

Schools Should Not Sell Soda

If wise use of soft-drink machines cause money loss, the schools are looking for income in the wrong place. They should work with parents and local governments to find sources for school equipment and after school programs. But they should not okay soft-drink machines in their schools.

Some schools use their soda machines to make money. School officials point out that money from soda sales helps pay for books, computers, and sports programs. However, schools should not ruin the health of their students in order to afford these items.

Bridget Hickson drinks a bottle of soda pop every day before school starts! Then the seventh-grader in New York City drinks two more bottle at lunchtime. "I like the way it tickles my throat," says Bridget, 13. What she doesn't know is that those three bottles containing about 30 teaspoons of sugar!

"Soda pop is junk," says nutrition expert Michael Jacobson. He is the author of *Liquid Candy*, a 1998 report on the health effects of soda. Sugar from soft drinks can lead to many health problems, including being overweight and getting cavities. A 12-ounce can of soda contains 10 teaspoonfuls of sugar! Unlike juice or milk, most soda has no vitamins. So kids who fill up on soda may miss out on vitamins and minerals.

The state of Florida has not gotten rid of soda machines in high schools. However, Florida high school students cannot use school soft drink machines until one hour after lunch. That rule is meant to make kids pick better drinks at lunch time. The rule has caused some schools to lose money. John Fox, the athletic director in Florida's Duvall County, says sports programs in his county have lost \$450,000 since the new rule began. Now the schools cannot afford to buy new sports uniforms.

Schools should unplug their soda machines. Many health experts agree selling sodas in schools may make kids have bad eating habits.

Kids today are drinking more soda than ever before. And many are buying it in school. In 1997 kids spent \$750 million on soda, candy, and chips from school vending machines .

Directions

The persuasive essay above has been rearranged and is no longer in the form of a Classic Argument.

Cut out each piece and put the essay back in order so it follows the Classic Argument format.

Once in order, identify and color code the evidence the author uses in their argument.

Key

(use a different color for each type of evidence)

= Anecdote

= Fact

= Statistic

= Description

= Quote from Authority

