

## Ohio SNAP-Ed Adult & Teen Programs Are You Drinking Your Dollars?

**Task Topic:** Food Shopping

**Task Title:** Are You Drinking Your Dollars?

**Teaching Message(s):**

- ☒ Drink water instead of sugar-sweetened drinks.
- ☒ When consuming dairy products like milk, cheese, yogurt, etc., choose low fat or fat free dairy products.
- ☒ Decrease worry that food might run out before more can be bought.

**Resources:** Adapted from *Dietary Guidelines*, Harvard School of Public Health, Rudd Center for Food Policy & Obesity

### Objectives for the Task:

1. Examine the costs of beverage consumption as a function of package size and venue of purchase/preparation.
2. Identify healthier options for drink choices.

### Materials needed for the Task (including Handouts):

- Fact Sheet – *10 Tips Nutrition Education Series: Make Better Beverage Choices*
- National Dairy Council food models (beverage examples)

### Food and Equipment for Demonstration and Sampling:

- [None needed for this task]

Some ingredients may not be available in your area. Feel free to make ingredient substitutions as necessary. If you decide to make a recipe substitution, please use a SNAP-Ed approved recipe from the What's Cooking? USDA Mixing Bowl website:

<http://www.whatscooking.fns.usda.gov/>

### General Materials List:

- |                    |                                |               |
|--------------------|--------------------------------|---------------|
| • Flip chart paper | • Post-it notes                | • Index cards |
| • Thought box      | • Markers                      | • Pens        |
| • Highlighters     | • Masking tape                 | • Name tags   |
| • VOICE principles | • Participant evaluation forms |               |

### Preparation:

- Place some food models on a table in the front of the room for participants to use during the Apply activity if they need suggestions.



**Key Points to Review:**

- Introduce yourself. Give brief description of the program (program name, length of sessions, duration of program).
- Include your purpose as the facilitator (i.e. to introduce ideas that are supported by research, to give them the tools to make informed decisions about areas that affect their health & nutritional needs, and to identify topics that might be covered based on the curricula used in the program).
- Review the V.O.I.C.E. Principles.
- Ask participants to sign in on the SNAP-Ed sign-in sheet.
- Remember to pass out the appropriate participant evaluation form at the end of the session, making sure to read the questions out loud to the participants.

**Transition:**

Last time we met, we discussed.... We also .... Who would like to share an example of ...?

Today, we will talk about beverages – specifically, how much we spend on drinks and ways we can save money – and make healthier choices! – when buying beverages. We’ll begin with a discussion about physical activity. It’s important to get plenty of movement throughout your day, whether in the form of exercise, house work, or even going on a walk. If you spend a good amount of time sitting, health experts recommend simply standing up for 2 minutes for every fifteen minutes you spend sitting down. The act of standing up from a seated position has been found particularly effective at off-setting the negative health effects of sitting.

*Physical activity guidelines can be found at the following websites:*

- Office of Disease Prevention and Health Promotion: [www.health.gov/paguidelines/](http://www.health.gov/paguidelines/)
- CDC: <http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html>
- President’s Council on Fitness, Sports, and Nutrition: [www.fitness.gov/behavioral-physical-activity-guidelines-for-Americans/](http://www.fitness.gov/behavioral-physical-activity-guidelines-for-Americans/)

Anchor

What is your favorite drink to buy away from home? How often do you buy it? What factors influence your decision to buy a drink away from home?

Add

Americans spend a lot of money on beverages. In 2013, the average household spent over \$200 per year on drinks – with 57% of the money being spent on sugar-sweetened beverages like regular soda, fruit drinks, and energy drinks. According to figures from the beverage industry, soft drink makers produce 10.4 billion gallons of regular soda every year. That’s enough to serve every American a 12-ounce can every day.

And how we purchase our beverages can really add to the cost: According to a recent survey, half of American workers regularly buy coffee during the week, spending an average of \$1,092 a year, or \$5 per day. By contrast, buying coffee at the grocery store and brewing it at



home costs about 16 cents per cup. Vending machine sodas, juices, and bottled water cost \$1.25-\$2.00 per 20-ounce bottle, which is twice as expensive as pouring a cup from a larger container at home.

Sugar-sweetened beverages add significant calories – mostly from added sugars – and provide very little nutrients. Research has shown that the body does not recognize calories consumed through drinks, so the calories taken in from beverages are usually in addition to what we eat each day in food. Drinking one 12-ounce can of regular soda every day can lead to a 5-pound weight gain in one year.

Water – the kind from your faucet – is a great and economical beverage choice. Buying a reusable water bottle costs about \$5-\$10, but the savings adds up quickly when compared to the price of buying bottled water. If you don't like water, consider brewing iced tea or coffee at home, or even drinking milk. A one-cup glass of low fat or fat free milk provides a healthy amount of calcium, potassium, and vitamins A and D. All of these are cheaper than soda and have a lot less sugar. 100% fruit juice, while providing a serving of fruit, tends to be costly and contains a lot of sugar, so it's wise to limit your juice intake to about one cup per day.

### Apply

Listen to the following story. Every time you hear about a beverage purchase, write it down on a Post-It note. Estimate how much you think is being spent on beverages.

Marty had a busy day. First, she had to get her four kids up and ready for school. Then she had to rush out the door to get to her job. Along the way, she went through the Drive-Thru at McDonald's and ordered a large coffee with cream and sugar.

Later that afternoon, Marty started feeling tired. She purchased a bottle of soda from the office's vending machine to get her through the rest of the afternoon.

On her way home, Marty stopped off at the convenience store to buy milk and bread. She noticed the store was having a special on 2-liters of soda – 3 for \$5 – so she bought three 2-liters bottles. At the register, there was a display for Power-Ade, so she grabbed a bottle for her son.

- What drinks did Marty purchase throughout the day?
- Were these purchases “impulse buys” or planned purchases?
- How much money do you estimate Marty spent on drinks today?
- How could Marty save money on her beverage purchases?
- What other suggestions would you give Marty regarding her beverage choices? (How might she make healthier beverage choices?)

### Away

*Pass out a copy of the Fact Sheet – Make Better Beverage Choices to each participant.*

Think about all the beverages you buy in a week's time. How many of them are impulse buys



or beverages purchased “on the go”? Write down one way you will plan to save money on your beverages this week.

**Facilitator’s Notes:**

Answers to Apply:

McDonald’s large coffee with cream & sugar: \$1.90

Regular soda (20-oz. bottle) from vending machine: \$1.25

Convenience store milk: \$3.49

Convenience store soda 2-liters: \$5.00

Power-Ade (24-oz. bottle) from convenience store: \$1.50

TOTAL: \$13.14

**Facilitator’s Notes (other notes):****Facilitator’s Checklist:**

- ☐ Have I gathered all of the pertinent materials needed for the lesson?
- ☐ Did I spend the requisite amount of time covering each targeted message?
- ☐ Did I apply the principles of adult learning to my program?
- ☐ Did I create a comfortable and functional learning atmosphere?
- ☐ Did I fill out a Program Log with the necessary program information?
- ☐ Did I ensure that all participants signed the sign-in sheet?
- ☐ Did I read the survey instrument out loud to the participants?
- ☐ Did I collect all requisite survey instruments needed for today’s lesson?

