of these recipes the following week during *Lesson 3C: Celebrating Healthy Choices*.

## Cool down:

- Ask students to share their goals and plans with the class.
  - Optional: Each student can participate in a “Class Challenge” in which each student posts their *Rethink Your Drink Pledge Card* to motivate and to encourage each other in achieving their goal(s).
- Tell the class that the last lesson will focus on evaluating their goals and celebrating all successes, whether big or small. Ask students to complete Part II of their *Goal Setting* worksheet upon completion of the goal-tracking period to evaluate and reflect on their goal.

## Check for Learning

- Completed worksheets: *Food/Drink and Physical Activity Record*, *Beverage Tracking Form*, *Rethink Your Drink Pledge Card*, and *Goal Setting*.
- Review the following questions with students:
  - What are the steps to the goal-setting process?
  - What can be some of the consequences of prolonged over-consumption of sugar-sweetened beverages?

## Home Connection

- Have students challenge their family members to set a goal to choose healthier beverages and to engage in regular physical activity. Distribute the *Rethink Your Drink Pledge Card* for students to take home and to give to their family members. Note: You sent home the *Beverages: Make Every Sip Count* handout along with the *Parent/Guardian letter*. Ask students to share what they have learned today about goal setting with their family member and review the *Beverages: Make Every Sip Count* handout together.
- Share Key Messages for *Rethink Your Drink* with family members.

## Extensions/Links

- Physical Education
  - Teach *High School Course 4* from the *Network for a Healthy California's* instructional materials, *Tools for Learning: Fuel for Moving*, [http://www.cdph.ca.gov/programs/cpns/Documents/NetworkTools%20for%20Learning%20Fuel%20for%20MovingRev2\\_2010.pdf](http://www.cdph.ca.gov/programs/cpns/Documents/NetworkTools%20for%20Learning%20Fuel%20for%20MovingRev2_2010.pdf).
- Math
  - Ask students to complete another *Beverage Tracking Form* for an entire week to encourage students to maintain their goal or to challenge them to continue improving their beverage choices. Ask students to graph both sets of information using the days of the week as the x-axis and total sugar consumed (in teaspoons) per day on the y-axis. Compare and analyze the data.



# LESSON 3C

## Celebrating Healthy Choices

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### Lesson Overview

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#### Time

- Teacher Preparation: 20 minutes
  - Classroom Activity: 50 minutes total
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#### Materials

- Ingredients for selected healthy drink recipes
  - Small equipment: blender
  - Tasting cups, plates, utensils, napkins
  - Recipe compilation
  - *Certificate of Appreciation*
  - Optional — food safety/ preparation handouts
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#### Preparation

- Review teacher background information and additional Web links, as necessary
- Review food safety information (see Activity):
- Healthy beverage recipe ideas (see Activity):
- Have the recipe ingredients and supplies ready for small group work

#### Vocabulary (See Glossary for definitions)

- Food safety

### Steps for Classroom Activity

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#### Warm-up:

- Ask students to share if they met their goal as well as to share any challenges they faced.
- What resources did they use to help them overcome their barriers?
- In pairs, ask students to share how their goals could be revised to make them more realistic. What other goals could they set to be healthy?
  - Remind students about setting S.M.A.R.T. goals (specific, measurable, attainable, realistic, and timely).
- Which healthier beverage options did students choose? Did some students make their own healthy beverage that contained less added sugar? If so, have them share the recipe with the class.

#### Activity:

- Celebrate!
  - Distribute completed certificates and/or other reward (preferably non-food).
  - For ideas on non-food rewards, visit: <http://www.actionforhealthykids.org/storage/documents/parent-toolkit/rewardsf3a.pdf>

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- Copy the following (one per student):
  - Recipe compilation
  - *Certificate of Appreciation*
  - Optional — food safety/preparation handouts
- Prepare samples of healthy beverages.
  - Depending on the number and type of recipes, divide students into small groups to prepare a different recipe to taste.
  - Distribute optional food safety handout(s) and provide a brief overview of proper hand washing and food preparation techniques. Ask students to wash their hands.
    - *Fight BAC! Partnership for Food Safety Education*: <http://www.fightbac.org/>
    - *Food Safety Tips for Teens*: <http://lanaster.unl.edu/food/foodSafT.pdf>.
    - Additional resources: <http://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/teach-others/download-materials/for-kids-and-teens>

## Lesson Outline

- Warm-up
  - Reflect and discuss goal outcomes
  - Recipe-tasting activity
  - Discussion
  - Check for Learning
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- Review healthy beverage recipes:
  - *Great Grape Smoothie*: <http://www.cachampionsforchange.cdph.ca.gov/en/docs/Snacks/Great-Grape-Smoothie.pdf>
  - *Jicama Piña Breeze*: <http://www.cachampionsforchange.cdph.ca.gov/en/docs/Snacks/Jicama-Pina-Breeze.pdf>
  - *Paradise Freeze*: <http://www.cachampionsforchange.cdph.ca.gov/en/docs/Snacks/Paradise-Freeze.pdf>
  - Tip: Use recipes that students identified during the goal-tracking period.
- Students will read and follow the instructions for their assigned recipe, obtain the proper ingredients, and prepare the recipe.
  - Tip: Assign each member in the group a specific duty. For example, one student collects the ingredients, one student reads the directions, one student puts the ingredients together, etc.
- When small groups are finished making their recipe, ask them to prepare samples to taste for each student in the class and then clean up their stations.
- Students will taste and rank recipes from their most favorite to least favorite recipe.
  - Provide students with recipe compilation.
  - Optional – Have a local hero or guest speaker visit and share their personal story about setting and achieving a health-related goal.

### Closing:

- Ask students to share what they recall about the guidelines for nutrition and health. What is the relationship between following the recommended guidelines and their future health?
- How would students use the skills they developed and practiced to make choices for better health?

### Check for Learning

- Completed worksheet: *Goal Setting: Make a Plan and Go For It!*
- Review the following questions with students:
  - What are some of the effects of excessive sugar consumption on overall health?
  - What are the key messages for *Rethink Your Drink*?

### Home Connection

- Homework Option:
  - Have students share the recipe compilation with family members and set a goal to prepare and taste the new recipes together. Review key messages for *Rethink Your Drink* with family members.

### Extensions/Links

- English Language Arts
  - Have students brainstorm questions to use for interviewing a family member or friend (outside of class) about a time they set a goal for their health and achieved it. Students compose an expository essay to compare/contrast the steps taken to achieve the goals.



Date:

Dear Parent/Guardian,

Over the next month, students will participate in a class project called *Empower Yourself: Choose Healthy Drinks*. This project is a part of the *Rethink Your Drink* campaign, which teaches people how important it is to choose healthy beverages.

*Empower Yourself: Choose Healthy Drinks* gets students to think and talk about their eating, drinking, and physical activity habits. This lesson helps them to work towards improving their health, with sensible goals to drink less sugary beverages and more healthy drinks.

Students will need your help! Current studies show that teenagers and young adults consume more sugary drinks than any other age groups.

**Did you know?**

Twelve to 17-year-olds drink at least one sugary beverage every day.

During the week of \_\_\_\_\_, students will track their drink consumption and calculate the total amount of sugar in each drink.

**Your support is important!** I have attached *Beverages: Make Every Sip Count* for information that might help you to support your teen and to be a role model for healthy beverages.

Please let me know if you have any questions.

Sincerely,

Fecha:

Estimado padre de familia:

Durante el próximo mes, los estudiantes van a participar en una clase titulada *“Empower Yourself: Choose Healthy Drinks”*, en español: *“¡Entérate! Escoge Bebidas Saludables”*. La clase es parte de un proyecto que apoya la campaña de *Rethink Your Drink* que enseña la importancia de elegir bebidas saludables.

La clase de *“Empower Yourself: Choose Healthy Drinks”* hace que los estudiantes piensen y comenten acerca de lo que comen, lo que toman, y cómo son sus hábitos de actividad física. También les enseña cómo pueden mejorar su salud al establecer metas de tomar menos bebidas azucaradas y tomar más bebidas saludables.

¡Los estudiantes van a necesitar de su ayuda! Estudios recientes demuestran que los adolescentes y jóvenes consumen más bebidas azucaradas que cualquier otro grupo de edad.

¿Sabía que...?

Los adolescentes de 12 a 17 años toman al menos una bebida azucarada cada día.

Durante la semana de \_\_\_\_\_, los estudiantes van a llevar la cuenta del consumo de bebidas que tomen y calcular el total de azúcar de cada bebida.

**¡Su apoyo es muy importante!** Hemos incluido un documento llamado *“Bebidas: Asegúrese de que cada sorbo le beneficie”* con información que puede ayudarle a apoyar a su adolescente y a ser un ejemplo a seguir eligiendo bebidas saludables usted mismo.

Por favor avíseme si tiene alguna pregunta.

Sinceramente,

# Portions Match-up

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

**Directions:** Draw a line to match the food item to the correct portion size.

FOOD ITEM		PORTION SIZE	
1 cup fruit or raw vegetables			size of a juice box
½ cup of beans (2 oz.)			size of a baseball
1 slice of bread (1 oz.)			size of a small computer mouse
1½ oz. of lowfat or natural cheese			size of a deck of cards
½ cup of 100% fruit juice			size of a small carton of milk
2 - 3 oz. meat, poultry or fish			size of two 9-volt batteries
1 cup of milk			size of a compact disc (CD)

**Directions:** Draw a line to match the food item to the correct portion size.

FOOD ITEM		PORTION SIZE	
1 cup fruit or raw vegetables			size of a juice box
½ cup of beans (2 oz.)			size of a baseball
1 slice of bread (1 oz.)			size of a small computer mouse
1½ oz. of lowfat or natural cheese			size of a deck of cards
½ cup of 100% fruit juice			size of a small carton of milk
2 - 3 oz. meat, poultry or fish			size of two 9-volt batteries
1 cup of milk			size of a compact disc (CD)

# El tamaño por porción

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

**Instrucciones:** Une con una línea el alimento con el tamaño de la porción correcta.

COMIDA/BEBIDA	TAMAÑO POR PORCIÓN
1 taza de fruta o verdura fresca	  Tamaño de una cajita de jugo
½ taza de frijoles (2 oz.)	  Tamaño de una pelota de béisbol
1 rebanada de pan (1 oz.)	  Tamaño de un ratón de computadora pequeño
1½ oz. de queso natural o bajo en grasa	  Tamaño de una baraja
½ taza de jugo de fruta 100% natural	  Tamaño de un cartón de leche pequeño
2 - 3 oz. de carne, pollo o pescado	  Tamaño de dos baterías de 9 voltios
1 taza de leche	  Tamaño de un disco compacto (CD)

# El tamaño por porción

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

**Instrucciones:** Une con una línea el alimento con el tamaño de la porción correcta.

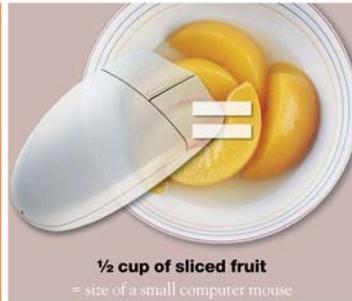
COMIDA/BEBIDA		TAMAÑO POR PORCIÓN	
1 taza de fruta o verdura fresca			Tamaño de una cajita de jugo
½ taza de frijoles (2 oz.)			Tamaño de una pelota de béisbol
1 rebanada de pan (1 oz.)			Tamaño de un ratón de computadora pequeño
1½ oz. de queso natural o bajo en grasa			Tamaño de una baraja
½ taza de jugo de fruta 100% natural			Tamaño de un cartón de leche pequeño
2 - 3 oz. de carne, pollo o pescado			Tamaño de dos baterías de 9 voltios
1 taza de leche			Tamaño de un disco compacto (CD)

# How Much Do YOU Eat?

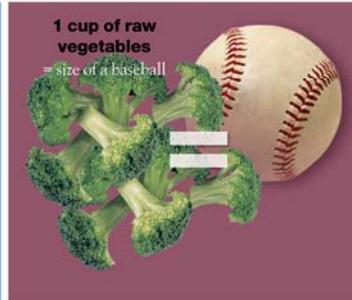
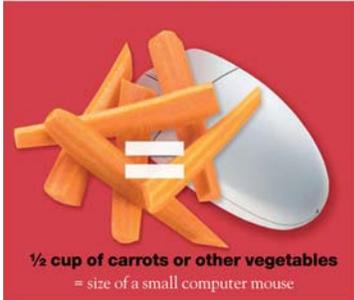
Use these everyday items to estimate the amount you eat.



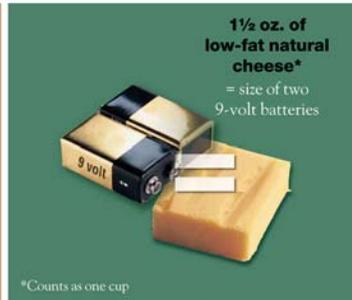
Amounts of foods  
For 2,000 calories



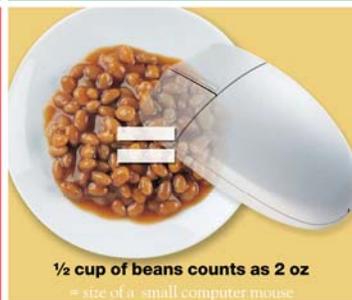
**2 cups**  
**Fruit Group**



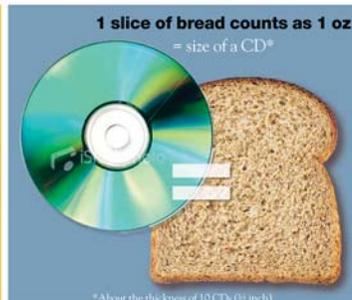
**2½ cups**  
**Vegetable Group**



**3 cups or equivalent**  
**Milk Group**



**5½ ounces or equivalent**  
**Meat & Beans Group**



**6 ounces or equivalent**  
**Grains Group**



# Food/Drink and Physical Activity Record

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

## Part One (Homework):

Use the following table to track your food/drink intake and your physical activity for one full day. When listing combination foods, list major ingredients and estimated portions. Use *MyFood-a-pedia* to help you break down combination foods and to list amounts by different food groups, <https://www.supertracker.usda.gov/foodapedia.aspx>.

TIME OF EACH MEAL AND SNACK	FOODS (name of food and amount)	BEVERAGES (name of drink and amount)	PHYSICAL ACTIVITY (list activity and duration)
Breakfast			
Lunch			
Dinner			
Snacks			

## Part Two (In Class)

Analyze your food/drink intake and physical activity. Using one color for each food group, circle the name and amount of foods and drinks in each group. Total the amount of cups or ounce/equivalents per food group.

Fruit: \_\_\_\_\_ cups                      Grains: \_\_\_\_\_ ounce/equivalents  
 Vegetable: \_\_\_\_\_ cups                      Protein: \_\_\_\_\_ ounce/equivalents  
 Dairy: \_\_\_\_\_ cups                      Physical Activity: \_\_\_\_\_ minutes



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



# Registro de comida, bebida y actividad física

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Parte uno (Tarea):

Usa la tabla siguiente para apuntar lo que comes, tomas y la actividad física que haces en un día completo. Cuando apuntes alimentos combinados en tu lista, escribe el ingrediente principal y las porciones calculadas. Usa *MyFood-a-pedia* para ayudarte a separar los alimentos combinados y hacer una lista de las cantidades por grupos de alimentos distintos, <http://www.myfoodapedia.gov/>.

HORARIO DE CADA COMIDA Y BOCADILLO	ALIMENTOS (Nombre del alimento y cantidad)	BEBIDAS (Nombre de la bebida y cantidad)	ACTIVIDAD FÍSICA (Escribe la actividad y duración)
Desayuno			
Almuerzo			
Cena			
Bocadillos			

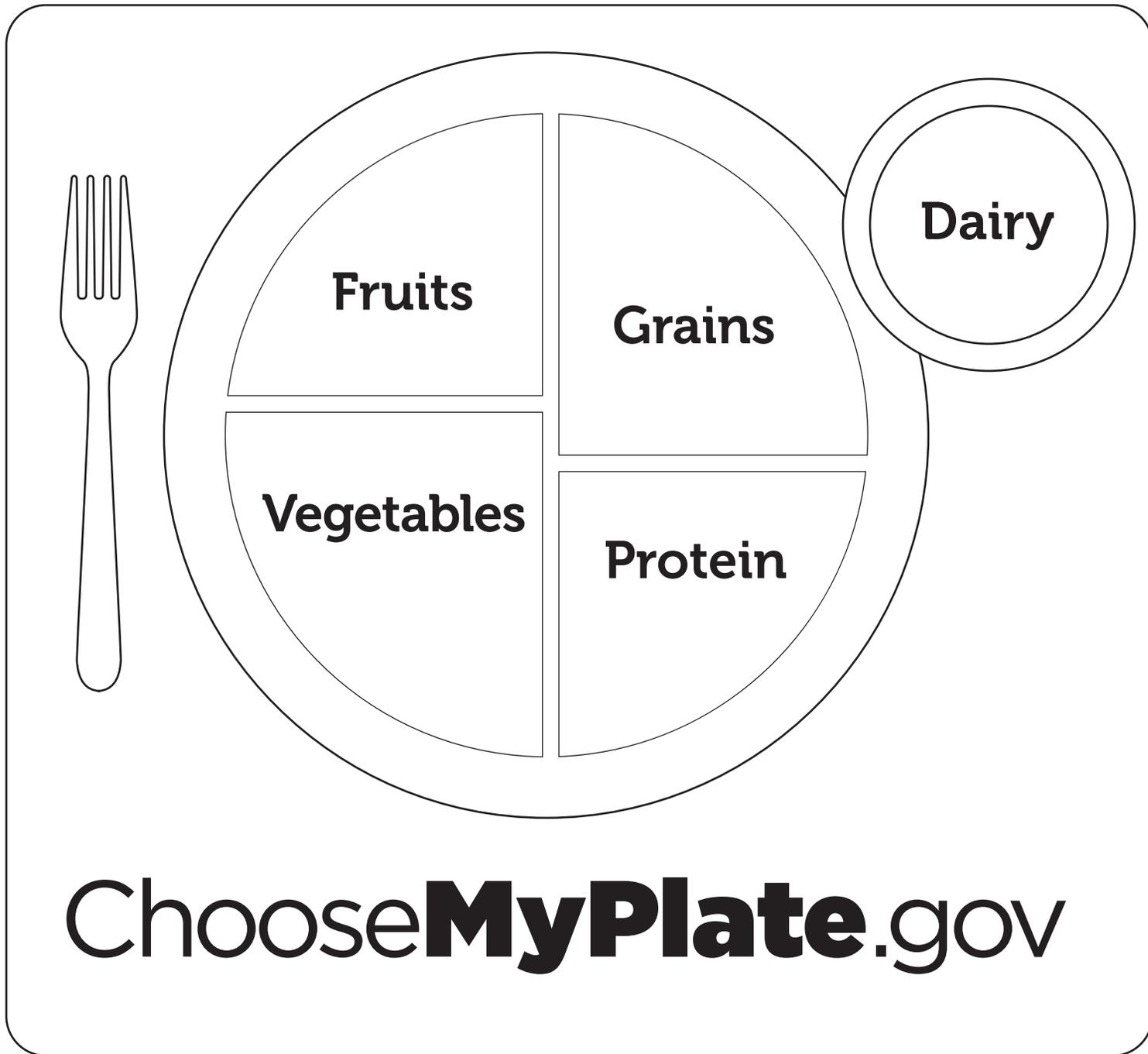
## Parte dos (En clase)

Analiza tu consumo de comida y bebida y la actividad física que haces. Usando un color para cada grupo alimenticio, marca con un círculo el nombre y la cantidad de comida y bebida en cada grupo. Suma el total de tazas u onzas/equivalente por grupo alimenticio.

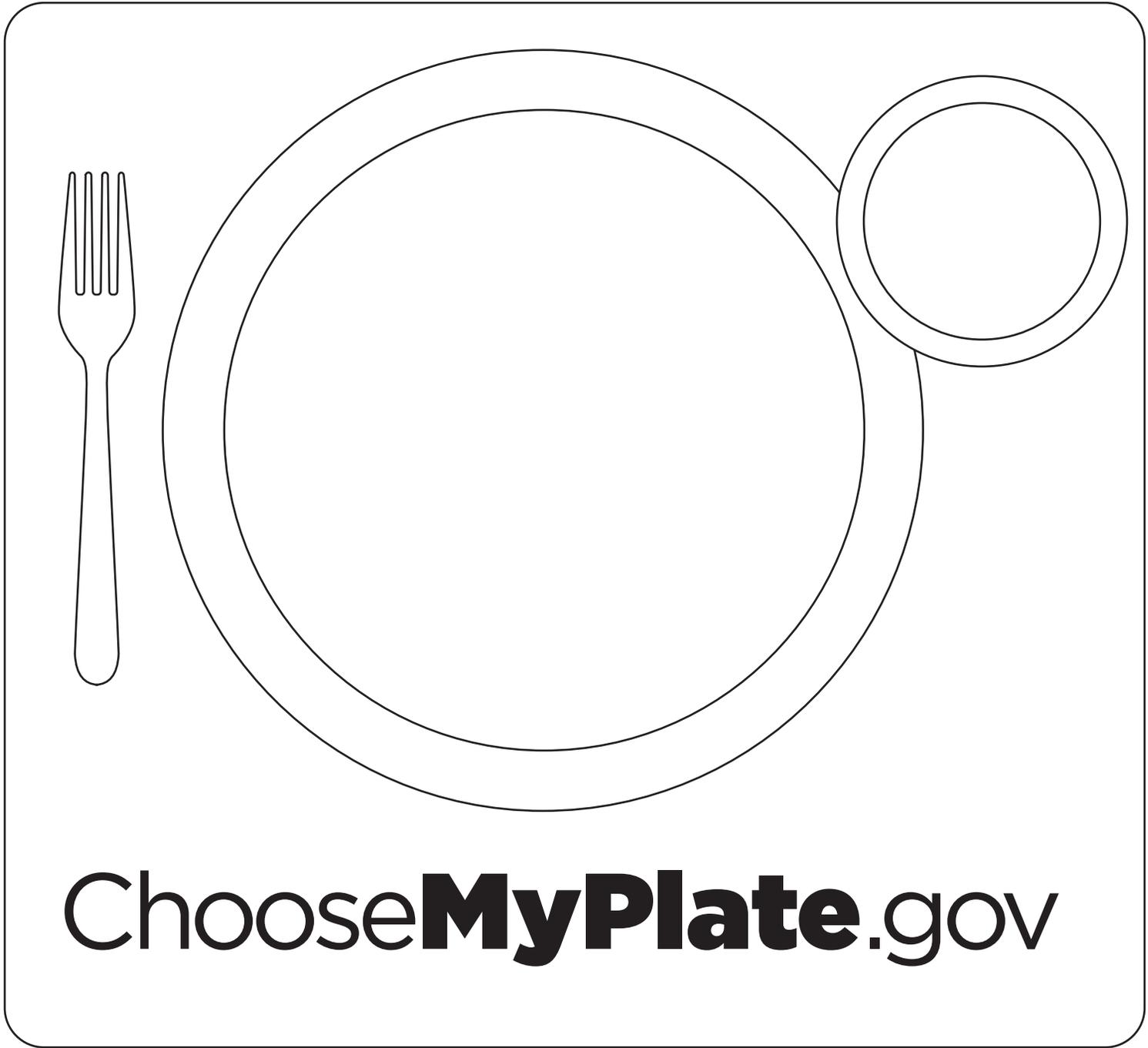
Fruta: _____ tazas	Granos: _____ onza/equivalente
Verdura: _____ tazas	Proteína: _____ onza/equivalente
Lácteos: _____ tazas	Actividad física: _____ minutos



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](http://www.CampeonesDelCambio.net).



Choose **MyPlate**.gov



Choose **MyPlate**.gov

# MyPyramid Amounts of Foods—FOR YOU

## Lesson 1

Go to [MyPyramid.gov](http://MyPyramid.gov) for your personal plan. The numbers shown below are estimated amounts.

GIRLS	Your age: Activity level:	9-13 years			14-18 years		
		Inactive	Somewhat Active	Active	Inactive	Somewhat Active	Active
MyPyramid Food Group	Fill in YOUR Amounts						
Fruits Group	cups	1½ cups		2 cups	1½ cups	2 cups	
Vegetables Group	cups	2 cups	2½ cups				3 cups
Milk Group	cups or equivalent	3 cups or equivalent					
Meat & Beans Group	ounces or equivalent	5 ounces or equivalent	5½ ounces or equivalent	5 ounces or equivalent	5½ ounces or equivalent	6½ ounces or equivalent	
Grains Group	ounces or equivalent	5 ounces or equivalent	6 ounces or equivalent				8 ounces or equivalent

BOYS	Your age: Activity level:	9-13 years			14-18 years		
		Inactive	Somewhat Active	Active	Inactive	Somewhat Active	Active
MyPyramid Food Group	Fill in YOUR Amounts						
Fruits Group	cups	1½ cups	2 cups				2½ cups
Vegetables Group	cups	2½ cups		3 cups	3½ cups		4 cups
Milk Group	cups or equivalent	3 cups or equivalent					
Meat & Beans Group	ounces or equivalent	5 ounces or equivalent	5½ ounces or equivalent	6½ ounces or equivalent	6 ounces or equivalent	6½ ounces or equivalent	7 ounces or equivalent
Grains Group	ounces or equivalent	6 ounces or equivalent		8 ounces or equivalent	7 ounces or equivalent	9 ounces or equivalent	10 ounces or equivalent
Key	Less Food	Amounts for about 2,000 calories		More Food			

### WHERE DO YOU FIT?

- Inactive Lifestyle..... includes only the light physical activity of day-to-day life activities.
- Somewhat Active Lifestyle... includes being physically active at a level equal to walking about 1½ to 3 miles at 3 to 4 miles per hour, beyond day-to-day life activities.
- Active Lifestyle..... includes being physically active at a level equal to walking more than 3 miles at 3 to 4 miles per hour, beyond day-to-day life activities.



# PLEDGE

- I promise to drink water when I am thirsty.
- I promise to read the food label on the back of my beverage container so I can choose healthy beverages.
- I promise to drink more \_\_\_\_\_ over the next \_\_\_\_ week(s) and less \_\_\_\_\_.

I promise this because \_\_\_\_\_  
 \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_



For CalFresh information, call 1-877-847-3663. Funded by USDA SNAP-Ed, an equal opportunity provider and employer. Visit [www.CaChampionsForChange.net](http://www.CaChampionsForChange.net) for healthy tips.



# PROMESA

- Prometo tomar agua cuando tenga sed.
- Prometo leer la etiqueta de información nutricional en la parte de atrás de mi bebida para poder escoger bebidas saludables.
- Prometo beber más \_\_\_\_\_ durante la(s) próxima(s) \_\_\_\_ semana(s) y menos \_\_\_\_\_.

Hago esta promesa porque \_\_\_\_\_  
 \_\_\_\_\_

Firma \_\_\_\_\_ Fecha \_\_\_\_\_



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](http://www.CampeonesDelCambio.net).





# Goal Setting: Make a Plan and Go For It!

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

**Congratulations!** Now that you have set your goal using the *Rethink Your Drink* Pledge Cards, it is time to make a plan and go for it! Use the space below to develop a plan to help you to implement your goal.

## Part I — My Plan \_\_\_\_\_

---

**In order to meet my goal I can ...**

at home:

at school:

outside home and school:

Along the way I may encounter some challenges:

I can find help to overcome these challenges by seeking out these individuals or resources:

## Part II — How Did It Go? \_\_\_\_\_

---

**Evaluate and reflect.** *Did you meet your goal? Why or why not? What would you do differently next time?*

**Celebrate success!** *Whether you met your goal or not, you most likely made one small step towards a change. How will you celebrate?*



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# Fija la meta: ¡Haz un plan y lógralo!

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

**¡Felicitaciones!** Ahora que fijaste una meta con las Tarjetas de Compromiso de *Rethink Your Drink*, es hora de llevar a cabo un plan y lograrlo. Usa el espacio siguiente para trazar un plan que te ayude a poner en marcha tu meta.

## Parte I — Mi plan \_\_\_\_\_

**Para alcanzar mi meta puedo ...**

en casa:

en la escuela:

fuera de casa y de la escuela:

En el camino podré encontrar algunos retos:

Puedo encontrar ayuda para superar esos retos buscando a estas personas o recursos:

## Parte II — ¿Cómo me fue? \_\_\_\_\_

**Evalúa y reflexiona.** *¿Alcanzaste tu meta? ¿Por qué o por qué no? ¿Qué harías diferente la próxima vez?*

**¡Celebra el éxito!** *Tanto si alcanzaste tu meta o no, posiblemente diste un pequeño paso hacia el cambio. ¿Cómo lo celebrarás?*



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# Beverage Tracking Form

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

## Directions:

1. Circle the day of the week and list all the beverages, and amounts, that you consume each day.
2. As you drink each beverage, read the Nutrition Facts label and calculate the total amount of sugar you drink per beverage.
3. Then, total the amount of sugar you drink each day.
4. Continue tracking your beverage consumption over three days.
5. Bring your completed form to class for discussion.

DAYS OF THE WEEK (include one weekend day)	BEVERAGE FACTS (use Nutrition Facts label)	TOTAL GRAMS OF SUGAR / DAY (# serving(s) consumed x # g of sugar per serving)
Day One (please circle): M T W Th F Sat Sun	Beverage Name: ____ g of sugar per serving X ____ # servings consumed  Beverage Name: ____ g of sugar per serving X ____ # servings consumed  Beverage Name: ____ g of sugar per serving X ____ # servings consumed	g Sugar: ____ + g Sugar: ____ + g Sugar: ____ = Total grams of sugar for Day One: ____
Day Two (please circle): M T W Th F Sat Sun	Beverage Name: ____ g of sugar per serving X ____ # servings consumed  Beverage Name: ____ g of sugar per serving X ____ # servings consumed  Beverage Name: ____ g of sugar per serving X ____ # servings consumed	g Sugar: ____ + g Sugar: ____ + g Sugar: ____ = Total grams of sugar for Day Two: ____
Day Three (please circle): M T W Th F Sat Sun	Beverage Name: ____ g of sugar per serving X ____ # servings consumed  Beverage Name: ____ g of sugar per serving X ____ # servings consumed  Beverage Name: ____ g of sugar per serving X ____ # servings consumed	g Sugar: ____ + g Sugar: ____ + g Sugar: ____ = Total grams of sugar for Day Three: ____
Total grams of sugar from beverages (for 3 days) ____		



# Beverage Recipe Ideas

## Jicama Piña Breeze

**Makes 3 servings.**  
1 cup per serving.

**Prep time:** 10 minutes

**INGREDIENTS**

- ½ cup canned pineapple chunks, packed in 100% juice, undrained
- ½ cup fresh jicama, peeled and cut into small pieces
- ½ cup fresh orange chunks
- 2 cups orange juice
- ice cubes



**PREPARATION**

1. Place all ingredients in a blender container.
2. Blend until smooth. Pour into glasses and serve.

**Nutrition information per serving:** Calories 117, Carbohydrate 28 g, Dietary Fiber 3 g, Protein 2 g, Total Fat 0 g, Saturated Fat 0 g, Trans Fat 0 g, Cholesterol 0 mg, Sodium 5 mg

Added sugar 0 g



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

RCP-15/Ver. 02/09

## Brisa de Jícama y Piña

**Rinde 3 porciones.**  
1 taza por porción.

**Tiempo de preparación:**  
10 minutos

**INGREDIENTES**

- ½ taza de trozos de piña enlatada en 100% jugo natural, sin escurrir
- ½ taza de jicama fresca, pelada y cortada en trocitos
- ½ taza de trozos de naranja fresca
- 2 tazas de jugo de naranja
- cubos de hielo



**PREPARACIÓN**

1. Ponga todos los ingredientes en el vaso de una licuadora.
2. Licúe hasta que la mezcla adquiera una textura cremosa. Sirvala en vasos individuales.

**Información nutricional por porción:** Calorías 117, Carbohidratos 28 g, Fibra Dietética 3 g, Proteínas 2 g, Grasa Total 0 g, Grasa Saturada 0 g, Grasa Trans 0 g, Colesterol 0 mg, Sodio 5 mg

Azúcar agregada 0 g



Para información sobre los Cupones para Alimentos, llame al 877-847-3663. Financiado por el Supplemental Nutrition Assistance Program del Departamento de Agricultura de los Estados Unidos, un proveedor y empleador que ofrece oportunidades equitativas

## Strawberry Smoothie

**Makes 3 servings.**  
*1 cup per serving.*

### Ingredients

- ½ cup 100% orange juice
- 1 large banana, peeled and sliced
- 1 cup fresh or frozen strawberries, thawed
- 1 cup lowfat vanilla yogurt
- 5 ice cubes



**Prep time:**  
10 minutes

### Preparation

1. Combine orange juice, banana, and half the strawberries into a blender container. Blend until smooth.
2. Add yogurt, remaining strawberries, and ice cubes. Blend until smooth. Serve immediately.

### Nutrition information per serving:

Calories 153, Carbohydrate 32 g,  
Dietary Fiber 3 g, Protein 5 g, Total Fat 1 g,  
Saturated Fat 1 g, Trans Fat 0 g,  
Cholesterol 4 mg, Sodium 57 mg  
Added sugar 5.01 g



Funded by USDA SNAP, known in California as CalFresh. • California Department of Public Health RCP-25/Ver. 11/11

## Licudo de Fresa

**Rinde 3 porciones.**  
*1 taza por porción.*

### Ingredientes

- ½ taza de jugo de naranja 100% natural
- 1 plátano grande pelado y rebanado
- 1 taza de fresas frescas o descongeladas
- 1 taza de yogur de vainilla bajo en grasa
- 5 cubitos de hielo



**Tiempo de preparación:**  
10 minutos

### Preparación

1. Combine el jugo de naranja, el plátano y la mitad de las fresas en el vaso de la licuadora. Licue hasta que la mezcla quede cremosa.
2. Agregue el yogur, el resto de las fresas y los cubitos de hielo. Licue hasta que la mezcla quede cremosa. Sirva inmediatamente.

### Información nutricional por porción:

Calorías 153, Carbohidratos 32 g,  
Fibra Dietética 3 g, Proteínas 5 g,  
Grasas 1 g, Grasa Saturada 1 g,  
Grasa Trans 0 g, Colesterol 4 mg,  
Sodio 57 mg, Azúcar agregada 5.01 g



Financiado por SNAP del USDA, conocido en California como CalFresh. • Departamento de Salud Pública de California