

DECEMBER 2017

SUGAR SWEETENED BEVERAGES

BERKELEY COMMUNITY TRAININGS

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Slide Presentation with Notes Pages (see LifelongSSBjump drive or www.canfit.org/ssb)



ADOLESCENT TRAINING

SESSION LEARNING OBJECTIVES: ADOLESCENT TRAINING

After completing the lesson, participants will be able to:

1. Understand **WHY** they need to decrease consumption of SSBs [health, energy, social/food justice]
2. Articulate specific ways to decrease SSBs (**HOW?**)
3. Practice SSB messaging to Peers/Families
4. Create ads/messaging to decrease SSBs

OVERVIEW OF LESSON PLAN

If no access to Audio-Visual equipment and location for showing slides: use talking points/factsheet:

0-10 MIN: DO OPINION LINE ACTIVITY AND DISCUSSION

“It’s Ok for me to drink SSBs whenever I want”

“It is possible to drink too much soda”

“SSBs are bad for my health”

10 MIN-20 MIN: DISCUSS WHY TO DECREASE SSBs (USE SLIDES OR TALKING POINTS/FACTSHEET)

1. Describe “The Low-Down on Sugar” (use slides or talking points/factsheet)
2. Slide of how to read a label (“there are so many different kinds of drinks, that you need to read label to see how much sugar is in each”)
 - Show examples of sugar content (do as a guessing game - soda, tea, Starbucks drink)
[“Tip: Remember to divide by 4”]
 - Brainstorm: how to decrease SSBs (for: 1) themselves, 2) families, 3) Berkeley—put suggestions on flipcharts (use the 3 categories)

20 MIN-40 MIN:

5 MIN: Activity: ask youth to brainstorm a Tweet or FB post they would send to the friends about SSBs—What they learned? Why they shouldn’t drink them? How they affect health or their community?

5 MIN: Get them into 2s or 3s to discuss their Tweets, and decide which one to share with the group

5 MIN: Share out from groups

5 MIN: Ask youth to write down “3 Things”

CLOSING: Do a Popcorn style sharing of that they will do differently, what they learned

PARENT/CAREGIVERS TRAINING

LEARNING OBJECTIVES FOR PARENT/CAREGIVER TRAINING:

After completing the lesson, participants will be able to:

1. Explain the SSB tax
2. Describe Sugar's Effect on Health [health, social justice, inflammation]
3. Articulate specific ways to decrease consumption of SSBs (How?)
4. Practice SSB messaging to Peers/Families

OVERVIEW OF LESSON PLAN

If no access to Audio-Visual equipment and location for showing slides: use talking points:

0-10 MIN: DO OPINION LINE ACTIVITY (3-4 QUESTIONS) AND DISCUSSION:

- “It's Ok for me to drink SSBs whenever I want”
- “I am concerned about how many SSBs my child drinks”
- “I think it's a good idea to tax SSBs”

10 MIN-20 MIN: DISCUSS: EXPLAIN THE SSB TAX & SUGAR'S EFFECT ON HEALTH

Describe Sugar's effect on health (use slides or talking points/factsheet)

- Slide of how to read a label (“there are so many different kinds of drinks, that you need to read label to see how much sugar is in each”)
- Show examples of sugar content (do as a guessing game - soda, tea, Starbucks drink)
[“Tip: Remember to divide by 4”]
- Brainstorm: how to decrease SSBs (for: 1) themselves, 2) families, 3) Berkeley—
put suggestions on flipcharts (use the 3 categories) [Use Flipchart or White Board to record]

20 MIN - 40 MIN: MESSAGING ACTIVITY [SLIDE OF ACTIVITY - HOW TO DO ACTIVITY]

5 MIN: Activity: ask caregivers to brainstorm a Tweet or FB post they would send to their friends about SSBs—
What they learned? Why they shouldn't drink them? How they affect health or their community? How to decrease SSBs

5 MIN: Get them into 2s or 3s to discuss their Tweets, and decide which one to share with the group

5 MIN: Share out from groups

5 MIN: Ask participants to write down “3 Things” (“1: Something you learned, 2:something you'll do differently, 3:something you will share”)

CLOSING: Do a Popcorn style sharing of that they will do differently, what they learned

STAFF/PROVIDER TRAINING (60–70 MIN)

LEARNING OBJECTIVES FOR STAFF/PROVIDER TRAINING:

After completing the lesson, participants will be able to:

- 1) Explain the history of SSB tax
- 2) Describe Sugar's Effect on Health
- 3) Model SSB Education lessons
- 4) Explore their sense of efficacy in teaching SSB modules
- 5) Practice SSB messaging

OVERVIEW OF LESSON PLAN

If no access to Audio-Visual equipment and location for showing slides, use talking points:

0-10 MIN: DO OPINION LINE ACTIVITY AND DISCUSSION

- “I feel comfortable teaching lessons on SSBs”
- “I am concerned about how many SSBs adolescents drink”
- “I think it's a good idea to tax SSBs”

10 MIN-20 MIN: REVIEW: WHAT'S IN EACH LESSON (USE SLIDES OR TALKING POINTS/FACTSHEET)

- Tips for Implementing Lessons

20 MIN-40 MIN: BREAK STAFF INTO 4 GROUPS, GROUPS HAVE 10 MIN TO BRAINSTORM AND 10 MIN TO DO ACTIVITY:

GROUP 1: Leading SSB Tax Overview and Sugar's Effect on Health

GROUP 2: Leading Label Reading and Sugar Content Activity

GROUP 3: Leading Brainstorm on Decreasing SSBs

GROUP 4: Leading Brainstorm on Social Media Activity

5 MIN: TRAINING EVALUATION: WRITE DOWN “3 THINGS”

CLOSING: Do a Popcorn style sharing of that they will do differently, what they learned

SSB TRAINING:TALKING POINTS

OPINION LINE ACTIVITY (5-10 MIN)

This interactive activity is a way to assess the knowledge and viewpoints of the participants in the training. You can use this activity as a pre-training evaluation measure to assess your audience, and to help you determine which aspects of the training to emphasize or de-emphasize. For example if most participants already limit their consumption of SSBs, you can focus more on activities that encourage them to share their behaviors and views with their peers (e.g., developing social media messages).

OPINION LINE INSTRUCTIONS:

Resources Needed: a room with enough room for participants to walk from one side to the other easily.

Explain that if participants “Totally Agree” with the statement that you read, they should go to one side of the room; if they “Totally Disagree” they should go to the opposite corner of the room.

The area between the two corners of the room can be for people who kind of agree/disagree.

Read each statement, have people self organize to the corner that most aligns with their beliefs. Then ask 1 or 2 or 3 people “Why” they chose to stand where they are. Use their answers to generate a discussion about the topic. Depending on the time, read 1-3 statements (see lesson plan for examples).

After the activity, participants return to their seats.

HISTORY OF SSB TAX

Passed in Berkeley in 2014

1 cent/oz tax on sugar sweetened beverages (ex 12 oz soda - \$0.12 of tax)

Taxes collected go towards Nutrition and Food education:
Berkeley Unified School District and community organizations

\$3 million collected to date (since March 2015)

THE LOW-DOWN ON SUGAR (ADOLESCENTS)

Excess Sugar Consumption has been associated with:

Diabetes • Tooth decay • Being Jittery (from both caffeine content and sugar) • Weight Gain
Breast Cancer • Heart disease • Being broke (e.g., you spend too much money on SSBs)

Sugar-sweetened beverages are heavily marketed in communities of color, even though many people of color are more predisposed (likely) to develop sugar-related illnesses (e.g., diabetes)... thus a social and health justice issue.

Being manipulated (by Sugar Industry (“Big Soda”)—to do something that is not good for your health)

NOTE

The American Heart Association recommends limiting the amount of added sugars we consume each day:

- For men, this means *no more* than 9 teaspoons of added sugar/day.
- For women, this means *no more* than 6 teaspoons of added sugar/day.
- For children, this means 3-4 teaspoons of added sugar/day.

SUGAR'S EFFECT ON HEALTH (PARENT/CAREGIVERS)

EXCESS SUGAR CONSUMPTION HAS BEEN ASSOCIATED WITH:

Diabetes • Tooth decay • Insomnia • Weight Gain • Increased Inflammation (e.g., arthritis, muscle and joint pain, stiffness) • Breast Cancer • Heart disease

Sugar-sweetened beverages are heavily marketed in communities of color, even though many people of color are more predisposed (likely) to develop sugar-related illnesses (e.g., diabetes, inflammation, heart disease)...thus a social and health justice issue.

Being manipulated (by Sugar Industry (“Big Soda”) - to do something that is not good for your health)

SUGAR SWEETENED BEVERAGE CONSUMPTION FACTS

Research indicates that most sugar-sweetened beverage consumption (55-70%) by U.S. children and adolescents takes place **at home**.

7 to 15 percent are consumed in school settings, and 1 to 5 percent are consumed from vending machines or in schools cafeterias.

41% of 2-11 yr olds and 62% of 12-17 yr olds drink 1 or more SSB/day

Adults drink 50 gallons of SSBs/yr (39 lb of sugar)

The American Heart Association recommends limiting the amount of added sugars we consume each day:

- For men, this means *no more* than 9 teaspoons of added sugar/day.
- For women, this means *no more* than 6 teaspoons of added sugar/day.
- For children, this means 3-4 teaspoons of added sugar/day.

Just one 20oz soda contains nearly 17 teaspoons! That's double the recommended amount of sugar in just one beverage.

LABEL READING

“Since there are so many types of drinks and beverages available, it is important to learn to look at and read labels to determine if a beverage has added sugar.”

“Our concern is on beverages with added sugars” (not the naturally occurring sugars in beverages like 100% juice and milk).

Sugar Sweetened Beverages (SSBs) are drinks with added sugars: honey, maple syrup, agave, corn syrup, dextrose (and other sugars that end in “-ose”) are all forms of sugar, and are metabolized the same on your body.

“It's important to remember that the label lists the serving size - often one drinks the entire bottle - which can be 2 or 3 servings!”

SUGAR CALCULATIONS

EMPHASIZE: “Divide grams by 4” (to get teaspoons)]

Show examples of sugar content in several drinks

[Prepare examples ahead of time by measuring sugar into ziplock baggies - tape labels on the outside.]

IF TIME PERMITS:

1. You can do a guessing game where participants try to match the various baggies of sugar with the name of the drink, [5 min] or
2. Have participants work in pairs or threes, and have them measure out teaspoons of sugar of various drinks (use Fact sheet for Drink Examples) [15 min for activity and clean up. Need: measuring spoons, baggies, sugar in several containers, index cards or post-its (for labels), paper towels, sponge, plastic cutting sheets or newspapers to catch spills]

SSB SUGAR CONTENT EXAMPLES: 4 grams = 1 teaspoon

Sugar-Sweetened Beverage	ounces	Cups (8 oz)	Soda cans (12 oz)	Sugar (gms)	Sugar (tsp)
McDonalds Large Drink	24	3	2	80	20
7-11 Big Gulp	32	4	2.7	104	26
Pepsi Cola	12	1.5	1	38	9.5
Mountain Dew	12	1.5	1	44	11
Coca-Cola	20	2.5	1.6	65	16.25
Sunny Delight	16	2	1.3	28	7
Lipton Iced Tea	20	2.5	1.6	32	8
Red Bull	16	2	1.3	52	13
Monster Energy Drink	16	2	1.3	54	13.5
Gatorade Cool Blue	32	4	2.7	56	14
Starbucks: Frappuccino	16	2	1.3	50	12.5
Latte				17	4.25
Mocha				35	8.75
Bubble or Boba Milk Tea	16	2	1.3	50	12.5
Jarritos	12.5	1.6	1+	45	11.25

WAYS TO DECREASE SSBS

Read the label! Watch out for drinks with added sugar

Drink water...flavor it with lemon, orange, herbs, fruit

Make your own SSBS...use less sugar, mix club soda or fizzy water with fruit juice or fresh stevia

If you choose to drink sugary drinks, consider cutting back, choosing a smaller portion or container size, drinking less often

SSB MESSAGING ACTIVITY

This activity will take about 10 min-5 min to brainstorm and 5 min to get examples from the group

Working in groups of three: Brainstorm a Tweet or Facebook post about SSBs that you would send to a friend or family member. (Tweets are 140 characters)

Messages can be about:

- What you learned?
- Why they should decrease SSBs
- How SSBs affect health
- How to decrease SSBs
- Their ideas

Optional: Do as a large group activity – give them 3-5 min to come up with a Tweet or FB post, then ask for volunteers to share

TIPS FOR IMPLEMENTING LESSONS

Read entire Lesson Overview

Review Talking Points and/or PowerPoint slides

Review Activity Instructions

Purchase/collect supplies (sugar, measuring spoons, small ziplock bags, labels or index cards)

Prepare sugar samples

Brainstorm 1-2 examples for each discussion activity (e.g., sample FB message, way to decrease SSB, etc.)

POST TRAINING EVALUATION: “THREE THINGS”

Give 3 min for participants to think about:

- Something you learned today
- Something that you’ll do differently as a result of today’s workshop
- Something you will share with others

Then ask them to pair up with another and share what they came up with (2 min)

If literacy isn’t a problem: ask participants to write their answers down on a sheet of paper, then ask for volunteers to share examples of what they have written. Be sure to call on as many people as time allows.

PROMOTIONAL MATERIALS

NEWSLETTER COPY

Young people should be concerned with how many sugar-sweetened beverages (SSBs) they drink, and even more concerned if they don't drink enough water. Loaded with added sugar and calories, as well as caffeine and other food additives, SSBs have been linked to weight gain, diabetes, tooth decay, cancer, and other health problems. In spite of these health issues, the beverage and sugar industries ("Big Soda") continue to promote SSBs to young people through glitzy ads, give-aways, coupons, and other marketing techniques. Come learn more about SSBs, and what you can do to drink less of them, and stop "Big Soda" from promoting unhealthy beverages in Berkeley.

SAMPLE TWEETS

Drinking beverages with added sugar(s) contributes to weight gain, type 2 diabetes, and tooth decay.

[#BigFood](#) [#big soda](#) has [#hacked](#) you! Take back control of your brain, hormones, life, guided by [@RobertLustigMD](#) at [@SSEWscience](#) [@UCLAFoodLaw](#)

Why beating [#BigSoda](#) requires community organizing:
[#grassroots](#) [#sodatax](#) [@annalappe](#) [@cbronsing](#) [@RealFoodFilms](#)

Let's Talk About Sugar, Sugar Sweetened Beverages (#SSBs)

Just one 20 oz soda contains nearly 17 teaspoons of sugar! That's double the recommended amount of sugar in just one beverage.

FOR MORE INFORMATION



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www.canfit.org info@canfit.org

**LifeLong
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a *california health+* center

www.lifelongmedical.org



Healthy Berkeley

www.healthyberkeley.com

Funded by City of Berkeley's SSBCRHP Program and LifeLong Medical Care