

# Thirst for Nutrition

Add Value to your Choices

## Overview

This lesson accompanies BC Dairy Foundation's tool "Thirst for Nutrition – Add Value to Your Choices", a ministry recommended learning resource in the Grade 8 collections chart. The tool focuses on common beverages consumed by teenagers and compares their nutrient values. It illustrates and compares the nutritional composition of various beverages. Students learn how to assess their own fluid intake and compare it to the recommended daily fluid intake for their age group. They also set personal goals for improving their fluid intake and developing strategies for overcoming the barriers to consuming optimal fluid intake.

Estimated time: 30-40 minutes

## Learning Outcomes

Please refer to the Prescribed Learning Outcomes handout for a list of outcomes addressed in each grade.

## Key Concepts

- Canada's Food Guide says to 'Satisfy your thirst with water!'
- Students who drink more pop and sweetened fruit beverages have lower intakes of many nutrients, such as calcium, folate, and iron. On the other hand, the consumption of dairy products and flavoured dairy products such as chocolate milk is positively associated with calcium intakes of adolescents.
- Teens need to drink 8 to 11 cups (1.8 to 2.6 litres) of fluids a day according to the most recent recommendations. These needs can be met by a variety of beverages including milk, juice, and water.

## Materials

- One or two large trays
- Small cups
- Various beverages (all refrigerated before class)
- Class set of "Thirst for Nutrition – Add Value to Your Choices" (available from BC Dairy Foundation)
- Teacher Backgrounder on Thirst for Nutrition

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## Procedure

### Learning Activity 1: Which beverage would you choose?

- a. Prepare a tray with small cups filled with different beverages: pop, 100% juice, milk, flavoured milk, fruit punch, sport drink, and water.
- b. Circulate the tray in the class and ask each student to take a cup. Analyze the popularity of each beverage and graph the results.
- c. Ask students what made them choose a certain beverage (i.e. taste, health reason, nutritional content, appearance, peer pressure, media influences...)
- d. Ask students which beverages are nutritious. Refer to the inside of the “Thirst for Nutrition” tool for comparing the nutrient value of the beverage they chose with other beverages. Point out that water does not have nutrients but is essential to life. Canada’s Food Guide recommends drinking water regularly.

### Learning Activity 2: What did you drink yesterday?

- a. Ask your students: Do you think you are getting enough fluids? How do you know?
- b. Distribute the “Thirst for Nutrition” tool.
- c. Using the back of the tool, have students check how much they drank the day before and compare it to their recommended daily intake.
- d. If students need to improve their fluid intake, have them make a plan to drink enough fluids for the next day. If they are already meeting their fluid needs, have them make a plan to choose more nutritious beverages.
- e. Remind students that water is a calorie-free way to quench thirst and to drink more water in hot weather or when they are very active.
- f. Discuss any barriers (personal, social, and environmental) which might prevent them from meeting their plans.

## Assessment Activities

Distribute the list of assessment activities on the following page to your students and have them select one or more.

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## Assessment Activities

### Grocery Store Tour

Tour the beverage section of a grocery store and record the various beverages available in the store. What are the factors that influence your choices? (e.g., in-store display, price, peers, and nutrition knowledge). Take this opportunity to explore nutrition labels. ([www.healthcanada.ca/nutritionlabelling](http://www.healthcanada.ca/nutritionlabelling))

### Analysis of Health Information

Organize a group of five students. Choose a nutrition pamphlet, handout, website, video tape (see below for suggestions) or select a topic that interests you. Examine critically the information given and analyze it for personal relevance, reliability, and possible biases. Report your findings to the class.

Tip: Check HealthLink BC for health topics/resources:

<http://www.healthlinkbc.ca/kb>

Check BC Medical Association's resource Finding Health Information on the Web: [http://www.bcma.org/files/web\\_info.pdf](http://www.bcma.org/files/web_info.pdf)

Some suggested materials:

- BC Dairy Foundation resources :
  - Sport Nutrition – Tips on food intake and fluid replacement for athletes and active individuals
  - Top 10 Reasons to Drink Milk
- Eating Well with Canada's Food Guide (available from your local health unit or downloadable from Health Canada's website <http://www.healthcanada.gc.ca/foodguide> )

### Research Project

Search for and bring back a print advertisement or a TV or radio commercial clip of a beverage. Discuss strategies that the food industry and the media use to promote their products and how these advertising strategies influence your choices.

Example: How do soft drink companies influence your choice of beverages?

Perform a web quest for articles on food industry/media and food choices or for beverage companies such as Coca-Cola, Pepsi, and Gatorade.