



LESSON 2

Think Before You Drink!

Overview

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

Learning Objectives

Students will:

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

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California Health Education Content Standards – High School

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

California Nutrition Education Competencies – Grades 9-12

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

between nutrition, physiology, and health

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

- Overarching Nutrition Education Competency 2: Analyzing Nutrition Influences

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

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

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

- Overarching Nutrition Education Competency 7: Practicing Nutrition Enhancing Behaviors

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

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

Rethink Your Drink Key Messages:

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

Learning Objectives (continued)

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

Prior Knowledge

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

Teacher Background

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

Additional Teacher Background

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

References

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2. Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve. Adopted by the State Board of Education, March 2008. Retrieved from: <http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>
3. *U.S. Department of Agriculture Dietary Guidelines for Americans, 2010*. Washington, DC: U.S. Government Printing Office; December 2010
4. 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>.
5. The Nutrition Source: Healthy Drinks. Retrieved from the Harvard School of Public Health website: <http://www.hsph.harvard.edu/nutritionsource/healthy-drinks/>
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LESSON 2A

What Influences Your Health?

Lesson Overview

Time

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

Materials

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

Preparation

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

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Vocabulary (See Glossary for definitions)

- External influences
- Internal influences

Steps for Classroom Activity

Warm-up:

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

- Copy the following worksheets (one per student):

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

- Prepare chart paper and markers for small group work

Lesson Outline

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

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

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

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

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

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

Activity:

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

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

Small Group Work:

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

Cool down:

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

Check for Learning

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

Home Connection

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

Extensions/Links

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



LESSON 2B

Choosing Drinks for Health

Lesson Overview

Time

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

Materials

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

Preparation

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

Vocabulary (See Glossary for definitions)

- Decision-making
- Values

Steps for Classroom Activity

Warm-up:

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

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

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

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

Class Trip:

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

Cool Down:

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

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

Check for Learning

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

Home Connection

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

Extensions/Links

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