

Activity 3. Drink Diary (15-20 mins)

Key Messages

- Knowing what is in drinks helps us to make healthy choices.

Objectives

- To recall at least some of the drinks consumed in a 24-hour period.

Preparation

- Copy Handout 13: **Sip Smart! BC™ Drink Diary** for each student.
- Make overhead transparency of Overhead 2: **Sip Smart! BC™ Drink Diary – Example**.
- Review Backgrounder: *Sports Drinks and Energy Drinks* (pages 115 and 116).
- Review Backgrounder: **Sip Smart! BC™ Drink Diary** (page 119).
- Review Assessment Tool: **Sip Smart! BC™ Drink Diary**.
- Print class set of **Sip Smart! BC™ Factsheet**.

Gets students thinking about time period.

Number of drinks is important too.

Containers trigger students' memory.

Drink sizes are very important!

SIP SMART! BC™ DRINK DIARY

Name: _____ Date: _____

Did you have anything to eat or drink?

Before school?

I had something to eat: Yes No

I had something to drink: Yes (fill in table below) No (wait for teacher instruction)

Before school yesterday	Circle the type of container it came in:	Circle the size of your drink:	How many?
	S M L XL	S M L XL	

When you were at school? (Remember to include recess and lunchtime!)

I had something to eat: Yes No

I had something to drink: Yes (fill in table below) No (wait for teacher instruction)

At school yesterday	Circle the type of container it came in:	Circle the size of your drink:	How many?
	S M L XL	S M L XL	

Did you have drinks from the water fountain? Yes No

After school (Did you have anything while you were at an activity, during an evening meal or with a bedtime snack?)

I had something to eat: Yes No

I had something to drink: Yes (fill in table below) No (wait for teacher instruction)

After school yesterday	Circle the type of container it came in:	Circle the size of your drink:	How many?
	S M L XL	S M L XL	

Activity

Level 1 and Level 2

- Explain to the students how to fill in the **Sip Smart! BC™ Drink Diary** correctly by using the drinks you had the previous day, and write them down on Overhead 2: **Sip Smart! BC™ Drink Diary – Example**.
- Note the need to record the number and size of each drink type consumed at one time (see fourth bullet).
- Note that there are 3 sections in the **Sip Smart! BC™ Drink Diary**, 1 for the time period before school, 1 for while at school and 1 for after school.
- Prompt students to recall the time sequences (before, at and after school) of the previous day.
- Then distribute Handout 13: **Sip Smart! BC™ Drink Diary** to each student.
- Have students fill in each section. Cue students with questions about each time period. For example:
 - After school?
 - How did you travel home from school?
 - Were you watching TV?
 - On the computer?
- Collect the **Sip Smart! BC™ Drink Diaries** and use the *Drink Diary Calculator* to calculate the results of the survey before the next lesson.

Home Connection

We recommend distributing the **Sip Smart! BC™ Factsheet** after Lesson 1. The factsheet is available online in 10 languages.

Activity Tips

Please also review Backgrounder: **Sip Smart! BC™ Drink Diary** before beginning this activity.

The Drink Diary Activity follows Activity 2: Drink Check. If you choose to do the Sip Smart! BC™ Drink Diary without first doing Activity 2, please read through that activity carefully in order to better explain the instructions to the students.

The **Sip Smart! BC™ Drink Diary** was designed by professional evaluators.

To raise students' awareness about drinking habits, we recommend that students complete 3 **Sip Smart! BC™ Drink Diaries** over the course of the project (in Lesson 1, in/after Lesson 2, in/after Lesson 3).

Working through the **Sip Smart! BC™ Drink Diary** together the first time ensures that students understand the concepts of types of containers, drink portion size and quantity of portions. There are 2 ways to do this; and for consistency of responses, choose 1 method or the other:

Sip Smart! BC™ Drink Diary Method #1:

Do the first **Sip Smart! BC™ Drink Diary** together as a class on a Tuesday, Wednesday, Thursday or Friday, recalling the drinks they had the day before. Mondays are a difficult day to attempt this exercise as students' drink choices may not be typical of those consumed on weekdays and students often have more difficulty recalling a weekend day. For subsequent **Sip Smart! BC™ Drink Diaries**, students can fill in the parts of the **Sip Smart! BC™ Drink Diary** as a recall.

Sip Smart! BC™ Drink Diary Method #2:

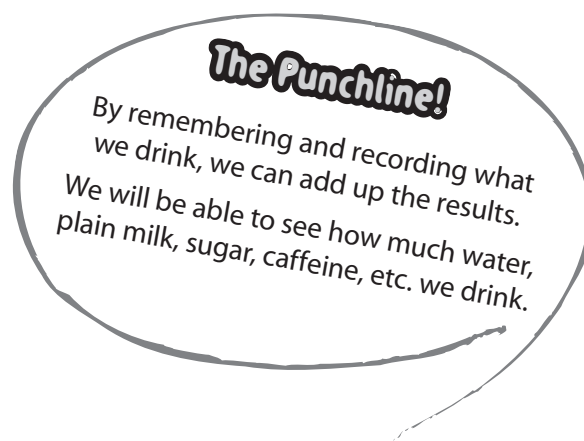
Do the **Sip Smart! BC™ Drink Diary** throughout the day. For example, early in the day, ask students to fill in what they had to drink that morning. After lunch, ask students to fill in what they had to drink with their meal, and ask students to fill it in again at home, before they go to bed. Have them hand in the **Sip Smart! BC™ Drink Diaries** the next morning.

The Sip Smart! BC™ Drink Diary Calculator (“Drink Diary Calculator”) makes it easy to summarize class results!

- Visit the **Sip Smart! BC™** website (Teacher section) and download the *Drink Diary Calculator* or print the *Drink Diary Calculator*.
- Enter results of students' **Sip Smart! BC™ Drink Diaries** into the *Drink Diary Calculator*.
- Once you enter the student reports into the downloadable *Drink Diary Calculator*, the summary information requested for Overhead 3: *Drink Report* and Overhead 8: *Caffeine Report* is automatically calculated for you!

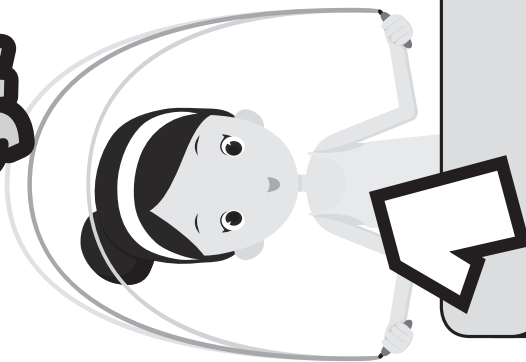
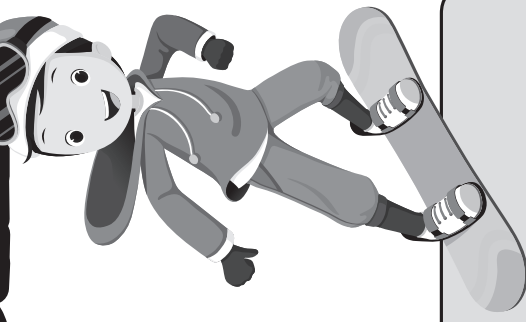
We have reserved 5 minutes in Lessons 2, 3 and 4 to report back the results of the **Sip Smart! BC™ Drink Diaries** using Overhead 3: *Drink Report*. The required time for this report will vary depending on allotted time for discussion.

It is recommended that you use the Assessment Tool for the third **Sip Smart! BC™ Drink Diary**.



SIP SMART! BC™ DRINK DIARY

EXAMPLE



Name _____ Date _____

Did you have anything to eat or drink:

Before school?

- I had something to eat Yes No
- I had something to drink Yes (fill in table below) No (wait for teacher instruction)

Before school yesterday	Circle the type of container it came in:						Circle the size of your drink	How many?
							S M L XL	
							S M L XL	
							S M L XL	

SIP SMART! BC™ DRINK DIARY















Name _____ Date _____



Did you have anything to eat or drink:

Before school?



















I had something to eat Yes No
 I had something to drink Yes (fill in table below) No (wait for teacher instruction)

Before school yesterday	Circle the type of container it came in:	Circle the size of your drink:	How many?
	     	S M L XL	
	     	S M L XL	



When you were at school? (Remember to include recess and lunchtime!)

I had something to eat Yes No
 I had something to drink Yes (fill in table below) No (wait for teacher instruction)



















At school yesterday	Circle the type of container it came in:	Circle the size of your drink:	How many?
	     	S M L XL	
	     	S M L XL	
	     	S M L XL	

Did you have drinks from the water fountain? Yes No



After school (Did you have anything while you were at an activity, during an evening meal or with a bedtime snack?)

I had something to eat Yes No
 I had something to drink Yes (fill in table below) No (wait for teacher instruction)

After school yesterday	Circle the type of container it came in:	Circle the size of your drink:	How many?
	     	S M L XL	
	     	S M L XL	
	     	S M L XL	

Teacher Assessment Tool
 → **Sip Smart! BC™ Drink Diary**

Level 1 and Level 2

Name: _____

	Always (2 pts.)	Sometimes (1 pt.)	Never (0 pt.)
Checks off food intake			
Checks off drink intake			
States specific drink category			
Circles type of container			
Circles size of drinks			
States number of drinks			
Score	_____ / 12		



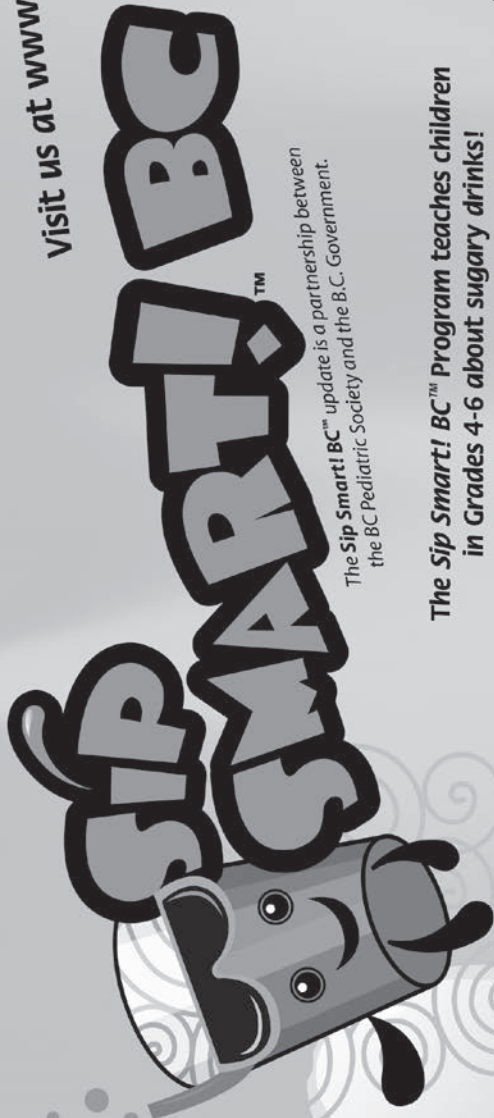
Teacher Assessment Tool
 → **Sip Smart! BC™ Drink Diary**

Level 1 and Level 2

Name: _____

	Always (2 pts.)	Sometimes (1 pt.)	Never (0 pt.)
Checks off food intake			
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States specific drink category			
Circles type of container			
Circles size of drinks			
States number of drinks			
Score	_____ / 12		

Visit us at www.bcpeds.ca



The Sip Smart! BC™ update is a partnership between the BC Pediatric Society and the B.C. Government.

The Sip Smart! BC™ Program teaches children in Grades 4-6 about sugary drinks!

Why is Sip Smart! BC™ important to you and your children?

- Sugary drinks are everywhere. Fruit juice, pop, fruit "punch", sport drinks and many other drinks have high amounts of sugar. Too much sugar is not good for your child's health.
- The extra calories in sugary drinks can add up quickly. This can lead to an unhealthy weight, putting your child at higher risk of high blood pressure, heart disease and type 2 diabetes.
- Healthy foods and drinks build a body that is just right for your child.
 - Healthy children learn better.
 - Healthy children perform better at school and socially.
 - Healthy children have more energy to be physically active.

Healthy drink choices will help build and maintain a healthy body today, and build a strong body that is fit for a lifetime. Help your child to Sip Smart!

water is always a great choice!

Tips for making the healthy choice, the easy choice!

- Keep a jug of chilled water in the refrigerator — especially in the summer!
- To help your child drink less sugar,
 - Buy smaller sizes of sugary drinks.
 - Pour smaller servings.
- Serve drinks from the "Choose Most" list below more often.

Choose Most

Water
Plain milk/
unsweetened fortified plant-based beverage

Choose Sometimes

Reduced sugar flavoured milk/
fortified plant-based beverage

Choose Least or Not at All

100% juice (vegetable, fruit or combination)

Sweetened milk/fortified plant-based beverage

Fruit drinks

Pop or diet pop, sports drinks and energy drinks

Regular flavored milk/fortified plant-based beverage

Other sugary drinks

(For example: iced tea, slushy, bubble tea,

vitamin-enhanced water, store-bought smoothie)



Sports Drinks

Sports drinks are generally made up of water, sugar and a small amount of sodium and potassium. They often contain artificial colours and/or flavours, artificial sweeteners and other additives.

Sports drinks were originally designed to keep athletes hydrated and performing optimally when they are engaged in vigorous continuous activity lasting longer than 90 minutes. The premise is that sugar provides some energy, and electrolytes (sodium and potassium) replace what the body loses through sweat. However, they have no nutritive benefits for young athletes involved in sports of lower intensity and duration.

More recently, these drinks are increasingly being consumed by, and marketed to, children and teens, the majority of whom have no need for them. If children are engaged in endurance sports, it is healthier for them to have:

- regular water breaks every 15 or 20 minutes.
- a healthy snack during breaks.
- water and a healthy snack after a game or workout.

For an easy and healthy way to replace the sodium and potassium lost in sweat, active children can drink plain chilled milk/unsweetened fortified soy beverage, which provide all the electrolytes young athletes need, with no added sugar. Plain milk and unsweetened fortified soy beverage also contain calcium for healthy bones.

The table below compares the ingredients in a sports drink to those in plain milk:

	Sports Drink (250 mL/1 cup)	Plain Milk (250 mL/1 cup)
Sugars (g)	14	12
Sodium (mg)	107	120
Potassium (mg)	36	365
Other nutrients	None	Calcium, protein, vitamins A and D, riboflavin, B12
Sports Recovery	Good	Very Good

→ When is a sport drink appropriate?

Prolonged, vigorous, “elite” (e.g. provincial level soccer player) level sport

AND

Hot, humid conditions

OR

wearing heavy protective gear (e.g., goalie pads and uniform)

AND

More than 60-90 minutes without stopping

References

Brian D. Roy, *Milk: the new sports drink? A Review*, Journal of the International Society of Sports Nutrition, October 2008



Energy Drinks

Energy drinks contain as much or more added sugar than cola, are high or very high in caffeine, and often contain potentially harmful additives. Energy drinks are often marketed with images of extreme sports such as competitive downhill skiing, biking, snowboarding and skateboarding, with the implication that these drinks boost performance. Others, with flashy packaging and enticing names are designed to directly target the youth market.

Energy drinks are very high not only in sugar, but also in caffeine. For example, 1 500 mL can of a typical energy drink contains 160 mg of caffeine. That is more than double the suggested daily caffeine maximum for a 7-12 year-old child.

The table below compares the caffeine content in pop and coffee to that of some common brands of energy drinks:

Product	Caffeine Content
Can of Cola (355 mL)	35 mg
Coffee House Grande Latte	70 mg
Canned Energy Drink (500 mL)	160 mg



Many energy drinks also contain stimulant herbs or other substances such as guarana and taurine. These additives are often listed misleadingly as “medicinal ingredients” on energy drinks, when in fact they are untested and potentially harmful, especially for children. Like sports drinks, energy drinks also tend to contain artificial flavours and/or colours.

When consumed in large amounts, or when combined with alcohol, energy drinks have been linked to serious health effects such as irregular heart function, nausea and vomiting, and electrolyte disturbances. Energy drinks can also interact with some medications.

References

HealthLinkBC, *Energy Drinks*, February 2015

Sip Smart! BC™ Drink Diary

The students will likely ask a number of questions. Here are answers provided by registered dietitians:

Q1. *What about hot chocolate vs. chocolate milk?*

A1. Hot chocolate is rarely prepared with milk and is considered a sugary drink that usually contains 24 g (6 sugar cubes) added sugar and 7 mg of caffeine per 250 mL. Chocolate milk contains 8 g (2 sugar cubes) added sugar and 7 mg caffeine per 250 mL, but also nutrients such as calcium, vitamin D, riboflavin, and phosphorus.

Q2. *What about diet pop vs. pop?*

A2. Both contain artificial colours and flavours, and both may contain caffeine, but neither contain important nutrients for growing bodies.

Q3. *What about homemade iced tea vs. commercially prepared iced tea?*

A3. Homemade iced tea may be made with herbal (caffeine-free) teas. The amount of added sugar may be controlled and smaller amounts consumed than the sugar contained in commercially prepared iced tea.

Q4. *What about herbal tea vs. green tea/black tea?*

A4. Herbal tea (technically not a real “tea” but an infusion) is usually naturally caffeine free. Both green tea and black tea contain caffeine.

How to calculate the results of the Sip Smart!™ Drink Diary:

On our **Sip Smart! BC™** website www.sipsmart.ca you will find the *Drink Diary Calculator* in the form of an EXCEL™ Spreadsheet that makes it easy to calculate the total sugar cube, water, pop, milk and caffeine intake per class.

Just download the *Drink Diary Calculator* to your computer and run it in EXCEL™. It takes about 10 minutes to put all of the students’ drinks into the *Drink Diary Calculator*. In Grade 6, this could be done by a group of students as an extension activity. However we suggest you replace the student’s name with a number, at the top of the sheet, before giving to students.

If you have questions about using EXCEL™ *Drink Diary Calculator*, please review the “Guidelines for Using the Sip Smart! BC™ Drink Diary Calculator” downloadable pdf available from the Teachers Resource page of the **Sip Smart! BC™** website. Visit www.sipsmart.ca and, from the top navigation bar, select “Teachers”, then “Quick Prints”, then “Teacher Resources” and then “Drink Diary Calculator”.

We’ve included a list of drinks that are not easy to categorize below. Use your best judgement if in doubt and/or refer to the Brand Name Food List (see *List of Links* in Online Resources section).

1. *Chocolate milk* is a dairy item, with its own category in the *Drink Diary Calculator* to account for the caffeine in it.
2. *Flavoured milk* is where you would put milkshakes, smoothies and drinkable yogurt as they have some naturally occurring lactose and nutrition, but also contain free sugar. The *Drink Diary Calculator* will tally added sugar only.
3. *Hot chocolate* is generally made from a powdered mix reconstituted with water. Therefore, it counts as a sugary drink. While we acknowledge that hot chocolate does contain a small amount of caffeine, we still feel it is a better fit in the sugary drinks category.
4. *Vitamin-enhanced waters* are also categorized with *diet pop* (not diet cola) as they have similar ingredients. Both are artificially sweetened and thus contain few “sugar cubes” but offer no other nutrients.

This activity invites students to share personal information. It is important to remember that some families do have challenges in providing enough nutritious foods and/or regular meals in the home environment. It is important to maintain an atmosphere of respect, by not judging what students report or exerting any pressure on them. [Adapted from *Healthy Eating and Physical Activity Learning Resource*, BC Ministry of Education and Ministry of Health]