

What's Your Healthy Eating Style?



Lesson Components

DIGITAL ACTIVITIES:

- [The Red Carpet](#) video
- [Thirsty for Facts](#) digital interactive

WORKSHEETS:

- [Thirsty for Facts](#) Worksheet (p. 22)
- [Beverage Sort](#) Worksheet (p. 25)
- [Beverage Choices Matter](#) Worksheet (p. 26)

INFORMATIONAL TEXT ARTICLES:

- [Simple Switches for a Healthier Eating Pattern](#) (p. 5)
- [Living in the Land of Added Sugars](#) (p. 14)

READING ASSESSMENTS:

- [Simple Switches for a Healthier Eating Pattern: Student Assessment](#) (p. 9)
- [Living in the Land of Added Sugars: Student Assessment](#) (p. 18)

EXTENSION ACTIVITIES:

- [Mapping Healthy Choices Around School](#) (p. 28)
- [Spotlight on Sugar Activity](#) (p. 28)
- [Beverage Remix Contest](#) (p. 28)

READING ACTIVITIES:

Ideas to enhance reading instruction in the lesson (p. 29)

DIGITAL BADGES:

Motivate students to complete tasks and adopt healthy habits with badges that recognize individual student achievement.

Lesson Overview

In this lesson, students will explore their eating patterns and ways to choose nutritious foods and drinks that are low in added sugars, sodium, and saturated fat. Students will then use their learning from these activities to create a healthier eating pattern.

TIME REQUIRED:

Three sessions of 60 minutes, with a short warmup and wrap-up

SUPPLIES:

- Classroom projector
- Computers or tablets with internet access

SUBJECT

CONNECTIONS:
English Language Arts and Health

Lesson Structure

The *What's Your Healthy Eating Style?* lesson is divided into three sessions, each approximately 60 minutes long.

1. The first session hooks students in with [The Red Carpet](#) video that looks at what's really in their beverages. Students then read the [Simple Switches for a Healthier Eating Pattern](#) informational text article to learn about the effects of choosing foods and beverages that are high in added sugars, sodium, and saturated fat on the body.
2. The second session dives into a deeper study of added sugars that begins with the informational text article, [Living in the Land of Added Sugars](#), and continues with the [Thirsty for Facts](#) digital interactive activity.
3. In the third session, students examine Nutrition Facts labels as part of an investigation into added sugar consumption. They then apply what they learn to a project on improving peers' beverage choices.

Learning Objectives

Students will be able to:

- Identify unhealthy eating patterns and substitute them for healthier choices.
- Evaluate foods and beverages based on their content of added sugars, sodium, and saturated fat.
- Identify the short- and long-term effects of unhealthy eating.
- Identify the health consequences of eating patterns high in added sugars, sodium, and saturated fat.
- Advocate to their peers about healthy eating and drinking choices.

Enduring Understandings

- Evaluating foods and labels before you eat can help you make healthier choices.
- Choosing healthier foods can make a difference in your health and how you feel.

Essential Questions

- *What are the possible consequences of an unhealthy eating pattern?*
- *What influences my food and beverage choices?*
- *Why does what I drink matter?*

Standards

Lesson plan activities are aligned with National Health Education Standards and International Society for Technology in Education Standards. The informational text articles and student assessments are aligned with national education standards (Common Core) for English Language Arts. Work with your school's English teacher on how they may be able to help reinforce health lessons using these articles.

Digital Badges

The **Fueling My Healthy Life** badges motivate students to learn and adopt healthy habits by recognizing students who demonstrate an understanding of the key learning objectives for each lesson.



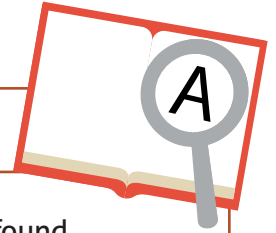
CHALLENGE CHAMPION

Students accomplished their goal to make healthier food and/or beverage choices.



SUPER SLEUTH

Students know how to identify foods and/or beverages that are low in added sugars, sodium, and/or saturated fat by reading the Nutrition Facts label.



KEY VOCABULARY

Added Sugars: Sugars and syrups that are added to foods or beverages when they are processed by food companies or prepared by you.

Calorie: A unit used to measure the energy the body receives from foods and beverages. Calories are also used to measure the energy used by the body.

Consume: To eat or drink something.

Eating Pattern: The combination of foods and beverages that makes up everything an individual eats over time.

Food Supply: The food available for people to eat.

Percent Daily Value: Shows you how one serving of a food or drink contributes towards what a person might consume in a day. A value of 5 percent or less means the food is low in that nutrient (like added sugars).

Limit: An amount or number that is the highest or lowest allowed.

Naturally Occurring Sugars: Sugars found naturally in foods such as fruit (fructose) and milk (lactose).

Recommend: To advise or suggest a certain action because it is beneficial to your health, such as a recommended eating pattern.

Saturated Fat: Fat that is usually solid at room temperature. The amount of saturated fat in a food is shown on the Nutrition Facts label, which is located on the food package. Eating too much saturated fat may raise blood cholesterol levels and increase the risk of heart disease.

Sodium: A mineral generally consumed in the form of salt (sodium chloride) that your body needs in small amounts to work properly. An eating pattern that is too high in sodium may raise the risk of high blood pressure.

Unsaturated Fat: Fat that is usually liquid at room temperature. Major sources include many oils, some nuts, seeds, and seafood.

SESSION 1

Warmup (10 minutes)

- 1. THINK-PAIR-SHARE:** With a partner, students will discuss: *What are some popular drinks amongst students in your grade? Why are some drinks more popular than others?* Invite students to share what they discussed with the entire class. As students share their responses, write down their answers on the board.



Beverages and Nutrient Density (45 minutes)

- 1. WATCH:** *The Red Carpet* video (5 minutes)

DISCUSS: *What beverages are low in added sugars at your school? How can you tell that they are low in added sugars?*

- 2. PRE-READING:** Reading Predictions (10 minutes)

Familiarize students with new vocabulary by previewing the Vocabulary Box before reading. Give students a couple of minutes to find the Vocabulary Box and review the vocabulary words. Tell students they will read ***Simple Switches for a Healthier Eating Pattern***. Ask students to discuss the title with a partner and make predictions based on the title and the vocabulary words. Invite students to share their predictions with the class.

- 3. READ:** *Simple Switches for a Healthier Eating Pattern* informational text article (30 minutes)

Have students answer the reading comprehension questions and then discuss as a class.

SESSION 1: Education Standards

Common Core English Language Arts, Grades 6–8

CCSS.ELA-LITERACY.RST.6-8.1: Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-LITERACY.RST.6-8.2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

National Health Education Standards, Grades 6–8

8.8.2: Demonstrate how to influence and support others to make positive health choices.

FN1.8.14: Summarize the benefits of limiting the consumption of saturated fat, trans fat, added sugar, and sodium.

FN1.8.20: Analyze the benefits of following a healthy eating pattern.

Simple Switches for a Healthier Eating Pattern

What Is an Eating Pattern?

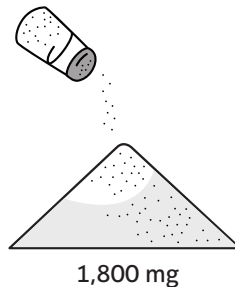
When we think of patterns, we usually think of a colorful design that repeats, such as checkered shirts, plaid shorts, and striped pants. In music, we hear repeating patterns in the lyrics and the rhythm. Patterns are everywhere. Not only do we see and hear patterns, but our lives follow them, too. An **eating pattern** describes the kinds of foods and beverages we eat over time. Think about the foods you eat frequently and the foods you eat only once in a while. This is your eating pattern. You can make simple switches to the foods and beverages you choose to have a healthier eating pattern.

Vocabulary words are in **bold** and **underlined**. See definitions on p. 8

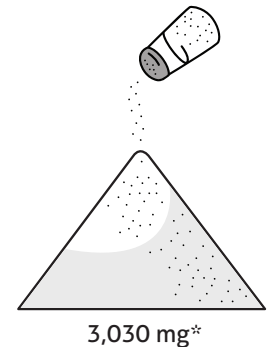
How Middle Schoolers Eat

According to the Dietary Guidelines for Americans (DGA), if you are like the average middle school student, you probably eat more **added sugars**, **saturated fat**, and **sodium** than is healthful. On average, children ages 9 through 13, are eating almost two times more added sugar than they should and 1,230 to 1,650 more milligrams of sodium. They also consume more saturated fat than is recommended.¹ This type of eating pattern may contribute to health problems such as heart disease, type 2 diabetes, and some cancers.

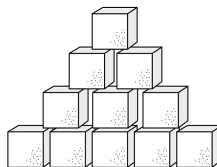
SODIUM LIMIT FOR 9–13 YEAR OLDS:



AVERAGE AMOUNT OF SODIUM CONSUMED:

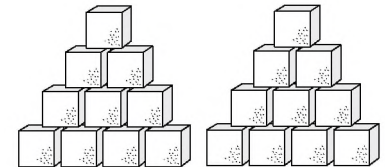


ADDED SUGAR LIMIT FOR 9–13 YEAR OLDS:



Less than 45 g or 11 teaspoons of sugar**

AVERAGE AMOUNT OF ADDED SUGARS CONSUMED:



81 g or 20 teaspoons of sugar***



1 cube = 1 teaspoon of sugar
1 teaspoon = 4 grams

¹ U.S. Department of Agriculture and U.S. Department of Health and Human Services. (2020, December). *Dietary Guidelines for Americans, 2020–2025*. 9th Edition. <https://dietaryguidelines.gov>.

* This is the average daily intake level for a 9–13 year-old-female.

** The amounts shown are for the average 9–13 year-old-male. The added sugar limit is based on calorie needs and may be different for males and females. It is also different for males and females with different levels of physical activity.

*** This is the average daily intake level for a 9–13 year-old-male.

Why What You Eat and Drink Matters

Take a look at the information below about benefits of eating patterns that are higher in fruits, vegetables, whole grains, low-fat dairy, seafood, beans, peas, and nuts and lower in added sugars, sodium, and saturated fat.

**EATING PATTERNS WITH
LOWER AMOUNTS OF
ADDED SUGARS**

**CAN LOWER THE RISK OF HEART
DISEASE, OBESITY, TYPE 2 DIABETES,
SOME CANCERS, AND TOOTH DECAY.**

**EATING PATTERNS WITH
LOWER AMOUNTS OF
SODIUM**

**CAN LOWER THE RISK OF
HIGH BLOOD PRESSURE
(HYPERTENSION).**

**EATING PATTERNS WHERE
SATURATED FAT
IS REPLACED BY
UNSATURATED FAT**

**CAN HELP LOWER THE RISK OF
HEART DISEASE.**

Type 2 Diabetes

Diabetes is a serious disease. It means that your blood glucose, also called blood sugar, is too high. Glucose is the main source of energy for the body. With type 2 diabetes, the body cannot use the insulin (a hormone) it makes to use the energy (glucose) from food. As a result, too much glucose builds up in the blood and urine. Too much glucose in the blood can cause serious health problems.

Where do the added sugars, sodium, and saturated fat come from in your eating pattern?

Which foods contribute the most added sugars, sodium, and saturated fat to the eating patterns of middle schoolers? Take a look at the graphics below to find out the top food sources.¹ How often do you eat these foods?

ADDED SUGARS



Sugar-sweetened beverages (e.g., sodas and sports drinks), desserts, and sweet snacks are top sources of added sugars.

SODIUM



Burgers, tacos, and sandwiches; rice, pasta, and other grain-based dishes; and pizza are top sources of sodium.

SATURATED FAT



Burgers, tacos, and sandwiches; desserts and sweet snacks; higher fat milk, yogurt, and cheese; and pizza are top sources of saturated fat.

¹See footnote 1 on p. 5.

Simple Switches: The Middle School Edition

There are many different healthy eating patterns, but they are all low in added sugars, sodium, and saturated fat. You can have a healthy eating pattern that reflects your culture, traditions, and likes and dislikes. Just start by making some simple switches to include more healthy food and beverage choices, whether you're eating fast food, a meal at home, food from school, or a snack.

The typical meals are much higher in sodium, added sugars, and saturated fat. Reduce the amount you consume by making simple switches in some foods. Look at the difference between the typical meals and simple switches meals:

SAMPLE RESTAURANT MENU

TYPICAL CHOICES

NUTRITION INFO

SIMPLE SWITCHES

NUTRITION INFO

YOU SAVE:

MEAL 1:

Double cheeseburger, Fries (large), Soda (20 oz)

Sodium: 1,339 mg
Added sugars: 59 g
Saturated fat: 15 g

MEAL 1:

Grilled chicken sandwich, Garden salad (2 cups) with dressing (2 tablespoons), Low-fat milk (1 cup), Apple slices (1 bag)

Sodium: 889 mg
Added sugars: 3 g
Saturated fat: 7 g

Sodium: 450 mg
Added sugars: 56 g
Saturated fat: 8 g

MEAL 2:

Pepperoni pizza (2 slices), Sweet tea (20 oz)

Sodium: 1,706 mg
Added sugars: 47 g
Saturated fat: 12 g

MEAL 2:

Cheese pizza (1 slice), Garden salad (2 cups) with dressing (2 tablespoons), Water (20 oz)

Sodium: 763 mg
Added sugars: 1 g
Saturated fat: 7 g

Sodium: 943 mg
Added sugars: 46 g
Saturated fat: 5 g

SNACK:

Cheese puffs (1 cup), Sports drink (20 oz)

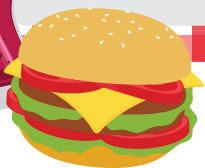
Sodium: 562 mg
Added sugars: 30 g
Saturated fat: 2 g

SNACK:

Lite popcorn (1 cup), Sparkling water (20 oz)

Sodium: 36 mg
Added sugars: 0 g
Saturated fat: 0 g

Sodium: 526 mg
Added sugars: 30 g
Saturated fat: 2 g



Tips for Healthier Meals and Snacks

Check out these easy ways to make healthy choices that fit your lifestyle.

1. **When eating out, compare nutrition information** between foods and make a healthier choice. Many restaurants have the full nutrition information including the added sugars, saturated fat, and sodium content of their meals listed online. Also, try preparing more meals and snacks at home with your family instead of eating out.

2. Choose fruits and vegetables instead of salty snacks and candy. Sodium, added sugars, and saturated fat can really add up in the snacks you choose. Eating an apple instead of a bag of fruit-flavored candy saves you 4 teaspoons (16 grams) of added sugars.

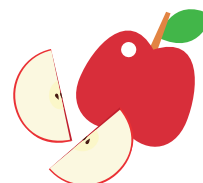
3. Choose water or unflavored, low-fat (1 percent) milk instead of sugar-sweetened beverages like soda, fruit-flavored drinks, and sports drinks. Choosing water instead of a regular 12-ounce cola will save you 8 teaspoons (32 grams) of added sugars! Watch out, fruit drinks are not 100 percent juice and are typically high in added sugars.

INSTEAD OF:

bag of fruit-flavored candy



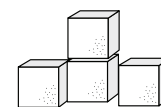
12 oz cola

CHOOSE:

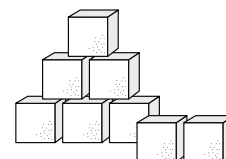
an apple



water

AND YOU SAVE:

4 teaspoons of sugar (16 g)



8 teaspoons of sugar (32 g)

Conclusions: Lead the Way With Your Healthy Eating Pattern

Most Americans are still eating too much added sugar, saturated fat, and sodium. And more than 80 percent of Americans in the United States still do not eat enough vegetables, fruits, and dairy.¹ Wouldn't it be great if kids set the example? What if kids led the way to a healthy future for everyone? Make some simple switches and share your ideas with your friends and family.

Remember:

- Many middle school students are eating too many foods loaded with added sugars, sodium, and saturated fat. This leads to an unhealthy eating pattern.
- Unhealthy eating patterns may contribute to Type 2 diabetes, heart disease, and cancer.
- Making simple switches at snacks and meals can help create a healthier eating pattern that works for you.

¹See footnote 1 on p. 5.

VOCABULARY

Added Sugars: Sugars and syrups that are added to foods or beverages when they are processed by food companies or prepared by you.

Eating Pattern: The combination of foods and beverages that makes up everything an individual eats over time.

Saturated Fat: Fat that is usually solid at room temperature. The amount of saturated fat in a food is shown on the Nutrition Facts label, which is located on the food package. Eating too much saturated fat may raise blood cholesterol levels and increase the risk of heart disease.

Sodium: A mineral generally consumed in the form of salt (sodium chloride) that your body needs in small amounts to work properly. An eating pattern that is too high in sodium may raise the risk of high blood pressure.

Unsaturated Fat: Fat that is usually liquid at room temperature. Major sources include many oils, some nuts, seeds, and seafood.



7TH GRADE | STUDENT ASSESSMENT 

Simple Switches for a Healthier Eating Pattern

Follow the directions to answer the questions below.

IF YOU ARE USING ADOBE ACROBAT X OR PRO:

1. Open the form
2. Fill the form out
3. Go to File, Save As, choose where you would like to save the file, and then press Save

IF YOU WANT TO SAVE IN ADOBE READER:

1. Select File, Save As, Reader Extended, Enable Additional Features
2. This will allow users with the free Reader to save form data in an existing fillable PDF form
3. Click Save Now
4. Go to File, Save As, choose where you would like to save the file, and then press Save

1. What ideas in this article confirmed, challenged, or changed your thinking about healthy eating patterns?

2. Think of someone you know (friend, peer, family member, etc.) who has a healthy meal pattern. Describe why it is a healthy meal pattern.

3. You are asked to prepare a presentation to your peers about how added sugars, sodium, and saturated fat can impact their health. Provide three important pieces of information that you feel should be shared in order to motivate changes in their eating behaviors.

- _____
- _____
- _____

4a. What foods and beverages do you eat and drink that have a high amount of added sugars, saturated fat, and sodium? List three foods or beverages for each.

Added Sugars	Saturated Fat	Sodium
Soda	Whole Milk	Pepperoni

4b. On a separate page, draw or create a visual representation of your daily eating pattern (breakfast, lunch, snack, and dinner) using different shapes and colors for foods with added sugars, saturated fat, high sodium, and healthy alternatives.

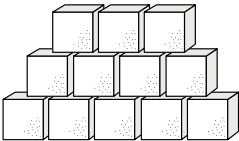
Example:

DAILY EATING PATTERN

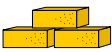
Lunch: Double cheeseburger, Fries (large), Soda (20 oz)



1,339 mg



59 g



15 g

HEALTHY ALTERNATIVE

Lunch: Grilled chicken sandwich, Garden salad (2 cups) with dressing (2 tablespoons), Low-fat milk (1 cup), Apple slices (1 bag)



889 mg



3 g



7 g

 = milligrams sodium

 = grams added sugars

 = grams saturated fat

FUELING MY HEALTHY LIFE
Food and Nutrition Service

SIMPLE SWITCHES FOR A HEALTHIER EATING PATTERN
10
(Student Page 6)

5a. Provide three simple switches you can make to eat healthier meals and snacks.

1. _____
2. _____
3. _____

5b. On a separate page, or in the space below, draw or create a **new** visual representation of your daily eating pattern (breakfast, lunch, snack, and dinner) using different shapes and colors for foods with added sugars, saturated fat, high sodium, and healthy alternatives.

6a. Compare both of your visual representations. How are they different? How are they still similar after your changes?

6b. What effect do you think your changes will have on your overall health?

7. Imagine a friend or family member doesn't know why simple switches matter. How would you convince them? Write a paragraph explaining your opinion.

[illegible]

SESSION 2

Focused Study on Added Sugars (60 minutes)

1. READ: *Living in the Land of Added Sugars* informational text article (30 minutes)

Before reading, instruct students to highlight text features like the title, headings, and images as they read. Then discuss how text features are helpful to readers. Have students answer the reading comprehension questions and discuss as a class.

2. EXPLORE: *Thirsty for Facts* digital interactive (20 minutes)

Distribute the **Thirsty for Facts** Worksheet (p. 22) to each student. Use a projector to demonstrate how to use the **Thirsty for Facts** digital interactive. Use the digital interactive as a group or let students explore individually on computers or tablets. Students will pick four beverages that they may drink in a day. The final screen summarizes their total calories and added sugars from these beverages for the day, as well as the amount of physical activity needed to burn off the calories from these beverages. Students will then be prompted to try the interactive again, selecting different beverages in order to uncover new healthier combinations.

DISCUSS: Students will discuss the following questions with a partner. Then invite volunteers to share their responses with the class. *Were you able to stay within your daily limit of added sugars? Did the calories and added sugar content of the beverages surprise you? How did this interactive help show why beverage choices matter?*

If you were to also include added sugars from foods you eat, what do you think your added sugar intake would look like then?

Juice was not one of the choices in the interactive, but how much added sugar do you think it would contain? Juices that are 100 percent juice contain no added sugars, but there are some beverages labeled as fruit drinks that do contain added sugars.

3. INVESTIGATE: *Making Small Changes Is Easy* (10 minutes)

Ask students how they will change their beverage choices in order to reduce their added sugar consumption. They will set goals by completing the questions at the end of the **Thirsty for Facts** Worksheet. Award a **Challenge Champion** badge to students who accomplish their goal.

SESSION 2: Education Standards

Common Core English Language Arts, Grades 6–8

CCSS.ELA-LITERACY.RST.6-8.1: Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-LITERACY.RST.6-8.2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

National Health Education Standards, Grades 6–8

6.8.2: Develop a goal to adopt, maintain, or improve a personal health practice.

8.8.1: State a health-enhancing position on a topic and support it with accurate information.

FN1.8.13: Identify sugary drinks.

7TH GRADE | SESSION 2 INFORMATIONAL TEXT

Living in the Land of Added Sugars



Vocabulary words are in **bold** and underlined

See definitions on p. 17

Too Much of a Good Thing

You may have heard the expression “everything in moderation,” but what does that really mean? Can there really be such a thing as “too much” when it comes to the things we love to eat? Think about birthdays, and feeling sick after eating too much cake. It turns out we sometimes overeat without even realizing how it's affecting our health. Moderation is important for staying healthy.

The Problem With Added Sugars

Some foods have sugar naturally—like fruits, vegetables, and milk. The sugars in these foods are not added sugars. The amount of added sugars in the food supply has grown dramatically over the past century. In 1909, there were 83 pounds of added sugars available per person in the food supply. By 2014, that had increased to 129 pounds of added sugar per person!¹

The majority of the added sugars in today's food supply end up in beverages like soft drinks, sports drinks, lemonade, sweetened iced tea, and fruit drinks—and middle school students are major consumers of those types of beverages. Added sugars may add flavor, but they also add calories without any nutrients and can make it hard to maintain a healthy weight, a healthy body, and healthy teeth.

According to the Dietary Guidelines for Americans (DGA), added sugars are recommended to make up less than 10 percent of calories per day. For example, if a middle school student needs 1,800 calories per day, less than 180 of those calories should come from added sugars.* One hundred and eighty calories might not seem like a lot, but it can add up quickly. Approximately three out of four middle schoolers are exceeding the daily limit for added sugars.²

ADDED SUGARS IN THE FOOD SUPPLY (PER PERSON)

1909:

83
pounds

2014:

129
pounds

*The total number of calories a student needs each day varies depending on a number of factors, including the person's age, sex, height, weight, and level of physical activity. This figure is only an estimate, and approximations of individual calorie needs can be aided with online tools such as those available at www.myplate.gov/myplate-plan.

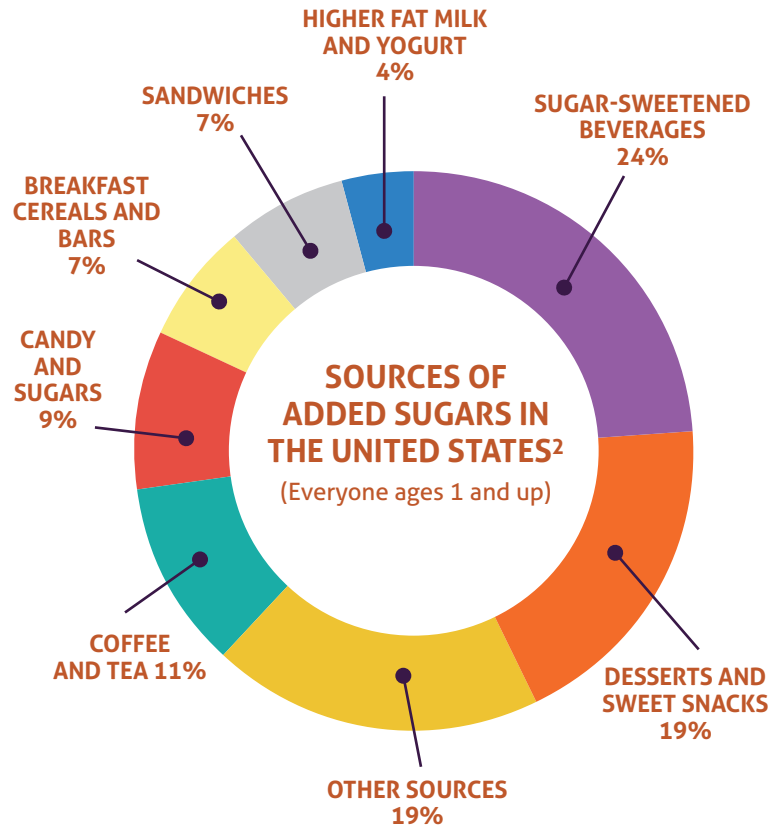
¹ United States Department of Agriculture. Economic Research Service. (2021, January). *Sugars and sweeteners (added)*. Food Availability (Per Capita) Data System. <https://www.ers.usda.gov/data-products/food-availability-per-capita-data-system>.

² U.S. Department of Agriculture and U.S. Department of Health and Human Services. (2020, December). *Dietary Guidelines for Americans, 2020–2025*. 9th Edition. <https://dietaryguidelines.gov>.

Added Sugars Are Not So Sweet

Sugar-sweetened beverages, desserts and sweet snacks, sweetened coffee and tea, candy, and breakfast cereals and bars contribute to 70 percent of added sugars in the average person's eating pattern!

Healthy eating patterns that are lower in added sugars can help decrease the risk of tooth decay, heart disease, type 2 diabetes, some types of cancers, and obesity. When you choose too many sugary foods instead of healthier choices, you may not get enough of the nutrients your body needs for good health. Or you may consume more calories than your body needs. When you take in more food calories than you use up during physical activity or bodily processes (such as breathing, blinking, etc.), then you gain weight.



Marketing Sugary Foods to Middle Schoolers

As a middle school student, you may not realize that you are a prime customer for the marketing of sugary foods. Did you know that...

In 2009,

\$1 BILLION

was spent on marketing foods and drinks to teens ages 12–17. **\$382 million** was spent on marketing soft drinks to teens ages 12–17. And the vast majority of those beverages contain added sugars. **\$80 million** was spent on marketing soft drinks to kids in school.³

² See footnote 2 on p. 14.

³ Federal Trade Commission. (2012, December). *A Review of Food Marketing to Children and Adolescents*. <https://www.ftc.gov/sites/default/files/documents/reports/review-food-marketing-children-and-adolescents-follow-report/121221foodmarketingreport.pdf>.

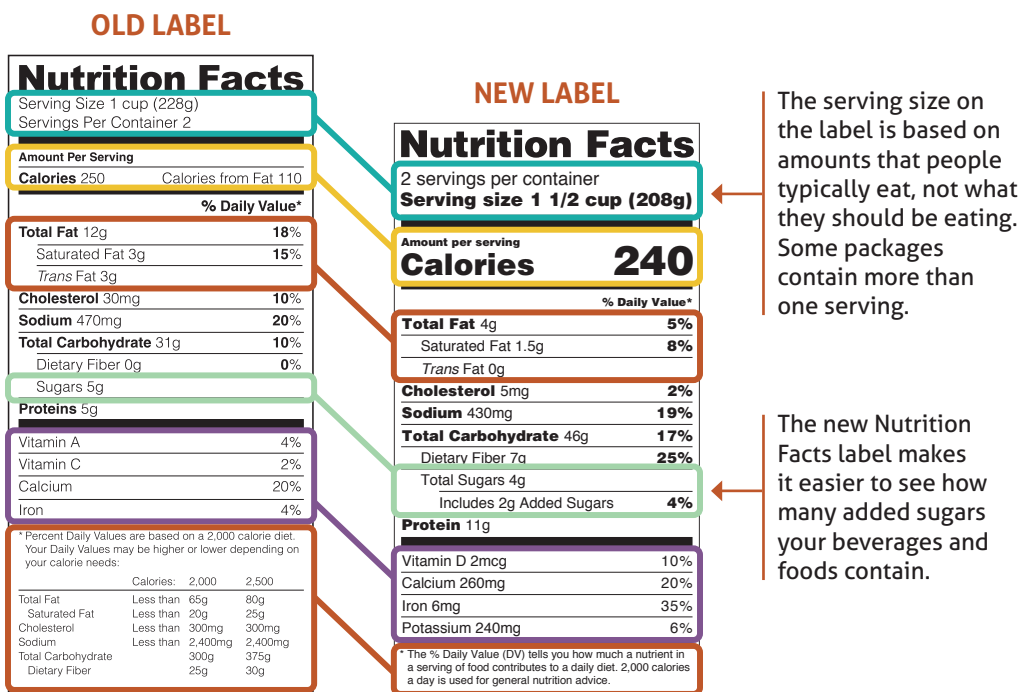
Marketing is everywhere!

Companies market to middle schoolers through television, radio and print advertising, websites, apps, social media, product packaging, in-store marketing, movies, video games, and through celebrity and athlete endorsements.

The New Nutrition Facts Label and You

Good news! The new Nutrition Facts label provides more information about added sugars to help you take control and make healthier decisions.

In 2016, the U.S. Food and Drug Administration unveiled a new Nutrition Facts label for packaged foods and beverages that makes it easier for you to make informed food choices that support a healthy eating pattern. Manufacturers are now using the new and improved Nutrition Facts label on products nationwide. It has a new design to help consumers make more informed food choices.



Added Sugars in the Ingredient List

There are many different types of added sugars. Look for added sugars on the ingredient lists of foods or beverages. Added sugars may have these names:

- anhydrous dextrose
- brown sugar
- confectioners' or powdered sugar
- corn syrup
- corn syrup solids
- dextrose
- fructose
- high-fructose corn syrup (HFCS)
- honey
- lactose
- maltose
- maple syrup
- molasses
- nectars (e.g., peach nectar, pear nectar)
- sugar

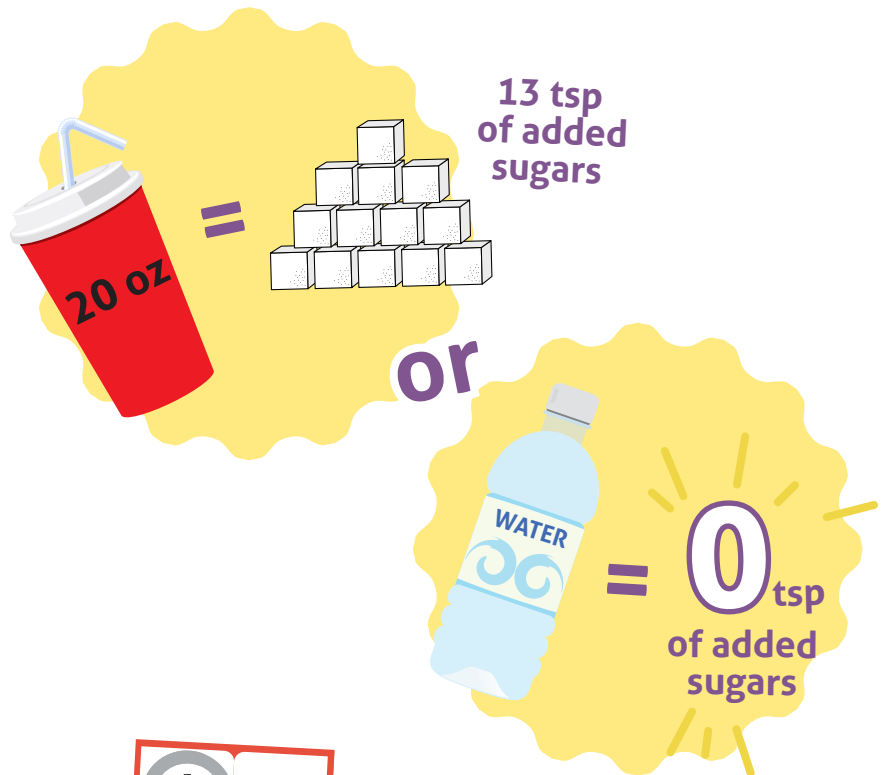
Choosing Better Beverages

Unlike the old label, the new Nutrition Facts label includes "added sugars" in grams and as a **percent daily value**. Added sugars are different than the "total sugars" amount shown on the label. Total sugars includes both **naturally occurring sugars (like those in fresh fruit)** as well as **added sugars**. With the new label, you can use the added sugars amount on the label to choose foods that are lower in added sweeteners such as corn syrup and table sugar. The amount of added sugars shown on the label is for one serving. If you were to eat or drink two servings, the amount of added sugars would be double.

INGREDIENTS: UNBLEACHED ENRICHED FLOUR (WHEAT FLOUR, NIACIN, REDUCED IRON, THIAMINE MONONITRATE {VITAMIN B1}, RIBOFLAVIN {VITAMIN B2}, FOLIC ACID), **SUGAR**, PALM, AND/OR CANOLA OIL, COCOA (PROCESSED WITH ALKALI), **HIGH FRUCTOSE CORN SYRUP**, LEAVENING (BAKING SODA, AND/OR CALCIUM PHOSPHATE), CORNSTARCH, SALT, SOY LECITHIN, VANILLIN(--)-AN ARTIFICIAL FLAVOR. CONTAINS WHEAT, SOY.

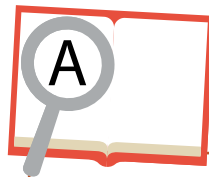
Switch-It Up with Healthy Beverages

Water is refreshing and has zero calories. By replacing a sugar-sweetened beverage with water, you avoid drinking extra calories from added sugars. This can help you maintain a healthy calorie balance. Unflavored low-fat (1 percent) and fat-free milk are also great options to choose over sugar-sweetened beverages. Each time you reach for water instead of a 20-ounce sugary soft drink, you save 13 teaspoons of added sugars. Reaching for healthier beverages is one healthy step that every middle school student can take.



Conclusions:

- Middle schoolers are getting too many added sugars, primarily from sugar-sweetened beverages.
- Advertisements for sugar-sweetened beverages use images, slogans, music, characters, and celebrities that appeal to middle schoolers to influence your food-buying decisions.
- Healthy eating patterns that are lower in added sugars can help decrease the risk of tooth decay, heart disease, type 2 diabetes, some types of cancers, and obesity.
- Reading the Nutrition Facts label and ingredient list can help you choose foods that are low in added sugars.
- Choosing plain water or milk instead of sugar-sweetened beverages can help middle school students decrease their consumption of added sugars.



VOCABULARY

Added Sugars: Sugars and syrups that are added to foods or beverages when they are processed by food companies or prepared by you.

Calorie: A unit used to measure the energy the body receives from foods and beverages. Calories are also used to measure the energy used by the body.

Consume: To eat or drink something.

Food Supply: The food available for people to eat.

Limit: An amount or number that is the highest or lowest allowed.

Naturally Occurring Sugars: Sugars found naturally in foods such as fruit (fructose) and milk (lactose).

Percent Daily Value: Shows you how one serving of a food or drink contributes towards what a person might consume in a day. A value of 5 percent or less means the food is low in that nutrient (like added sugars).

Recommend: To advise or suggest a certain action because it is beneficial to your health, such as a recommended eating pattern.



7TH GRADE | STUDENT ASSESSMENT 

Living in the Land of Added Sugars

Follow the directions to answer the questions below.

IF YOU ARE USING ADOBE ACROBAT X OR PRO:

1. Open the form
2. Fill the form out
3. Go to File, Save As, choose where you would like to save the file, and then press Save

IF YOU WANT TO SAVE IN ADOBE READER:

1. Select File, Save As, Reader Extended, Enable Additional Features
2. This will allow users with the free Reader to save form data in an existing fillable PDF form
3. Click Save Now
4. Go to File, Save As, choose where you would like to save the file, and then press Save

1. Why do you think added sugars are added to food items?

2. What are the top two sources of added sugars in the foods you eat and how does it compare with the figure on p. 15 (student p. 2)?

3. How do companies try to convince teens to eat or drink sugary items? Which one of their marketing techniques do you think is the most effective?

4. What are the short- and long-term health consequences of eating a diet high in added sugars?

5. What beverages can you drink instead of sugar-sweetened beverages?

6. Circle all types of added sugars in the ingredient lists below.

Chocolate Sandwich Cookies

INGREDIENTS: UNBLEACHED ENRICHED FLOUR (WHEAT FLOUR, NIACIN, REDUCED IRON, THIAMINE MONONITRATE {VITAMIN B1}, RIBOFLAVIN {VITAMIN B2}, FOLIC ACID), SUGAR, PALM, AND/OR CANOLA OIL, COCOA (PROCESSED WITH ALKALI), HIGH FRUCTOSE CORN SYRUP, LEAVENING (BAKING SODA, AND/OR CALCIUM PHOSPHATE), CORNSTARCH, SALT, SOY LECITHIN, VANILLIN(--)AN ARTIFICIAL FLAVOR, CHOCOLATE. CONTAINS WHEAT, SOY.

Snack Crackers

INGREDIENTS: UNBLEACHED ENRICHED FLOUR (WHEAT FLOUR, NIACIN, REDUCED IRON, THIAMINE MONONITRATE {VITAMIN B1}, RIBOFLAVIN {VITAMIN B2}, FOLIC ACID), SOYBEAN OIL, SUGAR, PARTIALLY HYDROGENATED COTTONSEED OIL, SALT, LEAVENING (BAKING SODA AND/OR CALCIUM PHOSPHATE), HIGH FRUCTOSE CORN SYRUP, SOY LECITHIN, MALTED BARLEY FLOUR, NATURAL FLAVOR. CONTAINS WHEAT, SOY.

Wheat Crackers

INGREDIENTS: WHOLE GRAIN WHEAT FLOUR, SOYBEAN OIL, SUGAR, CORNSTARCH, MALT SYRUP (FROM CORN AND BARLEY), SALT, REFINER'S SYRUP, LEAVENING (CALCIUM PHOSPHATE AND/OR BAKING SODA), VEGETABLE COLOR (TURMERIC OLEORESIN, ANNATTO EXTRACT). BHT ADDED TO PACKAGING MATERIAL TO PRESERVE FRESHNESS. CONTAINS WHEAT.

7. Your friends don't understand why they should limit added sugars. How would you convince your friends? Write a paragraph explaining your opinion.

An illustration on a dark blue background featuring three stylized beverage bottles: a red one with a white label, a blue one with a green label, and a yellow one with a white label. Below the bottles, the text 'Count the Added Sugars' is written in a bold, yellow, sans-serif font. Underneath this, a paragraph of white text reads: 'Think about what you like to drink during the day. Pick the four beverages you might drink with your breakfast, lunch, dinner and snack. Then we'll total the added sugars.' At the bottom center, there is a green rectangular button with the word 'Start' in white.

1. How much physical activity would you need to do to burn off the calories from added sugars in all the beverages you picked?

3. MAKING SMALL CHANGES IS EASY:

Which of the following changes will you try to make?

- FUELING MY HEALTHY LIFE** Food and Nutrition Service

SESSION 3

Analyzing Our Beverage Choices (45 minutes)

1. INVESTIGATE: Beverage Sort (30 minutes)

PREPARATION NOTE: Print out or display the Nutrition Facts labels for the following five beverages: plain low-fat milk, 100 percent orange juice, flavored water (with calories), energy drink, and sparkling water. The Nutrition Facts labels for this activity are available at: <https://www.fns.usda.gov/tn/fueling-my-healthy-life-labels>.

Distribute the **Beverage Sort** Worksheet (p. 25) to each student. Ask students to work in small groups to sort the five beverages into the three following categories: “no added sugars,” “lower in added sugars,” and “high in added sugars.” Share the answers with students.

Answer Key: plain low-fat milk, 100 percent orange juice, and sparkling water belong in the “no added sugars” category, flavored water (with calories) belongs in the “lower in added sugars” category, and the energy drink belongs in the “high in added sugars” category.

DISCUSS: How did your group decide which beverages were lower in added sugars? Were any of the decisions your group made surprising? Why? Review with students which nutrients are found in these beverages. For example, milk provides bone-building nutrients like vitamin D and calcium. 100 percent juice can include nutrients like vitamin C, but it also lacks the fiber that is in whole fruit. It's a good idea to make most of your fruit choices whole or cut-up fruits.

Award a Super Sleuth award to students to recognize students' ability to read the Nutrition Facts label.

2. PROJECT: Improving Peers' Beverage Choices

Students will create persuasive campaigns to promote drinks that do not contain added sugars, such as water, sparkling water, low-calorie flavored waters, unflavored milk, or unsweetened tea. Students will use digital tools and the **Beverage Choices Matter** Worksheet (p.26) to create original work. Review the rubric with students to make sure the groups understand the requirements for the project and how the campaigns will be evaluated. The research will help inform their peers about healthier beverage choices.

Improvements (areas that need work)	Standards	Enhancements (evidence of Exceeding Standards)
	Provides connections to the USDA articles.	
	Organizes ideas, concepts, and information that engages and orients the audience.	
	Establishes context, point of view, and purpose for their campaign.	
	Supports each claim with relevant, reliable, and specific well-chosen evidence (facts, quotes, details).	
	Uses digital tools and text features to present findings to an audience.	
	Works collaboratively with other group members to persuade students to make healthy eating choices.	

PREPARATION NOTE: Before the activity, identify digital tools to use in your classroom. Prepare instructions in advance to help students share or publish completed projects. Alternatively, projects can be completed offline and shared through a “gallery walk” where posters, investigative reports, and survey results are displayed around the classroom.

Students have the option to choose any of the following projects:

- **Digital Poster:** Students can use a drawing or illustration program to create a digital poster. The poster should include a persuasive message about the benefits of choosing beverages that do not contain added sugars. Students can make the poster interactive by inserting links to videos, audio recordings, articles, and more. In the end, have students share links to their interactive posters with classmates.
- **Investigative Report:** Students can conduct research on the beverage options available to students and reveal healthy alternatives that do not contain added sugars. Select a classroom blog, wiki, or other online platform where students can publish their work.
- **Survey:** Students can create a survey and collect information from classmates. Students may create graphs and charts, and display them in a poster, slideshow, or on a blog or other online platform.

Wrap-Up (10 minutes)

REFLECT: Ask students to reflect on these questions individually, and then discuss as a group: *How has what you’ve learned about beverages affected your beverage choices? If you were to share one message from these activities with a family member or friend, what would it be?* Discuss as a class and record student responses on the whiteboard or chart paper.

SESSION 3: Education Standards

Common Core English Language Arts, Grades 6–8

CCSS.ELA-LITERACY.RST.6-8.9: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

CCSS.ELA-LITERACY.W.7.1: Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

National Health Education Standards, Grades 6–8

7.8.2: Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

8.8.2: Demonstrate how to influence and support others to make positive health choices.

International Society for Technology in Education Standards for Students

3. KNOWLEDGE CONSTRUCTOR: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

3A. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

6. CREATIVE COMMUNICATOR: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

6A. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

Beverage Sort

Sort the beverages into three categories: "no added sugars," "lower in added sugars," and "high in added sugars."

No Added Sugars

Lower in Added Sugars

High in Added Sugars

Use the Nutrition Facts labels to answer the questions below.

1. Did any of the beverages contain added sugars?

2. Did any of the beverages contain nutrients like vitamins, minerals, or protein?

3. Which beverage had the most calories?

4. How can the Nutrition Facts label help you make healthier beverage choices?

Super Sleuth Badge

Identify Added Sugars, Sodium, and Saturated Fat in Beverages

Great job! You know how to identify beverages that are low in added sugars, sodium, and/or saturated fat by reading the Nutrition Facts label.

Badge awarded on: _____

Influence your Peers

Beverage Choices Matter



In small groups, work together to come up with a message that persuades your classmates to choose beverages that do not contain added sugars such as water, sparkling water, low-calorie flavored waters, unflavored milk, or unsweetened tea. Be creative and teach your class about the benefits of choosing healthier beverages by completing one of the following:

- ☐ **Create a digital poster** using a drawing or illustration program. The poster should include a persuasive message about the benefits of choosing beverages that do not contain added sugars. Make the poster interactive by inserting links to videos, audio recordings, articles, and more. Share your digital poster with your class.
- ☐ **Write an investigative report** about beverages that contain no added sugars. How are these beverages different from beverages that are high in added sugars? Make sure to include interactive links and images to help your research. Publish your work on the site or page your teacher created for the class.
- ☐ **Create a survey** and conduct the survey in person or distribute it via email, website, or by hand. Ask your classmates about their beverage choices. Share the results with the class in a graph or chart. Use your research to explain why beverage choices matter.

PREPARE FOR THE CAMPAIGN: Answer the following questions and discuss your answers with your group. Make sure to include this information in your campaign.

1. What beverage will you recommend to your peers? _____
2. Why is the beverage you are promoting a healthier option?

3. What are the health benefits of choosing beverages that do not contain added sugars?

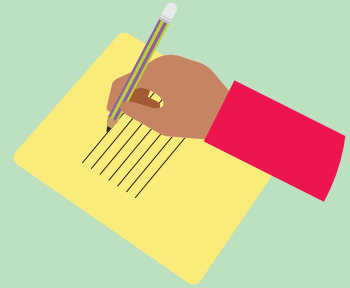
Use the rubric below to evaluate whether or not your campaign is successful.

Improvements (areas that need work)	Standards	Enhancements (evidence of Exceeding Standards)
	Provides connections to the USDA articles.	
	Organizes ideas, concepts, and information that engages and orients the audience.	
	Establishes context, point of view, and purpose for their campaign.	
	Supports each claim with relevant, reliable, and specific well-chosen evidence (facts, quotes, details).	
	Uses digital tools and text features to present findings to an audience.	
	Works collaboratively with other group members to persuade students to make healthy eating choices.	

EXTENSION ACTIVITIES

Mapping Healthy Choices Around School

Students will research the beverage options available in school. They can then create a school map that shows students where they can find healthy beverages.



Spotlight on Sugar Activity

This activity extends *The Red Carpet* video discussion.

Students will work in groups to create a slideshow presentation with photos or drawings of popular beverages and the corresponding Nutrition Facts label information, displayed on a red carpet background. Give students the option to take pictures of drinks and their labels, search for nutrition information online, or use actual drink containers of beverages sold at school. Have each group present its slideshow to the class and discuss how the beverages that the group researched compare to the beverages in *The Red Carpet* video.



Beverage Remix Contest

Invite your School Nutrition Director to talk about healthy beverage choices. Students can then work in small groups to promote their favorite beverage using digital tools and/or crafts materials. Have students vote for their favorite promotional campaign.



SUPPLEMENTAL READING ACTIVITIES

Before reading...

Building Background Knowledge

Begin the reading activity with anticipation questions to activate background knowledge. For this reading, students can discuss or journal about the choices they make every day or what influences their food and beverage choices.

As a group, brainstorm words associated with a concept discussed in the reading. For this lesson, you can brainstorm the concept of “healthy choices.” Circle the words that are related to the main ideas and ask students to predict what the reading will be about.



During Reading...

Model Reading

Select a passage to read aloud. At the end of each sentence, pause and think of a question or comment you have about the text. Think aloud and write down your question or comment on the board. This exercise shows students how to read a text closely.

Word Study

Encourage students to keep a personal dictionary. Each entry can include the following as seen below.



Word	Definition	Example	In A Sentence	Analogy: Below is an Example
Calorie	A unit used to measure the energy the body receives from foods and beverages as well as the energy used by the body.	Calories from added sugars	The body receives calories from foods and beverages.	Calories are like the fuel in a car. Our body uses calories to move properly like a car uses fuel to run.

After Reading...

Formative Assessment

If the reading comprehension exercise is assigned for homework or completed at a different time, use an exit slip to quickly check for understanding of the reading. It takes a few minutes to complete and can help identify struggling students and the areas in which to provide further explanation and clarity.

3-2-1 Exit Slip

Three important words from the reading: _____

Two facts I learned: _____

One question I have: _____