

Sugar Savvy Students - Three Days of Activities (Grades K-5)

Goal: Decrease intake of foods and drinks with added sugars among your students and increase physical activity.

Lower grade level teachers: please adapt/select portions of this lesson plan based on grade level

DAY 1

Objectives: Students will be able to define “natural sugar” and “added sugar”
Students will be able to identify foods and drinks that have natural sugar versus added sugar

Materials:

- ✓ “Be Sugar Savvy” handout (1 per student)
- ✓ “Rethink Your Drink” wristbands (1 per student)

1. *Review the following facts with your students and engage them in a discussion about natural and added sugar.*
 - “Natural sugar” means that a food naturally contains sugar, along with vitamins, minerals, and fiber. Foods like fruits, vegetables, and dairy products contain natural sugar.
 - “Added sugar” means that sugar was added to the food, and does not occur naturally. Many processed foods, like sweets and soft drinks, have added sugar. These foods are high in sugar but low in vitamins, minerals, fiber and other healthful things that your body needs to grow.
 - Processed foods are foods that have been altered from their natural state for convenience, product longevity, and safety. Many processed foods are unhealthy because they are made with trans fats, saturated fats, sodium and/or sugar.
 - Many foods contain added sugars: crackers, cookies, cakes, and cereals to name a few.

Ask: Can you think of any other foods that have added sugars?

 - The number one source of added sugar in our diet is soft drinks.
 - Too much added sugar can add unhealthy weight to your body.
2. *Pass out the **Be Sugar Savvy** handout. Have students circle foods with natural sugar, and **X** out foods with added sugar.*
3. *Pass out “**Rethink Your Drink**” Wristbands. Encourage students to wear it everyday and to be aware of what they drink.*
4. ***Incorporate Physical Activity (sing to the tune of “If you’re happy and you know it”):***

Sugar Song

We don’t need added sugar, clap your hands!

Clap, Clap

We don’t need added sugar, stomp your feet!

Stomp, Stomp

We’ll drink lots of water, and we’ll eat more fruits and veggies!

And we’ll dance and be as healthy as can be!

Dance, Dance

Other lyrics:

Jump for joy

Touch your toes

Turn around

Touch your knees

Touch the sky



DAY 2

Objective: Students will be able to distinguish foods and drinks that have less added sugar

Materials:

- ✓ “**Search for the Sugar**” handout (1 per student)
- ✓ Optional: food wrappers

1. *Review with students the following names for sugar:*
brown sugar, corn syrup, fructose, glucose, honey, lactose, maltose, raw sugar, corn sweetener, dextrose, fruit juice concentrate, high fructose corn syrup, invert sugar, maple syrup, cane sugar, molasses, sucrose, sugar, sorbitol, xylitol, and hydrogenated starch hydrolysate.
 - The “Nutrition Facts” only has one category called “Sugars” for the amount of sugar in one serving.
 - The “Ingredients” list on food packages does not just say “sugar” but lists many of the names above.
2. *Discuss where different sugars come from:*
***honey comes from bees
***high fructose corn syrup comes from corn
***granulated sugar comes from sugar beets or sugar cane
None of these sugars are found naturally in foods; these are all added sugars.
3. *Pass out the **Search for the Sugar** handout. Have students color in the number of spoons of sugar, then discuss the higher sugar foods versus the lower sugar foods.*

Optional project: Ask students to bring food wrappers that include the Nutrition Facts & Ingredients list from home. Tape food wrappers on a large sheet of butcher-block paper and identify and write down the added sugars found in the ingredient list. Continue to add to the poster the rest of the week.

DAY 3

Objective: Students will be able to demonstrate the ability to use goal setting skills to enhance health

Materials:

- ✓ “**Rethink Your Drink**” poster (1 per class)
- ✓ “**Soda Free Summer**” commitment card (1 per student)

1. Discuss the **Rethink Your Drink** poster
 - a. Compare the different amounts of sugar in cola (17tsp), juice (13tsp), sports drink (9tsp), and water (0tsp) observed on the **Rethink Your Drink** poster. Which drink is winning in this poster? Why is that drink winning?
 - b. Ask students – HOW MANY sugary drinks they have in a DAY? In a WEEK?
 - c. Ask students – WHY do you drink sugary drinks?
 - d. Ask students – Do you think you can drink LESS sugary drinks?
 - e. Ask students – Do you think you can STOP drinking sugary drinks?
2. Encourage students to pledge to drink fewer sugary drinks or no sugary drinks at all. Have them CHOOSE and WRITE out one of the following pledges. Make the pledge yourself!

I _____ will drink LESS sugary drinks and eat LESS foods with added sugars, like _____ and _____. I will choose MORE foods with natural sugars like _____ and _____.

I _____ will go “SODA FREE” and NOT DRINK ANY sugary drinks! I will also eat LESS foods with added sugars, like _____ and _____, and choose MORE foods with natural sugars like _____ and _____.

3. Talk with students about sharing what they have learned about sugar with their families. Encourage them to talk to their families about going “soda free.”
4. Using the “Have a Soda Free Summer” commitment card, show them how their families can track the sugary drinks they drink. Encourage them to share the card with their families. Have the entire family commit to being soda free.