

## Lesson Overview

### GOAL:

To educate and empower participants to make healthier beverage choices.

### OBJECTIVES:

By the end of the class, participants will:

1. Increase knowledge of excess sugars and calories in beverages.
2. Increase knowledge of how excess sugars and calories lead to weight gain and diabetes.
3. Identify common sugary beverages using the Nutrition Facts Label.
4. Identify 5 strategies to reduce consumption of sugary beverages.
5. Identify the 6 FDA-approved sugar substitutes and recognize them as a safe alternative to natural sugar.

### MATERIALS:

1. Handouts/Worksheets/Visuals.
2. Equipment for PowerPoints and other audiovisuals when applicable.
3. A collection of beverage bottles of varying types and sizes. Suggestions: regular and diet sodas, 100% juice, juice cocktails, milk (whole, 2%, 1%, fat-free, chocolate) regular and diet flavored waters, regular and diet teas.

# BHL Week 3 Guide for Instructors



## Rethink Your Drink

## Getting Started:

### HOUSEKEEPING

- Welcome the class & introduce yourself.
- Cover questions/comments/concerns related to both fitness and/or nutrition, and refer to the appropriate BHL staff member if unable to answer or console.
- Review the past week's *FADS* and *Weekly 3 C's*.
- Review the past week's *Weekly Challenge* when applicable.
- Have trained BHL staff take anthropometric measurements, distribute any materials or information, or make announcements when applicable.
- Have participants sign-in on attendance sheet.
- Give MetroCard to those applicable.
- Ensure that healthy snacks and water are provided.
- Distribute the lesson handouts.
- After each **TOPIC**, ask if the material is clear and if there are any questions.

## Today's Lesson:

### #1 Pouring on the Pounds

- NYC DOMHH: *Pouring on the Pounds* (Handout #1, English) (Optional YouTube Video, User: drinkingsugar)

### TOPICS

1. **Introduction:** Ask the class to raise their hand if they drink soda or juice daily.
2. **Discussion:** The majority of Americans DO drink soda or juice everyday. Soda and juice can be consumed as part of a healthy diet in moderation, however, in our country we consume it excessively. Sugary drinks like soda and juice are a major cause of obesity, diabetes, and other diseases—because they are full of sugar! Cutting back on sodas and juices is a major step toward healthy living.
3. **NYC Pouring on the Pounds:** Distribute handout and show YouTube video(s) if media is available. Allow a few minutes for reactions and discussions.

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## #2 RETHINK YOUR DRINK

- Centers for Disease Control and Prevention: *Rethink Your Drink* (Handout #2, English/Spanish)

### TOPICS

1. **Rethink Your Drink.** Read through packet.
2. **(p3):** Ask class who drinks coffee? What kind of coffee do they normally get? What do they put in it? Compare items in the *Morning Coffee Shop Run* row. Repeat similar questions and give comparisons for remaining rows (lunch, afternoon break, etc...).
3. **(p4):** Read through. Emphasize the effects of portion sizes. Show what an 8 oz., 12 oz., and 24 oz. beverage looks like using real bottles and cans. Reinforce the phrase, “everything in moderation,” and give example, e.g., soda can be consumed as part of a healthy lifestyle—if portion size is kept to 8-12 oz and saved for special occasions.
4. **Activity—Type of Milk (p5):** Read through. Emphasize the importance of the type of milk. (1) Have the class partner into groups of 2 (one group of 3 okay). Distribute 2 varying types of milk containers to each group (e.g., 1 whole milk and 1 skim milk). (2) Show them how to read the calories on the Nutrition Facts Label. (3) Ask several groups to state the calories in their milks. Which milk has more calories? (4) Show them how to read the total fat on the Nutrition Facts Label. (5) Ask several groups to state the total fat in their milks. (6) Read *Safe Weight Loss* (green circle), and relate back to the importance of choosing skim milk, water, and other low-calorie beverages for weight loss and health. Have the class stay in their groups for next activity.
5. **Activity—Learn to Read Nutrition Facts Carefully (p6):** Give class praise: they are already a step ahead of this exercise. They know how to use a Nutrition Facts Label. It can be confusing—so it is important to keep practicing. (1) Distribute 2 varying types of beverages to each group, 1 high calorie beverage and 1 low- or zero- calorie beverage. (2) Remind them how to read the calories on the Nutrition Facts Label. (3) Have them read the Facts Label in the packet. Teach them about serving sizes (e.g., the example beverage would have a total of 250 calories; 2.5 servings per container \* 100 calories). (4) Ask several groups to state the calories on their beverages. Which beverage has more calories per serving? Per container? Which beverage is the healthier choice? (5) Provide individual assistance when necessary. Leave the bottles on the table for the next activity.
6. **(pp6-7):** Read through.
7. **Activity—Sugar by Any Other name (p7):** (1) Read through. (2) Have everyone grab a bottle. Can anyone spot a common sweetener in their list? Where does it occur on the list? Explain the importance of the order of ingredients on the Facts Label (first ingredient = most abundant; last ingredient = least abundant).
8. **(p8):** Read through.
9. **Conclusion:** Discuss how the class can begin making better beverage choices.

### #3 SWEET TASTE WITHOUT THE CALORIES

- The Academy of Nutrition and Dietetics: *Sweet Taste—Without the Calories* (Handout #3, ENG).

#### TOPICS

1. **Sweet Taste—Without the Calories:** Time permitting, read through. Save questions for end. Common Q&As are on page 2. If time is sparse, provide overview and read safety information on page 2. Assign remainder as at-home reading.

## Closing:

### HOUSEKEEPING

- Allow time for questions, comments, and concerns.
- Make sure that everyone has 3 blank *FAD* worksheets and 1 blank *My 3 C's* worksheet to complete over the week.
- Read their weekly *FAD* instructions (*Week-by-Week Guide* in *Orientation Packet*).
- Remind the class to review the *BHL Weekly Checklist*.
- Make sure that everyone knows the time/location of the next fitness and nutrition classes.
- Thank everyone for coming and offer your availability after class for questions, comments, or concerns. Provide referrals as necessary to the appropriate professionals.

## Material References:

### Handout #1:

Are You Pouring on the Pounds? New York City Department of Health and Mental Hygiene Web Site. Available at: <http://www.nyc.gov/html/doh/downloads/pdf/pan/PouringOnPounds.pdf>. Accessed July 10, 2013.

### Handout #2:

Rethink Your Drink. Department of Health and Human Services and Centers for Disease Control and Prevention Web Site. Available at: [http://www.cdc.gov/healthyweight/healthy\\_eating/drinks.html](http://www.cdc.gov/healthyweight/healthy_eating/drinks.html). Published August 17, 2011. Accessed July 10, 2013.

### Handout #3:

Dunn, A, Stuart, N. Sweet Taste—Without the Calories. Diabetes Care and Education Practice Group Web Site. Available at: <http://www.dce.org>. Accessed July 10, 2013.