

Choosing Healthy Beverages

LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Describe how healthy beverages fit into the MyPlate dietary recommendations.
- Navigate a Nutrition Facts label to find the Ingredient List.
- Understand the link between sugary drinks, obesity, and type 2 diabetes.
- Name types of sugary drinks in their diets.
- Name drinks they and their family can consume instead of sugary drinks.



MATERIALS

- Sign-in sheet
- Name tags (optional)
- Self-stick flip chart paper
- Colored markers
- Nutrition Glossary
www.cdph.ca.gov/programs/neopb/Documents/RXD-AR1-Glossary.pdf
- *Drink Label Card Calculations Key*
www.cdph.ca.gov/programs/neopb/Documents/RXD-DrinkLabelCards_Final_Print_7_2013.pdf
- Granulated sugar or sugar cubes (approximately one pound)
- Re-sealable snack bags (6 1/2" to 3 1/4" size)
- One 20 ounce soda bottle
- *Set of Drink Label Cards*
www.cdph.ca.gov/programs/neopb/Documents/RXD-DrinkLabelCards_Final_Print_7_2013.pdf
- *Cucumber Mint Breeze* ingredients for water tasting:
 - 1 cucumber, washed and sliced
 - 1 bunch mint, washed
 - Ice
 - Water
 - Pitcher or dispenser
 - Tasting Cups
- *Show Me the Sugar!* handout
www.cdph.ca.gov/programs/neopb/Documents/ShowMeTheSugar_EN.pdf
- *Cucumber Mint Breeze* recipe card
www.cdph.ca.gov/programs/neopb/Documents/CucumberMintBreeze.pdf
- *Choose MyPlate* handout
www.choosemyplate.gov/food-groups/downloads/TenTips/DGTipsheet1ChooseMyPlate.pdf
- *Make Better Beverage Choices—10 Tips to Get Started* handout
www.choosemyplate.gov/food-groups/downloads/TenTips/DGTipsheet19MakeBetterBeverageChoices.pdf





PREPARATION

1. Review lesson curriculum and trainer materials.
2. Make copies of participant handouts.
3. Prepare display bottle:
 - Empty and wash 20 ounce soda bottle and cap. Allow to dry completely.
 - Remove label from bottle and replace with Nutrition Facts label from Drink Label Cards for the 20 ounce soda.
 - Fill bottle with 17 teaspoons of sugar or 17 sugar cubes and replace cap.
4. Using the "*Drink Label Cards Calculations Key*" for reference, select additional sugary drinks commonly consumed by participants. Label and fill each resealable snack bag with the appropriate amount of sugar cubes or teaspoons of sugar for each drink respectively.
 - Prepare the "*Cucumber Mint Breeze*" recipe for water tasting, as directed in recipe card.
5. Prepare sign in sheets and name tags (optional).

WARM-UP ACTIVITY: WHAT ARE YOU DRINKING?

1. Introduce yourself and share a short professional background and your organization. Optional: Ask the participants to introduce themselves.
2. Explain that today's topics include: 1) how healthy beverages fit into the MyPlate dietary recommendations; 2) the link between drinking sugary drinks, obesity, and type 2 diabetes; 3) the types of added sugar and sugary drinks that may be in their diets; and 4) healthy beverages they and their families can drink in place of sugar sweetened beverages.
3. Ask participants to volunteer to share beverages they drank yesterday or within the past week. List and tally each type of drink named on the flip chart.
 - **Instructor Note:** If a participant mentions a specific branded product, affirm their participation and name the sugary drink category to which that drink belongs.
 - Discuss the different types of drinks in the participants' diets (e.g., sports drinks, sodas, coffee drinks, etc.).
4. Review the list and thank participants for their willingness to share.

DISCUSSION: IMPACT OF SUGARY DRINKS ON OUR HEALTH

1. Explain the link between sugary drinks, obesity, and type 2 diabetes.
 - Extra calories from added sugar—like those in sugary drinks—contribute significantly to overweight and obesity. Sugary drinks are the largest source of added sugar in the American diet.¹
 - Sugary drinks contribute to increased risk for certain chronic diseases such as type 2 diabetes and heart disease.^{2,3}
 - Drinking sugary drinks nearly doubles the risk of dental cavities in children.⁴
 - Strong evidence shows that children and adolescents who consume more sugary drinks have higher body weight compared to those who drink less.⁵
 - And, adults who drink one or more sugary drinks a day are 27% more likely to be overweight than adults who do not drink sugary drinks.⁶

Ask the group: What do you think about this information? What does it mean to you?

2. The California Department of Public Health created the *Rethink Your Drink Campaign*.
The *Campaign*:
 - Educates Californians about healthy drinks;
 - Helps Californians recognize the amount of added sugar and calories in sugary drinks;
 - Communicates the link to health risks.

Categories of Sugary Drinks

- Soda/Soda pop
- Sports drinks
- Energy drinks
- Juice drinks
- Flavored milk (e.g., chocolate, strawberry, vanilla)
- Coffee drinks (hot or iced) with sweeteners or flavoring
- Vitamin-added waters
- Milk tea
- Boba/Bubble/Pearl tea or drink
- Sweetened teas (hot or iced)
- Yogurt drinks
- Grass jelly drinks

3. Review the Choose MyPlate handout to explain to participants how healthy beverages fit into the MyPlate dietary recommendations.
 - Pass out "Choose MyPlate" handout.
 - Ask the group: Who has heard of MyPlate? What have you heard?
 - Point out the MyPlate logo and explain that it shows us how to make healthier food choices and balance our meals.
4. Explain the following:
 - The recommended beverage to be served with meals is milk. The lowest in fat are lowfat 1% and non-fat milk, and therefore they are better choices.
You can also choose from fortified milk substitutes like soy, almond or rice milk, however be sure to choose unsweetened or low sugar varieties.

- o **Instructor Note:** If parents and caregivers are in the audience, remind them that children over age 2 can drink lowfat 1% and non-fat milk too!
 - There are some foods and beverages made up almost entirely of added sugar. In fact, these foods and beverages do not contain enough of any nutrient to put them into any food group within MyPlate. Sugary drinks are one of these, and therefore do not belong to any food group.
5. Using the prepared and labeled soda container, showcase the amount of sugar in one 20 oz. soda.
 - Ask the group: What do you think about this amount of sugar?
 6. Use the prepared bags of sugar to show the amount of sugar in each sugary drink named.
 - Ask the group: What surprises you about this information?
 7. Use a green colored marker to circle the healthy drinks on the list developed during the warm up activity: water, seltzer water, non-fat and lowfat 1% milk and 100% juice.
 8. Close this portion of the lesson by defining sugary drinks as drinks that often provide added calories and sugar, with few essential nutrients.

ACTIVITY: LABEL READING

1. Pass out the "Show Me the Sugar!" handout.
 - Ask the group: Which of these names for sugar do you recognize? Which ones have you seen on food packages?

Naturally Occuring Sugars

1. Fructose
2. Lactose
3. Maltose
4. Glucose (aka dextrose)
5. Sucrose

Added Sugars

1. Corn syrup
2. High fructose corn syrup
3. Malt syrup
4. Maple syrup
5. Brown sugar
6. Raw sugar
7. Honey
8. Maltodextrin
9. Molasses



- Explain that sugar comes in many forms and has many names. Though not listed separately on the Nutrition Facts label, drinks may contain two types of sugar: naturally occurring sugar and added sugar.
- Explain that naturally occurring sugars are found naturally in fruits (fructose) and milk (lactose). These sugars are part of the overall healthy package of nutrients that these foods provide.
- Explain that added sugars add calories but no nutrients to food and drinks. Added sugars are found mainly in processed foods and drinks. Encourage participants to consume foods and drinks with fewer added sugars.
- One way to know if there is added sugar is to read the ingredients list on the label. Added sugars in the diet should be reserved for food and beverages that offer the body additional benefits. For example, lowfat yogurt contains sugar but offers the benefit of calcium and protein.



Note

If a type of sugar is in the first three ingredients, the product is likely to have a lot of added sugars.

ACTIVITY: MAKING BETTER BEVERAGE CHOICES

1. Pass out the "*Make Better Beverage Choices*" handout.
 - Since participants should now be familiar with sugary drinks, sugary drinks' impact on health and that people consume too many sugary drinks, ask them what they think about changing their consumption patterns.
 - Refer to the handout. Highlight to participants that tip #9 says, "Check the Facts: Use the Nutrition Facts label to choose beverages at the grocery store. The label contains information about total sugars, fats, and calories to help you make better choices."
2. Explain to the participants that instead of sugary drinks, they can drink:
 - Water – plain or flavored with added fruit, vegetables and herbs
 - Unsweetened seltzer water or unflavored sparkling water
 - Unsweetened tea (iced or hot)
 - Unsweetened coffee (iced or hot)
 - Non-fat or lowfat (1%) unflavored milk
 - Fortified soy, almond and rice milk (unsweetened, or low sugar)
 - 100% juice in limited amounts
 - 4-6 ounces per day for children
 - 8 ounces per day for adults

ACTIVITY: FLAVORED WATER TASTING

1. Refer back to the list of drinks from the beginning of class. Encourage participants to make better beverage choices.
2. Explain to participants that there are simple and creative ways to make water tasty.
3. Distribute recipe cards and water samples. Have participants share their reactions and ideas for other flavored water combinations.
4. Thank the participants for coming and encourage them to drink water—instead of sugary beverages—for their health.

Expansion Idea

Advanced Label Reading

MATERIALS

- *Calculating How Much Sugar is in a Container* handout
<http://www.cdph.ca.gov/programs/neopb/Documents/CalculatingSugar-EN.pdf>

- Drink Label Cards (one per pair)
- *How Much Sugar?* worksheet
<http://www.cdph.ca.gov/programs/neopb/Documents/RXD-L1B1-HowMuchSugar.pdf>
- Pencils
- Calculators (optional)
- Granulated sugar or sugar cubes
- Measuring teaspoons
- Clear eight- or nine-ounce cups

ACTIVITY

1. Have the participants get into pairs. Pass out the materials to each pair.
2. Discuss that the objective of this activity is to learn how much sugar is in some of the most common sugary drinks by using the Nutrition Facts label to calculate the amount of sugar they contain.
3. Explain to the participants that you will be teaching them how to calculate the amount of sugar in the beverages they commonly drink by reading a Nutrition Facts label.



4. Using the "*Calculating How Much Sugar is in a Container*" handout, have the participants answer the following questions out loud.

- a. "What is the serving size listed in the Nutrition Facts label (number of ounces)?"
- b. "How many servings per container are listed in this Nutrition Facts label?"
- c. "How much sugar is listed?"
- d. Explain to the participants how to determine the number of teaspoons of sugar in the drink using the grams of sugar on the Nutrition Facts Label:

Grams of sugar \div 4 = teaspoons of sugar.

- e. In this example, refer to handout "*Calculating How Much Sugar is in a Container*": 68 grams of sugar \div 4 = 17 teaspoons of sugar. Count 17 cubes of sugar into a clear cup. Note: one sugar cube is approximately equal to one teaspoon of sugar.
- f. Use the "Juice Drink" Drink Label Card and a calculator to show how to calculate the amount of sugar in a container with more than one serving.

27 grams of sugar \div 4 = 6.75 teaspoons of sugar

6.75 tsp. of sugar \times 2.5 servings = 16.8 teaspoons of sugar in the container (round up to 17)

Refer to the 17 teaspoons of sugar in the



cup you just measured.

5. Have pairs practice this activity using their "*Drink Label Card*." They can use the "*How Much Sugar?*" worksheet to write their calculations. They are finished once they measure the granulated sugar into the cup or place the appropriate number of sugar cubes into the cup (one sugar cube is approximately equal to one teaspoon full of sugar).
6. Explain to class that they just learned how to calculate the number of teaspoons of sugar in a drink. These same calculations work on food as well; they can do this with any Nutrition Facts label.

REFERENCES

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