



## ➔ **Lesson 5: Think Before You Drink! . . . . 90**

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**Teacher Resource 22: "Role" With It! Scenarios**

**Student Self Assessment Tool: "Role" With It!**

**Handout 17: Check the Label First!**

**Overhead 12: Have a Blast!**

**Student Self Assessment Tool: Water - A Bestseller**

**Teacher Assessment Tool:**

***Sip Smart! BC™* Quiz (Answer Key)**

**Teacher Assessment Tool:**

***Sip Smart! BC™* Quiz (Level 1 and Level 2)**

➔ **Note to Teachers:** Overheads can also be idea-starters for drawing your own visuals.

Resources are also available online at [www.sipsmart.ca](http://www.sipsmart.ca), click "Teachers" and then "Quick Prints".

# Lesson 5 Think Before You Drink!

## 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 ways other people or the media can affect the drink choices made by individuals.
- To recognize that students have the ability to make their own decisions about drink choices.
- To analyze media messages to see how they influence students' choices of sugary drinks.
- To compare advertising messages with a drink's ingredients list.
- To have students formulate their own advertising messages about water.

## Activity Overview

### Level 1:

"Role" With It!	35 minutes
Have a Blast!	n/a
Water - A Bestseller!	n/a

**35 minutes**

### Level 2:

"Role" With It!	n/a
Have a Blast!	15 minutes
Water - A Bestseller!	20 minutes

**35 minutes**



# 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!

### 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.



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

### 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 *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 foods and drinks not included in Canada's food guide groupings be consumed no more than 20% of the time, leaving 80% of food & drink choices to be healthy foods to enjoy every day.

Choose **most**



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



# Activity 2. Have a Blast! (15 mins)

## Key Messages

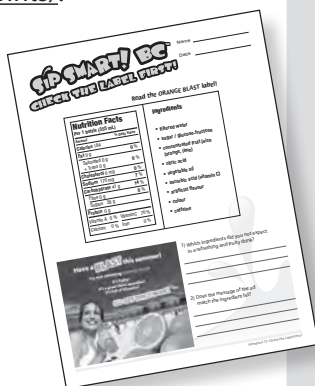
- Drink choices can be influenced by various factors, including family, friends and the media.
- We can decide for ourselves to make healthy drink choices.
- Drink water - it's always a great choice.

## Objectives

- To analyze media messages to see how they influence students' choices of sugary drinks.
- To compare advertising messages with a drink's ingredients list.

## Preparation

- Copy Handout 17: *Check the Label First!* for each student.
- Review Backgrounder: *Water* (page 108).
- Review Backgrounder: *Ingredients on Labels* (page 117).
- Review Assessment: *Water - A Bestseller*
- For a colour overhead, download overhead transparency Overhead 12: *Have a Blast!* available online at [www.sipsmart.ca/teachers/quick-prints/](http://www.sipsmart.ca/teachers/quick-prints/).



## Activity Tips

**Q1.** *What is done to make the product look attractive to you?*

**A1:** Examples of ways to increase attractiveness:

- Labelling appeal: logos, happy people
- Colour of the liquid
- Shape of the bottle

**Q2.** *How does the ad try to sell the drink?*

**A2:** Examples of techniques used to sell drinks:

- Attractive model drinking the beverage and smiling, having fun
- Surrounded by active, healthy, good looking friends
- Container shows picture of fruit, implying good nutrition

**Q3.** *How can you find out the real facts about the drink?*

**A3.** Ways to check accuracy of information about drinks:

- Check the ingredient list
- Check if the label reflects size of drink or per serving
- Calculate how much sugar is contained in drink
- Check the logic of claims made

## Activity

**Level 2**

- Show Overhead 12: *Have a Blast!*
- Prompt answers to the following questions (answers below):
  - Q1.** What is done to make the product look attractive to you?
  - Q2.** How does the ad try to sell the drink?
  - Q3.** How can you find out the real facts about the drink?
- Distribute Handout 17: *Check the Label First!* and have students complete it.
- Compare results. Cue students by using questions such as:
  - Are what I know and what the message is telling me the same thing?
  - Is the message leading me to a healthy choice?

## The Punchline!

Drink choices can be influenced by various factors, including family, friends and the media.

# Activity 3. Water - A Bestseller! (20 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 have students formulate their own advertising messages about water.

## Preparation

You need (optional):

- Drink advertisement examples from magazines
- Props, like glasses of water
- To review Assessment: *Water - A Bestseller* (page 108).

### The Punchline!

Advertisers use clever ways, as you have noticed, to influence your drink choice. Remember that you can make your decision based on the nutrition information and your health goals.

## Assessment

To assess this activity we have provided the assessment tool *Water - A Bestseller*.

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

## Activity Tips

### Examples of advertising themes:

Peer pressure	Humour
Scare tactics	Bandwagon ( <i>everyone</i> is buying it)
Celebrity testimonial	Shockvertising

→ **Teaching Hint:** Celebrity testimonials are quickly understood by students and popular with this activity.



## Activity

Level 2

- Have students review their knowledge about the benefits of water. Write a list on the board.
- Organize students into groups.
- Instruct groups that they will brainstorm and decide on 1 ad to sell a glass of water using 1 advertising theme. For example: a sports celebrity endorsement type of ad, a creative slogan, and a drawing of the ad or a skit performance.
- Allow groups 5-7 minutes to create their advertisement.
- Have each group pretend they are a marketing company pitching their ad to the owner of a water company. Each group has to try to win the business of the water company with the best ad.
- Decide after the presentations which group best sold the benefits of water.
- Optional: Extend this activity by preparing a handout for students (and parents) about the benefits of drinking water. See also *School Connections*.

## → Resources Lesson 5

- **Note to Teachers:** Overheads can also be idea-starters for drawing your own visuals. Resources are also available online at [www.sipsmart.ca](http://www.sipsmart.ca), click "Teachers" and then "Quick Prints".



# 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.			
How many  ,  and  did we get?			



### 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.

# SIP SMART! BC™

## CHECK THE LABEL FIRST!

Name \_\_\_\_\_

Date \_\_\_\_\_

Read the ORANGE BLAST label!

### Nutrition Facts

Per 1 bottle (355 mL)

Amount	% Daily Value
<b>Calories</b> 184	
<b>Fat</b> 0 g	<b>0 %</b>
Saturated 0 g	<b>0 %</b>
+ Trans 0 g	
<b>Cholesterol</b> 0 mg	<b>0 %</b>
<b>Sodium</b> 170 mg	<b>7 %</b>
<b>Carbohydrate</b> 41 g	<b>14 %</b>
Fibre 0 g	<b>0 %</b>
Sugars 38 g	
<b>Protein</b> 0 g	
Vitamin A 0 %	Vitamin C 70 %
Calcium 0 %	Iron 0 %

### Ingredients

- filtered water
- sugar / glucose-fructose
- concentrated fruit juice (orange, lime)
- citric acid
- vegetable oil
- ascorbic acid (vitamin C)
- artificial flavour
- colour
- caffeine



- 1) Which ingredients did you not expect in a refreshing and fruity drink?

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- 2) Does the message of the ad match the ingredient list?

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Have a **BLAST** this summer!

Try new refreshing ORANGE BLAST!

It's fruity!

It's a great thirst quencher!

It's full of Vitamins!

**GO GET ONE!! NOW!**



**SIP SMART! BC™**

Overhead 12: Have a Blast!

**Overhead lesson 5**

## Student Self Assessment Tool

## ➤ Water - A Bestseller







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

Level 2

Student Names:

_____	_____
_____	_____



Assessment Criteria			
We presented our ad in form of a skit or a drawing.			
Our ad shows 3 examples of why water is important for the human body.			
Our ad shows 2 examples of what happens if we don't drink enough water.			
Our ad convinces people to drink water instead of sugary drinks.			
Our ad has a catchy slogan.			
Our group won business with the "water company owner".			
How many  ,  and  did we get?			

**Tips for using this assessment tool:**

- Go over the criteria with the students before they create the ad.
- Distribute the assessment rubric before the students start working.
- Encourage students to check if they fulfill all criteria while creating the ad.
- After individual presentations, discuss criteria with the class.  
Encourage the audience to give feedback on fulfillment of criteria.
- Decide with the class which ad wins the business of the water company owner.
- Have group fill in self-assessment.

## Teacher Assessment Tool

### ➤ Sip Smart! BC™ Quiz

#### Level 1 and Level 2

##### *Notes about this assessment tool:*

- This quiz should be given after teaching all 5 lessons, as both quizzes cover the key messages of all activities.
- Level 1 has 10 questions and is a “True/False” quiz.
- Level 2 has 11 questions and is a multiple choice quiz.
  - Level 2 covers the additional topic of caffeine (Q # 5).



## Teacher Assessment Tool

### ➤ Quiz Answer Key

#### **\* LEVEL 1 \***

#	Answer
1	False
2	True
3	False
4	True
5	True
6	False
7	True
8	True
9	False
10	True

#### **\*\* LEVEL 2 \*\***

#	Answer
1	a
2	b
3	a
4	d
5	c
6	d
7	a
8	d
9	b
10	b
11	c

Level 1



Name: \_\_\_\_\_

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

**Instructions:** Please circle either "True" or "False" after each question.

**Q#1: Fruity drinks like fruit punch fit into the Vegetable and Fruit food grouping in Canada's food guide or *Eating Well with Canada's Food Guide - First Nations, Inuit and Métis*?**

True

False

**Q#2: Sometimes people choose an unhealthy drink because their friends have an unhealthy drink.**

True

False

**Q#3: You can drink as much 100% unsweetened fruit juice as you like each day.**

True

False

**Q#4: Many sugary drinks have acid in them.**

True

False

**Q#5: Sugar is a main ingredient in many popular drinks.**

True

False

**Q#6: Advertisements always help you make healthy drink choices.**

True

False

**Q#7: A label can tell you how much sugar is in a drink.**

True

False

Sip Smart! BC™ Questions - Grade 4/5

**Q#8: It is OK for you to drink water, even if your friends are drinking less healthy drinks like pop and sugary fruit drinks.**

True

False

**Q#9: If a medium sized can of pop has 9 teaspoons of sugar (or sugar cubes), then a large can of pop will also have 9 teaspoons of sugar (or sugar cubes).**

True

False

**Q#10: It is important to drink a lot of water because your body and mind need water to be healthy.**

True

False





Level 2



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

**Instructions:** For each of the following questions, circle the letter beside the answer you think is **BEST**.

**Q#1: Why don't sugary drinks fit into any of the food groupings in *Canada's food guide* or *Eating Well with Canada's Food Guide - First Nations, Inuit and Métis*?**

- a) They have more sugar than is good for you and have little or no nutritional value.
- b) Naming all the kinds of sugary drinks would take up too much room.
- c) No drinks are included in *Canada's food guide* or *Eating Well with Canada's Food Guide - First Nations, Inuit and Métis*.
- d) Everybody knows that sugary drinks are not a food.

**Q#2: What does it mean when you are told that sugary drinks "bump out" healthier drinks?**

- a) Sugary drinks absorb the good ingredients of healthy drinks and make them useless.
- b) If we are drinking a lot of sugary drinks, we don't have room for healthy drinks.
- c) If people drink too many sugary drinks, stores probably will bump healthier drinks from their shelves.
- d) Sugary drinks make other drinks taste boring.

**Q#3: You can best make healthy drink choices by:**

- a) reading the labels on drinks to learn what they contain.
- b) listening to what others tell us about the drinks they choose.
- c) testing drinks for a fresh taste.
- d) listening to what the media says we should buy.

**Q#4: Which drinks are listed correctly from those containing the most sugar to those containing the least sugar?**

- a) Orange juice, pop, sports drink
- b) Pop, plain milk, orange drink
- c) Chocolate milk, sports drink, orange juice
- d) Sports drink, plain milk, water

**Q#5: Which is the correct order for the amount of caffeine in the same-sized drinks (from most caffeine to least caffeine)?**

- a) Cola, coffee, chocolate milk
- b) Cola, chocolate milk, coffee
- c) Coffee, cola, chocolate milk
- d) Coffee, chocolate milk, cola

Sip Smart! BC™ Questions - Grade 6

**Q#6: Other people can affect your drink choice by:**

- a) lecturing you about how much better their choice is.
- b) refusing to pay for your drink if you don't choose what they do.
- c) making fun of healthy choices.
- d) all of the above.

**Q#7: How do sugary drinks affect your teeth?**

- a) Sugary drinks often contain acid, which can lead to tooth decay.
- b) Sugar coats your teeth and makes other food stick more.
- c) Sugar eats holes in your teeth.
- d) Sugar in drinks sticks to your teeth more than foods such as candy or cookies.

**Q#8: You should keep track of the size and number of drinks that you have because:**

- a) you must make sure it fits in your backpack.
- b) the more sugary drinks you drink, the better for your body.
- c) you should only have 3 small drinks each day.
- d) the size and number will likely change the amount of sugar you have.

**Q#9: What do advertisements tell or show you about drinks?**

- a) Information about all the ingredients of the drink.
- b) Good things about the drink, and good things that happen when you drink it.
- c) Warnings about negative side-effects of drinking the products.
- d) The conditions under which the drink has been made.

**Q#10: The healthiest drink choice at any time is:**

- a) a sports drink because sometimes you need quick energy.
- b) water because it is most refreshing and best for your body.
- c) a pop because the caffeine can keep you awake to study more effectively.
- d) a sweetened fruit drink because it has fruit in it.

**Q#11: When you choose a drink, you should base your decision on:**

- a) whether it gives us a feeling of energy.
- b) how "cool" it looks.
- c) how its contents may affect your body.
- d) what your friends think of the drink.