





# Nutrition Education for ESL Programs

LEVEL: **BEGINNING HIGH**



<b>Nutrition Standard</b>	Key Message #3: Students will influence children to eat healthy meals and snacks.
Content Objective	Students will be able to plan strategies for modifying children's preferences for foods, beverages and snacks that are high in sugar, fat and salt.
Behavior Change Objective	Students will identify healthy drinks and replace one beverage the family currently drinks with a healthier alternative.
Language Objective	Students will be able to interpret labels on juice products.
Instructional Approach	Life Skills Reading
Class Length	3 hours 
Topic	Food 



## NUTRITION BACKGROUND INFORMATION FOR TEACHERS

(NOTE: The following background information is intended for teachers only. It is not to be shared with students. Research shows that nutrition education that is skill-based is more effective than knowledge-based instruction and is more likely to lead to changes in behavior.)

Key Message #3: Students will influence children to eat healthy meals and snacks.

Objective 3.3: Students will be able to plan strategies for modifying children's preferences for foods, beverages and snacks that are high in sugar, fat and salt.\*

\* This lesson focuses on beverages.

### Food Labels

In the United States, packaged foods are required by the government to have nutrition information on the label. The Nutrition Facts label includes information about the serving size, servings per container, nutrients per serving and percent of Daily Values as determined by the National Academy of Sciences. In addition to nutrient percentages, the ingredients are listed in descending order of the amount of each ingredient in the product. (Note: Daily Values are based on an adult's need for 2,000 calories. Children may not need that many calories.)

Family members who do grocery shopping may not be aware that juice drinks are not always nutritious. The amount of juice may be minimal and labels can be deceptive. If the product is called **Juice Drink, Punch, or Cocktail**, it is likely that there is 20% or less of juice and a high percentage of sugar. Sometimes the label will state 100% Vitamin C. The shopper sees 100% and assumes it is a healthy drink when it could be high in sugar, but with added vitamin C. Not all 100% fruit juices are equal, nutritionally speaking. Grape and apple juice may contain little vitamin C and are naturally higher in sugar than most other fruit juices. On the other hand, 100% orange juice is naturally lower in sugar and high in vitamin C and potassium. Grape and orange flavored sodas usually contain no fruit juice at all.

The goal of this lesson is to raise students' awareness about food and beverage labels and to encourage them to read Nutrition Facts labels in order to make healthier choices of beverages for their families. This is done by conducting a classroom demonstration that illustrates how much added sugar is in beverages sold as fruit drinks. Students are encouraged to choose drinks that contain 100% fruit juice or to make their own healthy drinks at home as alternatives to soda and high sugar drinks. If students say that 100% juice is too expensive, talk about frozen concentrate as a cheaper alternative to bottled juices. Some, but not all frozen juices are 100% juice, e.g., fruit punch. Adding the water just reconstitutes the juice, it does not make the product 50% water and 50% juice.

### More About Juice

Juices are part of the Fruit or Vegetable Groups of MyPyramid. Children who consume **too much juice** may not be hungry and will miss out on other important nutrients their bodies would receive from solid foods. For example, while most 100% fruit juices contain vitamin C and some minerals, they lack the fiber that whole fruit contains. The American Academy of Pediatrics has the following recommendations regarding fruit juice intake for children:



## NUTRITION BACKGROUND INFORMATION FOR TEACHERS

Fruit juice should not be given to infants before 6 months of age.

- After 6 months of age, infants should not be given juice from bottles or cups that allow them to consume juice easily throughout the day.
- Infants should not be given juice at bedtime.
- For children ages 1-6, limit juice to four to six ounces ( $\frac{1}{2}$  cup to  $\frac{3}{4}$  cup) per day.
- For children ages 7 to 18, limit juice to eight to 12 ounces (1  $\frac{1}{2}$  cups) per day.
- Children should be encouraged to eat fruit. Note: A child may need only half an apple or banana, based on daily needs.
- One hundred percent fruit and or vegetable juice can be a healthy part of a child's diet if it is provided in appropriate amounts and if a variety of juices are included. Small amounts -  $\frac{1}{2}$  C - 1 C (4 - 8 oz) a day can be offered.
- Juices can be diluted with water in the cup.
- Because of allergies, wait until a child is one year old to offer orange, grapefruit or other citrus juices.

### Homemade Healthy Drinks

100% fruit juices can be more expensive and/or less available than juice drinks or soda. What are some alternatives for families who want their children to acquire a taste for healthier beverages? Many cultures have popular drinks that are healthier than soda and are low in cost because they are homemade. For example, a Latino favorite is the licuado made from milk, fresh fruit and ice in a blender. These are often referred to as "smoothies." The dried flower Jamaica (Hibiscus) is used to make a Latino drink, as is rice flour (Horchata).

The purpose of brainstorming favorite beverages in the Warm-up activity is to elicit these traditional drinks from students to show that they already may have healthy, low cost beverages in their diets. In the Application Stage of this lesson, students are asked to try some of these drink ideas at home with their families, if they are not already serving them, and to include them as alternatives to high sugar drinks their children may prefer. This lesson features a demonstration to show how much sugar is in some of the common drinks that children like. The teacher brings in the following materials:

- |                                |                                     |
|--------------------------------|-------------------------------------|
| • Large, clear pitcher         | $\frac{1}{2}$ cup 100% orange juice |
| • 16 oz. of water              | 12 oz. bottle of corn syrup         |
| • Measuring cups               | Red food coloring                   |
| • Small paper cups for tasting | A spoon for stirring                |

\*See the complete lesson for instructions.

**Key Word Search:** *healthy snacks/meals for children*

### Websites for more information (2008)

USDA Nutrition Information (offers a wide range of information, resources and material):  
<http://www.nutrition.gov/>

MyPyramid: [www.mypyramid.gov](http://www.mypyramid.gov)

USDA Juice page: <http://www.fns.usda.gov/tn/Resources/Nibbles/juice.pdf>

American Academy of Pediatrics:

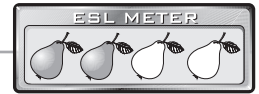
[http://www.fns.usda.gov/tn/Healthy/Soft\\_Drinks/juice\\_moderation.pdf](http://www.fns.usda.gov/tn/Healthy/Soft_Drinks/juice_moderation.pdf)

Network for a Healthy California/Champions for Change

<http://www.cachampionsforchange.net/en/index.php>



**LESSON PLAN**



**Beginning High**

**Warm-Up/Review** (20 min.) 

*(Prior to the class, have students bring a label from home of a drink their family likes. Tape it to Nutrition Journal page, "Healthy Drinks;" make copies of the flash card words for sugar on card stock.)*

- 1. Brainstorm beverages and list on board or tear sheet.** E.g., licuado, agua fresca, horchata, Jamaica, soy milk, tea, cow's milk, Kool-aid, soda, coffee, sparkling water, blender drink, juice cocktail, juice drink, punch, etc.
- 2. Conduct a survey of what students drink.**
  - Model the task with a transparency of Worksheet #1, "Survey."
  - Write the three survey questions on the board.
    - What is your name?
    - What did you drink yesterday?
    - What did your children drink yesterday?
- 3. Model with student partner** by asking a volunteer the questions. Then have volunteer ask you.
- 4. Model reporting** the answer by telling class what your partner drank yesterday. "Maria drank water, juice and coffee yesterday. Her children drank water, juice and soda."
- 5. Combine students into groups of four.**
- 6. Distribute one Worksheet #1 to each group.**
- 7. Designate a recorder** in each group of four. Have the recorder ask the questions and write the responses of the group on the worksheet.

Worksheet #1

SURVEY

NAME	"What did you drink yesterday?"	"What did your children drink yesterday?"
1.		
2.		
3.		
4.		

Worksheet #1

SURVEY

NAME	"What did you drink yesterday?"	"What did your children drink yesterday?"
1.		
2.		
3.		
4.		

**MATERIALS**

Transparency/Worksheet #1, "Survey"



**LESSON PLAN****Beginning High****Warm-Up/Review** (cont.)

8. Have **students practice the language in their groups**, "Asha drank tea and juice yesterday. Her children drank milk and juice." Etc.
9. **Call on a volunteer from each group** to report the group's answers. Record and tally the responses on the board using the list of beverages generated in the Warm-Up activity. (Copy and use the results in Application activity that graphs student changes.)
10. **Announce the lesson objective:** "Today we are going to read labels on juice packages to find healthy drinks."

**MATERIALS**

Transparency/Worksheet #1, "Survey"



**LESSON PLAN****Beginning High****Introduction** (15 min.) 

- 1. Demonstrate how a juice drink is made** by following the steps below.
  - Announce: "Today we are going to make a juice drink for your children."
  - In a large (clear) container
    1. put 16 ounces of water (2 cups)
    2. add 4 oz. (1/2 cup) 100% orange juice
    3. pour 12 oz. of corn syrup into the container; stir
    4. add 4 drops red food coloring
- 2.** Offer small cups of drink to students.
- 3.** Direct students to talk in small groups.
  - "Do you think this is a healthy drink?"  
Why? Or Why not?
  - Call on a student from each group to make a statement  
"This is a healthy drink because..." OR "This is not a healthy drink because....."

**MATERIALS**

Large, clear container; 2 cups of water; 1/2 cup 100% orange juice; 12 oz corn syrup; 4 drops red food coloring; small cups for tasting; spoon



# LESSON PLAN



## Beginning High

### Presentation (20-30 min.)

#### 1. Explain the organization of the juice label by following the steps below.

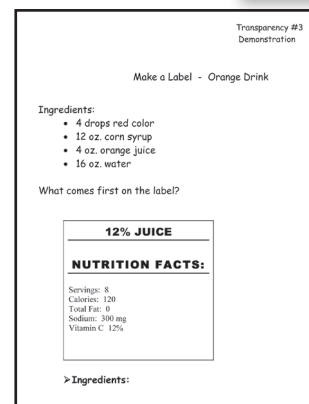
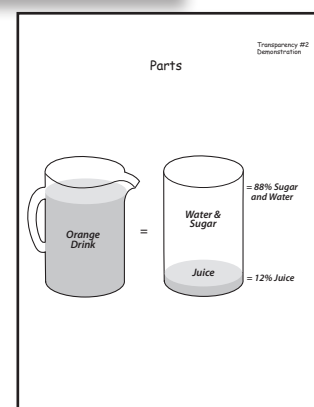
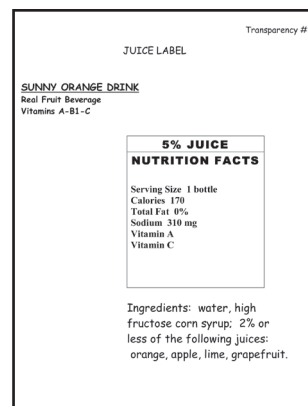
- **Project Transparency #1**, "Juice Label."
- **Explain the sections** of the juice label.
  - What part is juice is at the top.
  - Nutrition facts are next - this tells how healthy it is.
  - Ingredients are next listed in order by how much is in the drink.

#### 2. Demonstrate the meaning of percent with Transparency #2. (Color in the container to show the proportion of juice (12%) in the demonstration drink. You will use this again as you read other labels in the lesson.)

- Refer back to the juice made in the demonstration.
- The whole thing (sugar, water, juice) = 100% (on the transparency color in the full container in a light color.)
- The juice part is 12%. (On the transparency draw a line showing about 1/10).
- Ask, "Is that a lot of juice or a little juice?"

#### 3. Show Transparency #3, "Make A Label"

- Explain that this would be the label on the orange drink made in the demonstration.
- Guide the students in listing the ingredients in descending order at the bottom of the label- water, corn syrup, juice, red color.
- Pose critical thinking questions
  - how much fruit juice is there? (12%)
  - what is the first ingredient? (water)
  - what is the second ingredient? (sugar; corn syrup)
  - is this a healthy drink? (no)



## MATERIALS

Transparency #1, "Juice Label"; Transparency #2, "Parts;" overhead pens in two colors; Transparency #3, "Make A Label"



## LESSON PLAN



Beginning High

**Presentation** (cont.)

4. Explain that if you are looking for a healthy drink the % juice should be 75% - 100% and fruit juice should be the first ingredient.
5. Write this on the board for student reference throughout the lesson: **75% - 100% juice More fruit juice than sugar**
6. **Explain vocabulary words** on labels that mean sugar by following the steps below.
  - Show flash cards with words used on labels for sugar (fructose, sucrose, glucose, corn syrup, cane sugar).
  - Read the words to the students.
  - Show realia of corn syrup, cane sugar.
  - Point out that sugar words often end in - **ose** (**e.g. fructose, glucose, sucrose**).
  - Tape the flash cards to the board so students can refer to them throughout the lesson.

Flash Cards

cane sugar

Corn syrup

Fructose

Sucrose

Glucose

**MATERIALS**

Flash cards of words for sugar.



# LESSON PLAN



Beginning High

## Guided Practice (20 min.)

- Review previously taught construction** *more than, less than* by following the steps below.
  - **Show Transparency #4**, "More Labels."
  - Tell students to look for the % juice on the label. Ask, "Does the grape juice have more than 75%?" (YES) "Does the punch have more than 75%?" (NO)
  - Show Transparency #4B and color the whole container to indicate 100% juice.
  - Color in 2% on the citrus punch container to indicate the amount of juice.
  - Show Transparency #4 again. Have students skim for the sugar words in the list of ingredients. "Do you see any sugar words?" (High fructose corn syrup in the citrus punch.)
  - "Is fruit juice the first ingredient?" (In the Grape Juice, YES; in the Citrus Punch, NO)
  - Cue students to compare the drinks using **more than, less than** statements, such as "Grape Juice has more juice than Citrus Punch."
  - Invite students to come up to the projected labels and circle the % juice and the sugar words.

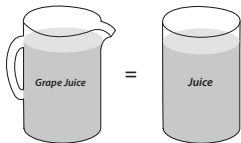
Transparency #4

MORE LABELS

A. <u>Grape Juice</u>	B. <u>Citrus Punch</u>
<b>100% JUICE</b>	<b>2% JUICE</b>
<b>NUTRITION FACTS</b>	<b>NUTRITION FACTS</b>
Servings: 6 Calories: 160 Total Fat: 0 Sodium: 0 Vitamin A: 0% Vitamin C: 120% Calcium: 0%	Serving size: 8 oz. Calories: 110 Total Fat: 0 Sodium: 10mg Vitamin C: 100%
Ingredients: Grape juice, citric acid, vitamin C.	Ingredients: water, high fructose corn syrup, less than 2% of orange, grapefruit, lemon and tangerine juice, citric acid, food starch, corn oil, vitamin C.

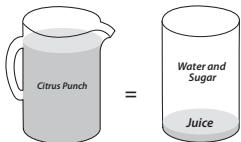
Transparency 4B

Juice #2



= 100% Juice  
= 0% added sugar

Juice #3



= 98% Water and Sugar  
= 2% Juice

## MATERIALS

Transparency #3, "Make a Label";  
Transparency #4, 4B "More Labels"



## LESSON PLAN



**Beginning High**

- 2. Do a Think, Pair, Share activity** to check comprehension:
- Explain that the students will work with a partner to think together about each individual question below.
  - Direct students to Think about their answer, turn to a partner and take turns answering (Pair) and then tell the class (Share).
  - Repeat the process for each question.
  - **Ask these questions:**
    - Point to label A: How much juice is in this drink? (100%)
    - Point to label A: What is the first ingredient on this label? (Grape Juice)
    - Point to "high fructose corn syrup" on Label B: What does that mean? (Sugar)
    - Point to Label B: How much juice is in this drink? (2%) Does it have a lot of sugar? Yes
    - How do you know? (corn syrup comes before juice on the label.)
    - Point to Label A: How much added sugar is in this drink? (None) How do you know? (Sugar is not in the ingredients.)
    - Compare Label A and B using **more than**, **less than** statements.
  - **Confirm the answers** by circling the answers on Transparency #4.

## MATERIALS


Transparency #4, "More Labels"



## LESSON PLAN



Beginning High

Practice 1 (20 min.) 

## 1. Set up the activity:

- If possible **bring authentic juice labels from home.**
- If not possible, print out the strawberry drink and grape juice labels provided with this lesson. (Brand names have been blackened out.)
- **Distribute 1 authentic juice label to each group** of 4 students (either strawberry drink or grape juice).
- **Distribute 1 copy of Worksheet #2, "Is This Drink A Healthier Choice?"** to each group. (There is an upper portion and a lower portion).

Sample Label

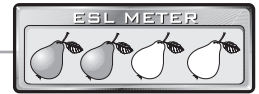


## MATERIALS

Authentic juice labels brought from home, or sample labels provided with lesson; Transparency/Worksheet #2, "Is This Drink A Healthier Choice?"



**LESSON PLAN**



**Beginning High**

**Practice 1** (cont.)

- 2. Give directions for the activity.**
  - **Direct students to read the label** in the group and look for the % juice and order of ingredients to determine, "Is this drink a healthier choice?"
  - **Direct students to answer the questions** on the top of worksheet.
  - **Direct students to exchange their labels** with another group.
  - **Have groups use the bottom portion of worksheet** to look at the second label.
  
- 3. Have the groups who** exchanged labels **check their worksheets** against each other's.

Worksheet #2

**IS THIS DRINK A HEALTHIER CHOICE?**

**A. Directions:**  
 Look at the label together.  
 Answer the questions about this label.

1. What is the name of the drink? \_\_\_\_\_
2. Is there more than 75% juice? \_\_\_\_\_
3. Is there sugar in this drink?                      YES              NO
4. What are the sugar words on the label? \_\_\_\_\_

**B. Directions:**  
 Change labels with another group.  
 Look at the other label.  
 Answer the questions about this label.

1. What is the name of the drink? \_\_\_\_\_
2. Is there more than 75% juice? \_\_\_\_\_
3. Is there sugar in this drink?                      YES              NO
4. What are the sugar words on the label? \_\_\_\_\_

**C. Directions:**  
 Think about the two drinks.

1. Which drink is the healthier choice? \_\_\_\_\_ Why?

Check your answer with the other group. Do you agree? \_\_\_\_\_

**MATERIALS**

Authentic labels; Worksheet #2, "Is This Drink A Healthier Choice?"



# LESSON PLAN



## Beginning High

### Assessment (20 min.)

1. Distribute **Worksheet #3, "Quiz"**.
2. Give directions for Part A and Part B.
  - Part A: Students answer questions about the 2 labels.
  - Part B: Students use *more and less* to fill in the blanks.
3. Collect student papers and record the score:  
13 = 100%; 10 = Passing (77%)

### Application (15 min.)

1. Distribute "My Nutrition Journal" or worksheet #4, "Healthy Drinks."
2. Explain assignment:
  - Go over the directions for Drink #1.
  - Students who brought labels from home will have taped it here at the beginning of the lesson. Have them answer the questions about that juice drink.
  - If students did not bring a label, direct them to sit with someone who did and listen.
3. Refer back to the Survey done in the Warm Up activity. Have students think about the drinks their children like.
  - After looking at Drink #1, have students make a goal about choosing healthier drinks for their families, e.g. I want my family to drink less soda and more orange juice.

Worksheet #3

QUIZ

Part A: Compare the 2 drink labels. Answer the questions.

Orange Punch 2% Juice	Apple Grape Juice 100% Juice
<p><b>Nutrition Facts</b></p> <p>Serving Size: 8 oz. Calories: 110 Total Fat: 0g Sodium: 10g Protein: less than 1g Vitamin C: 100%</p> <p><b>Ingredients:</b> water, high fructose corn syrup, less than 2% of orange, grapefruit lemon and tangerine juice, vitamin C.</p>	<p><b>Nutrition Facts</b></p> <p>Serving Size: 8 oz. Calories: 120 Total Fat: 0g Sodium: 25g Potassium: 210mg Protein: 0g Vitamin C: 120% Calcium: 10%</p> <p><b>Ingredients:</b> apple, pear and grape juice; less than 2% ascorbic acid, calcium citrate</p>

1. Circle how much juice.
2. Underline the sugar.
3. Is juice first? Yes No
4. Is this drink healthy? Yes No

1. Circle how much juice.
2. Underline the sugar.
3. Is juice first? Yes No
4. Is this drink healthy? Yes No

Part B: Write *more or less*.

1. The punch has \_\_\_\_\_ sugar than the juice.
2. The juice has \_\_\_\_\_ water than the punch.
3. The punch has \_\_\_\_\_ Vitamin C than the juice.
4. The juice has \_\_\_\_\_ juice than the punch.
5. The punch has \_\_\_\_\_ water than the juice.

SCORE: \_\_\_\_

Worksheet #4  
Journal

Healthy Drinks

**My Goal:**

1. I want my family to drink less \_\_\_\_\_ and more \_\_\_\_\_
2. I will try this new healthier drink: \_\_\_\_\_

Tape Drink #1 Here Date: \_\_\_\_\_

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**Answer the questions.**

1. Underline the sugar in Drink #1.
2. Circle how much juice is in Drink #1.
3. How much juice is in drink #1? Show your answer.

0%      25%      50%      75%      100%

4. Is drink #1 a healthy choice? YES  NO   
Why? \_\_\_\_\_

## MATERIALS

Worksheet #3, "Quiz," Nutrition Journals or Worksheet #4, "Healthy Drinks;" tear sheet from Warm Up



**LESSON PLAN**



**Beginning High**

**Application** (cont.)

4. Give directions for Drink #2.
  - Tell students that you will check another label from home in 3-5 days.
  - Encourage them to read labels when they shop for drinks.
  
5. Remind students to bring drink labels from home before you do the follow-up activity 3-5 days later.
  - Have students tape their 2nd label on Nutrition Journal/Worksheet #4.
  - Have students compare the two labels by writing "more" or "less."
  - Have students work with a partner to give "My Report" and say if they are choosing healthier drinks since the lesson.
  - Provide an alternative (Worksheet 5) to students who were absent or did not bring labels from home.

Worksheet #5  
Journal

COMPARE JUICE DRINKS

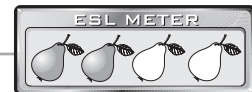
DRINK 1	DRINK 2								
<p><b>20% JUICE</b></p> <p><b>NUTRITION FACTS</b></p> <p>Serving size: 8 oz. Calories: 120 Total Fat: 0 Sodium: 10g Protein: 0g</p> <p><b>Ingredients:</b> Water, cane sugar, orange juice, mango, passion fruit juice, red color</p> <p><b>Is this a healthy choice?</b> YES      NO</p>	<p><b>100% JUICE</b></p> <p><b>NUTRITION FACTS</b></p> <p>Serving size: 8 oz. Calories: 115 Total Fat: 0g Sodium: 320g Protein: 3g Vitamin A: 100% Vitamin C: 50% Vitamin B12: 100%</p> <p><b>Ingredients:</b> Tomato juice; vegetable juices: carrots, celery, beets, parsley, lettuce, spinach; salt, sugar; spices</p> <p><b>Is this a healthy choice?</b> YES      NO</p>								
<p><b>Compare drinks 1 and 2</b></p> <table style="width: 100%;"> <tr> <td style="width: 80%;">1. Which drink has less water?</td> <td style="width: 20%; text-align: center;">1 2</td> </tr> <tr> <td>2. Which drink has more juice?</td> <td style="text-align: center;">1 2</td> </tr> <tr> <td>3. Which drink has more sugar?</td> <td style="text-align: center;">1 2</td> </tr> <tr> <td>4. Which drink has less juice?</td> <td style="text-align: center;">1 2</td> </tr> </table>		1. Which drink has less water?	1 2	2. Which drink has more juice?	1 2	3. Which drink has more sugar?	1 2	4. Which drink has less juice?	1 2
1. Which drink has less water?	1 2								
2. Which drink has more juice?	1 2								
3. Which drink has more sugar?	1 2								
4. Which drink has less juice?	1 2								

**MATERIALS**

Nutrition Journal/Worksheet #4, "Healthy Drinks," or Worksheet #5, "Compare Juice Drinks"



**LESSON PLAN**



**Beginning High**

**Additional Activities**

*As a Warm-Up/Review activity in a subsequent lesson, use the following supplemental activities to revisit the lesson and reinforce awareness of information on juice labels and students' goals to replace high sugar drinks with healthier choices.*

1. Use Transparency/Worksheet #6, "Tips for Healthier Drinks" as a supplemental activity.
  - Project a transparency of Worksheet #6.
  - Guide students as they read the handout about ideas for healthier drink ideas.
  - Direct students to check tips they already use.
  - Ask students how having a garden helps them have 100% juice for their family.
  - Direct students to turn to a partner and read what they already do at home.
  - Direct students to circle a new idea they will try in the next week.
  - Check back in one week and have students fill in the questionnaire at the bottom of the page.
  - Have students tear off the bottom answers and turn them in.
  - Make a graph showing behaviors over 3 weeks time to show whether or not students are making healthier choices.

Worksheet #6  
Additional Activity

Tips For Healthier Drinks

**Directions:** Here is a list of healthier drink ideas. Check (✓) what you and your family do to choose healthier drinks.

\_\_\_\_\_ I have a fruit tree with fresh fruit.

\_\_\_\_\_ I have a vegetable garden.

\_\_\_\_\_ I mix milk and fruit juice (licuado).

\_\_\_\_\_ I use a blender or juicer to make healthy drinks.

\_\_\_\_\_ I carry a bottle of water.

\_\_\_\_\_ I add water to 100% juice to make more.

\_\_\_\_\_ I drink only 1 soda a day.

\_\_\_\_\_ I buy fruit juice with more than 75% juice.

\_\_\_\_\_ I make \_\_\_\_\_ for my family.

\_\_\_\_\_ Your ideas:  
\_\_\_\_\_

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\_\_\_\_\_ I already make healthy drinks for my family.  
DATE

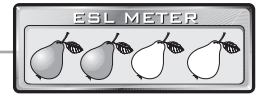
\_\_\_\_\_ I tried a new healthy drink. My family liked it: 1 2 3 4 5  
DATE No Yes

**MATERIALS**

Transparency/Worksheet #6, "Tips For Healthier Drinks;"  
graph of how many students chose healthier drinks



**LESSON PLAN**



**Beginning High**

**Additional Activities** (cont.)

2. Use Worksheet #7, "Healthier Drinks Questionnaire" as a supplemental activity.
  - In subsequent lessons for five days, use the "Healthier Drinks Questionnaire" (Worksheet #7) to have students survey each other.
  - Copy and cut up "Healthier Drinks Questionnaire" into strips.
  - Distribute one strip per student.
  - Have students put their name and date on the strip.
  - Direct students to interview a partner using the questions on the Questionnaire.
  - Ask: "How many students are choosing healthier drinks?"
  - Collect the Questionnaire strips and compare the results over several weeks' time.
  - Make a bar graph for the class on a tear sheet or for individual students in their Nutrition Journal to show change. (See Transparency #5, Sample Graph.)

Worksheet #7  
Additional Activity

HEALTHIER DRINKS QUESTIONNAIRE

1. Did your family try a new healthier drink?	YES	NO
2. Did you make the drink at home?	YES	NO
3. Did you buy the healthy drink?	YES	NO
4. My family liked the new drink.	YES	OK
5. My family will continue to drink it.	YES	MAYBE
	NO	NO

Worksheet #7

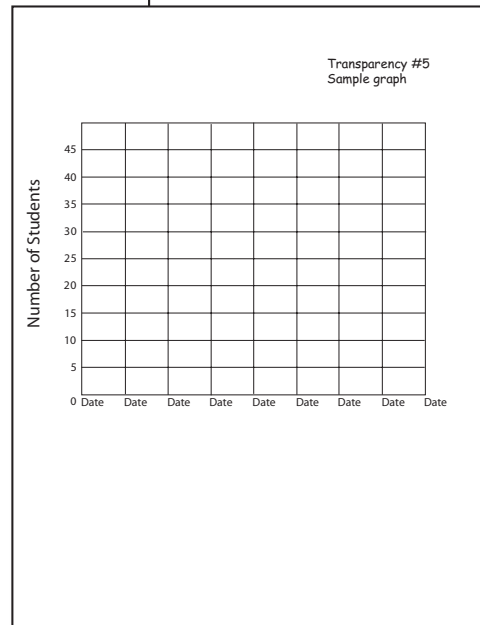
HEALTHIER DRINKS QUESTIONNAIRE

1. Did your family try a new healthier drink?	YES	NO
2. Did you make the drink at home?	YES	NO
3. Did you buy the healthier drink?	YES	NO
4. My family liked the new drink.	YES	OK
5. My family will continue to drink it.	YES	MAYBE
	NO	NO

Worksheet #7

HEALTHIER DRINKS QUESTIONNAIRE

1. Did your family try a new healthier drink?	YES	NO
2. Did you make the drink at home?	YES	NO
3. Did you buy the healthier drink?	YES	NO
4. My family liked the new drink.	YES	OK
5. My family will continue to drink it.	YES	MAYBE
	NO	NO



**MATERIALS**

Transparency/Worksheet #7, "Healthier Drinks Questionnaire"; tear sheets for graphing students' choices of drinks or Transparency #5, "Sample Graph"



**LESSON PLAN****Beginning High****Additional Activities** (cont.)

3. Additional ideas for “revisiting” this lesson:
  - Brainstorm with students a list of ideas for healthier low cost drinks for their families; type the list into a checklist; students take it home to try ideas.
  - If possible, invite students to bring drinks to share at break-time and hold a “tasting” of healthier drinks.
  - Lead a discussion about whether or not students are reading labels and noticing the list of ingredients.
  - Ask if students are talking to their children about choosing more fruit juice/water and less soda.
  - Discuss the barriers to changing their family’s habits. (cost, availability, taste preferences, peer pressure) Brainstorm solutions to the barriers. Have students try the solutions and report back the results.
  - Solicit students’ ideas for encouraging their family members to drink healthier beverages.

**MATERIALS**

Tear sheets for brainstorming ideas

