

Core Idea: Wellness \_\_\_ Safety \_\_\_ Nutrition X Sexual Health \_\_\_ Social Emotional Health \_\_\_ Substance Use & Abuse \_\_\_

Lesson Title	Beverage Choices for Weight Management	
Lesson Overview	<p>Students will analyze the calorie and nutrient composition of various beverages to make decisions about healthy choices for weight management. Students will understand the relationship between calorie management and weight management. Students will describe how the nutrient composition of beverages influence weight management.</p> <p><b>Note:</b> This lesson is best delivered after a lesson that explains how to read a Nutrition Facts Label. See this website for details on teaching that content <a href="https://www.accessdata.fda.gov/scripts/interactivenutritionfactslabel/">https://www.accessdata.fda.gov/scripts/interactivenutritionfactslabel/</a></p>	
Estimated Time	50-60 minutes	
Grade Level Learning Standards	<p><b>HEALTH STANDARDS:</b></p> <p><b>7<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to use Nutrition Facts labels to make healthier choices. H3.N3.7</li> <li>• Describe the impact of nutritional choices in relation to disease prevention. H1.N5.7</li> <li>• Explain relationship of caloric intake and expenditure to weight management. H1.N4.7a</li> <li>• Evaluate nutritional content for a variety of beverages and describe benefits and consequences of intake. H1.N2.7</li> </ul> <p><b>8<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>• Draw conclusions from Nutrition Facts labels and make recommendations for healthy choices. H3.N3.8</li> </ul> <p><b>High School:</b></p> <ul style="list-style-type: none"> <li>• Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.N3.HS</li> <li>• Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. H7.N4.HS</li> <li>• Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases. H1.N5.HS</li> <li>• Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. H6.N6.HS</li> </ul>	
Learning Outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe what factors contribute to weight management</li> <li>• Analyze calorie and nutrient composition of beverages to determine the best weight management beverage choices</li> </ul>	
Lesson Preparation		Equipment/ Resources
<ul style="list-style-type: none"> <li>- Students will need to be able to access the "Think Your Drink Beverage" cards for this lesson. They can access them electronically or you can print out the cards that are used for this lesson as identified on the Beverage Choices for Weight Management Assignment Sheet.</li> </ul>		<ul style="list-style-type: none"> <li>- Beverage Cards available at <a href="https://wadairy.org/think-your-drink/">https://wadairy.org/think-your-drink/</a></li> <li>- The Beverage Choices for Weight Management Assignment Sheet</li> <li>- The Beverage Choices for Weight Management PowerPoint</li> </ul>

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### Lesson Introduction

**Step 1:** Explain that today's lesson will focus on making healthy choices for weight management and share the lesson objectives with students.

You can create discussion questions to gauge students' understanding and prior knowledge of weight management such as:

- Why is weight management important?
- What advice have you heard from others about how to best manage weight?

**Strategies for Discussion:** You can have students do a partner pair-share or type into the chat box for a virtual environment.

**Step 2:** Explain why weight management is necessary for optimal health. Share the basics of weight management. You can explain that the "magic" number for calorie deficit or excess is 3500. This means that in order to lose or gain 1 lb of fat, one must have a deficit or excess of 3500 calories.

**(Estimated Time: 8 minutes)**

### Lesson Content & Activities

**Step 1:** Explain how students can know if they are in caloric balance. You can use the [Calorie Calculator](#) as a resource to determine how many calories are needed to maintain weight. If students have access to technology—have them complete the plan to find out how many calories they need each day to maintain weight. It will take approximately 3 minutes to go through the steps.

Once students have identified their caloric needs, explain that this is an estimate and that everyone's caloric needs differ based upon a variety of factors such as genetics, metabolism, and physical activity levels.

If students want to lose weight, then they would need to either eat fewer calories than what the plan indicates or do more physical activity than what they indicated and eat according to that plan—or a little bit of both. A good goal is to have a 500-calorie deficit a day if you want to lose 1 lb per week. That would require eating 250 less calories each day and increasing physical activity by 250 calories each day. **(Estimated Time: 10 minutes)**

**Step 2:** Explain that label literacy—understanding how to read labels for their nutrient composition—is a vital skill in determining if a food or beverage is a healthy choice for weight management. Give students the Beverage Choices for Weight Management Assignment and show them how to access the "Think Your Drink Beverage Cards". Explain the objective of the assignment and then pull up the assignment for students to view and explain the directions for each part. When explaining the directions for part one, demonstrate on a Nutrition Facts Label where to find the grams for each of the categories indicated. This is a good time to explain that the Percent Daily Values on the Nutrition Facts Label are the %s for a 2000 calorie diet. Explain that if they have a different calorie need than 2000 calories a day that the Percent Daily Values will vary. The %s are used as an estimate to help us know approximately what percentage of our personal requirements we are consuming in that product. Explain the directions for parts two and three, then have students complete all parts of the assignment. You can choose to have students complete the assignment individually or in partners.

**(Estimated Time: 15 minutes)**

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**Step 3:** Have students share in partners, or via chat, their responses to part two and part three. Emphasize that they need to show evidence using the Nutrition Facts Labels to back up their answers. (Estimated Time: 3 minutes)

**Step 4:** Show students the comparison chart of the calories and nutrient composition for the beverages. Point out the highlighted column as this was not in their assignment. Explain that this column was included because not all of the serving sizes were the same for the drinks. Orange juice for example would be about 113 calories for an 8 oz serving—to make the comparisons equal. You can show students how to determine calories per oz so that they can compare foods/beverages of different serving sizes. Divide the number of calories by the serving size. For orange juice  $85/6 = 14.12$ . Then multiply that by how many servings to find the total number of calories in that serving. So,  $14.12 \times 8 = 113.3$  calories in an 8 oz serving. (Estimated Time: 5 minutes)

**Step 5:** Show your example responses to the assignment questions. Explain to students that calories are only impacted by the following 3 nutrients: protein, carbohydrate, and fat. Before showing students the answer to the next question, ask for volunteers to share their answers and have them explain why using the evidence. (Note: if you listened in on their previous discussions from Step 3—possibly select a student that had a well thought out response.) Share the answer. Source for this answer and additional information on the nutrient composition of calories can be found in this article:

[6 Reasons Why a Calorie Is Not a Calorie](#)

(Estimated Time: 10 minutes)

**Step 6:** Share the answer to part three, analyzing beverage consumption. Here you can emphasize how small choices can add up over time. The simple choice of fat-free chocolate milk instead of cola can result in losing over 1 lb over 2 semesters. For additional information on why added sugar has negative health consequences, see the following sources:

[11 Reasons Why Too Much Sugar Is Bad for You](#)

[American Heart Association Cut Out Added Sugars - Infographic](#)

(Estimated Time: 5 minutes)

### Closure

**Step 1:** You can have students share the closure questions with a partner or you can have students submit the responses in written form. May have students volunteer to share out their responses to the prompts.

**Step 2:** Collect the assignments.

**Step 3:** If time, have students complete the lesson extension. Adjust the lesson extension as appropriate for the class.

(Estimated Time: 3 minutes)

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Differentiating Instruction	Assessment
<p><b>Lesson Extension:</b> Have students submit an additional assignment in which they will research the nutrient composition of different foods or beverages.</p> <p>You could have students analyze the nutrient composition of different coffee drinks. They could use the “Think Your Drink Beverage Cards” or go to a coffee brand website to analyze the nutrient content.</p> <p>You could have students create their own comparison of beverages based upon two beverages that they consume—such as an energy drink and a soda.</p> <p>For a visual with the Elena scenario, bring in a 2 lb bag of sugar to show the difference in sugar amounts between cola and fat-free chocolate milk.</p>	<ul style="list-style-type: none"><li>- Beverage Choices for Weight Management Assignment Submission</li><li>- Optional: Lesson Extension assignment</li></ul>
	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><b>Common Core Math Standards:</b> <a href="#">CCSS.MATH.CONTENT.6.RP.A.3.D</a> Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>