

# Activity 1. "Role" With It! (35 mins)

## Key Messages

- Drink choices can be influenced by various factors, including family, friends and the media. We can decide for ourselves to make healthy drink choices.
- Drink water - it's always a great choice!

## Objectives

- To discuss the ways other people or the media can affect the drink choices they make.
- To recognize that students have the ability to make their own decisions about drink choices.

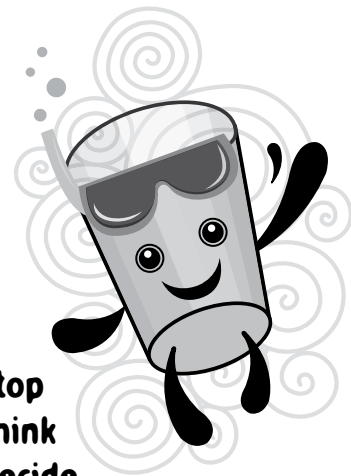
## Preparation

You need:

- Props, e.g., empty drink containers

Also:

- Copy Teacher Resource 22: "Role" With It! Scenarios.
- Review Backgrounder: *Water* (page 108).
- Review Backgrounder: *Guide to Making Healthy Drink Choices* (page 118).
- Review Assessment: "Role" With It!



1. Stop
2. Think
3. Decide
4. State your decision clearly and firmly

### Activity

#### Level 1

- Write the sentence, "When someone asks me to drink something that I don't like, I..." on the board and have students brainstorm endings to it.
- Ask students to think of specific situations when they might feel pressured to drink a sugary drink rather than a healthy drink.
- Draw suggestions from students about how they face such situations, then tie these to the 4 steps:
  1. Stop
  2. Think
  3. Decide
  4. State your decision clearly and firmly
- Tell students that they will perform a role-playing scenario from Teacher Resource 22: "Role" With It! using the 4 steps.

### The Punchline!

There are many factors that can influence our decision making - we **can** decide for ourselves to choose healthy drinks.

## Assessment

To assess this activity we have provided the assessment tool "Role" With It!.

You can use the *Quizzes* (page 102 and page 104) to wrap up the program.

## Activity Tips

Please see "Activity Tips" for this lesson on the next page.

## Activity Tips

There are several ways to set up the role playing scenario, for example:

- You can use the attached Teacher Resource 22: *Role" With It! Scenarios* for a more structured activity. This activity can be done in about 25 min.
- Another less structured way would be to ask students to come up with their own scenarios and could take longer.

Criteria:

- The role-playing scenarios show that (at least) 1 player knows how to make healthy choices.
- Students must be able to state reasons for their choices of drinks.

Remember that it is also a positive step for students to choose healthy drinks besides water and plain milk/unsweetened fortified soy beverage, such as reduced sugar chocolate/flavoured milk, or even a small(er) portion of a sugary drink.

If students choose the sugary drink in the role playing scenario, a comment may be made about our ability to enjoy "other" foods once in a while. "Other" foods are considered to be foods or drinks that:

- are high in fat, sugar, and/or salt (sodium).
- do not fit in the 4 food groups of *Eating Well with Canada's Food Guide* or *Eating Well with Canada's Food Guide - First Nations, Inuit and Métis*.
- should be limited for portion size and frequency.

It may be suggested that "other" foods be consumed no more than 20% of the time, leaving 80% of food choices to be healthy, everyday foods.

Choose **most**



Choose **sometimes**



Choose **least**  
or **not**  
**recommended**



# SIP SMART! BC

## "ROLE" WITH IT! SCENARIOS

### ➤ THE SOCCER GAME

**Players:** 3-4 soccer players (at least 1 player knows how to make healthy drink choices)

**Scene:**

You and your friends have just finished a soccer game against a really tough team. You are walking off the field, recapping the best parts of the game while congratulating each other on playing well. You are all thirsty and walk to a concession that offers sports drinks, milk and water.

**What drink do you choose? Let us know why!**



### ➤ THE LONG DRIVE

**Players:** 2 adults, 2 children (at least 1 player knows how to make healthy drink choices)

**Scene:**

Your family is going on a summer camping holiday. It is hot and you are all very tired, but the trip is not yet over.

You have all been in the car for 4 hours now and are really thirsty and hungry. The driver pulls into a gas station, gives the kids some money and asks them to buy drinks.

**What drinks do you choose?**

**Now that you are back in the car, explain to the adults why you chose these drinks!**



### ➤ AT THE MOVIES

**Players:** 3-4 friends (at least 1 player knows how to make healthy drink choices)

**Scene:**

You and your friends have just watched a movie at the local multiplex. You chat about how great the movie was and that now you want a drink.

On your way out you notice they have pop for sale after the show because the movie star is also in the pop commercials.

You can either buy a bottle of pop for \$2, a box of milk for \$2 or a box of fruity drink for \$2.

**What do you choose? Let us know why!**



# Student Self Assessment Tool

## ➔ "Role" With It!

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









### Level 1

Student Names:

\_\_\_\_\_

\_\_\_\_\_

Assessment Criteria	 yes	 no	 close
We showed that family, friends or media can influence our drink choices.			
We showed that at least 1 player on our team knows how to make healthy drink choices.			
We explained in the role-playing scenario why some choices are better than others.			
We used the 4 steps (Stop, Think, Decide, State your decision clearly and firmly).			
We spoke clearly and loudly and didn't turn our backs to the audience.			
<b>How many ,  and  did we get?</b>			



#### **Tips for using this assessment tool:**

- Go over the criteria with the students before the role-playing scenario.
- Distribute the assessment rubric before the role-playing scenario.
- Encourage students to check if they fulfill all criteria while practicing the role-playing scenario.
- After individual presentations, discuss criteria with class.  
Encourage the audience to give feedback on fulfillment of criteria.
- Have group fill in self-assessment right after presentation and class feedback.

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# → Backgrounders

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## Water

Our bodies need water to cool off by sweating, carry nutrients (vitamins, minerals, glucose, oxygen, fats) to cells, carry waste (carbon dioxide, lactic acid, etc.) away from cells, digest food, maintain bowel regularity and blood pressure, maintain kidney health, lubricate joints, allow muscles to contract, and many other vital bodily functions.

### **Our bodies are made up of approximately 65% water.**

Children (9 - 12 years old) need about 8 cups of fluid each day (about 1L of water for every 1,000 calories burned). The best way to judge if we are drinking enough fluids is to monitor urine output: we should urinate every 2 to 4 hours, and the urine should be pale yellow (like lemonade) not dark (like apple juice).

Dehydration occurs if we don't get enough water or other fluids. We may feel tired, dizzy, have difficulty concentrating, have a headache, perform poorly at sports, have an increased heart rate, and muscle cramps. At extreme levels of dehydration we can become delirious, have complete muscle and nervous system failure, and die.

Features of tap water:

- It is easily available in most places – drinking fountains, taps in kitchens and bathrooms.
- It is cheaper than bottled water.
- Drinking water keeps us hydrated without adding sugar, sodium or caffeine to our diets.
- There is no evidence that bottled water is safer than municipal tap water (excluding local conditions).
- Empty (often plastic) bottles require energy to be recycled and add more non-biodegradable waste to the landfills.
- Energy is used to bottle water and fuel is used to transport it to stores.
- Potentially harmful toxins (e.g. bisphenol-A) can leach out of some plastic bottles.
- It is possible that some bottled water, such as demineralized water or distilled water is simply tap water that has undergone a process to lower the mineral content and to remove chemicals such as chlorine (Health Canada, *Frequently Asked Questions about Bottled Water*, 2016).

→ **Note:** Under some circumstances tap water can be unsafe. For example, untreated or inadequately treated water from wells and other sources can contain sufficient numbers of disease-causing organisms such as bacteria, parasites and viruses that cause illness. Under these circumstances, bottled water would be a safer choice.

## References

HealthLink BC, *Drinking Enough Water*, November 2014



# Guide to Making Healthy Drink Choices

Choose most	Choose sometimes	Choose least or not at all
<p><b>Water</b> – great for keeping a person hydrated, and for sipping all day</p>	<p><b>100% juice</b> – has naturally occurring sugar, but may also contain vitamin C and A, folate, potassium, and antioxidants (125 mL or 1/2 cup of juice is enough for 1 day)</p>	<p><b>Sports drink</b> – has high sugar content; is intended for use during / after intense and continuous physical activity lasting longer than 90 minutes</p>
<p><b>Plain milk</b> – has some naturally occurring sugar but also contains key nutrients like protein, calcium, vitamins A and D</p> <p><b>Plain milk alternative:</b> unsweetened fortified soy beverage</p>	<p><b>Reduced sugar flavoured milk</b> (e.g. chocolate, strawberry) – contains more sugar than plain milk but has just as much nutritional value – reduced sugar milks will have 20 grams or less sugar per 250 mL</p> <p><b>Reduced sugar flavoured milk alternative:</b> Reduced sugar flavoured fortified soy beverage</p>	<p><b>Fruit drink</b> – contains only a small amount of real juice; most of the flavour comes from sugar; fruit drinks may also be called fruit “cocktails”, “blends” or “beverages”</p>
		<p><b>Pop</b> – is high in sugar and has no nutritional value; cola often contains caffeine</p>
		<p><b>Diet pop</b> – has no sugar, contains artificial sweeteners and acid (harmful to teeth), no nutrients, and sometimes caffeine</p>
		<p><b>Energy drink</b> – has high sugar content and high or very high caffeine content; may also contain other harmful additives</p>
		<p><b>Regular flavoured milk/fortified soy beverage</b> – contains more sugar than plain or reduced sugar flavoured milk</p>

## References

Consistent with BC Ministry of Education and BC Ministry of Health, *Guidelines for Food and Beverage Sales in B.C. Schools*, 2013  
Reference for “choose most definition” adapted from Alberta Health Services, *Healthy Eating for Children and Youth in Schools*, 2012

## Choose Most

Foods and drinks in the “choose most” category can be consumed daily, in appropriate amounts and portion sizes. These foods are recommended as healthy choices in *Eating Well with Canada’s Food Guide* or *Eating Well with Canada’s Food Guide - First Nations, Inuit and Métis*. and have little or no added sugar, fat or sodium (salt).