

# Sugar Savvy Students - Three Days of Activities (Grades 2-3)

**Goal:** Decrease student intake of foods and drinks with added sugars and increase physical activity.

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## 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

**Suggested Time:** 15 minutes

**Materials:**

- ✓ “Be Sugar Savvy” handout (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. Foods like fruits, vegetables, and dairy products contain natural sugar along with vitamins, minerals, and fiber.
- “Added sugar” means that sugar was added to the food during **processing**, or while it was being made.
- Processed foods are foods that have been altered from their natural state for convenience, product longevity, and safety.
- While not all processed foods are unhealthy, many processed foods, like sweets and soft drinks, have the added sugar and are unhealthy. These foods are high in sugar and may low in vitamins, minerals, fiber and other healthful things that your body needs to grow.
- Many foods contain natural sugars: fruits, vegetables, milk, and yogurt
- 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.
- Eating a lot of added sugar can lead to cavities and weight gain.
- Think of foods with added sugar more like “treats” and not “everyday foods”

2. *Pass out the **Be Sugar Savvy** handout. Have students **X** out foods with added sugar.*

3. *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 compare the amounts of sugar in common food and drink items.

**Suggested Time:** 15 minutes

**Materials:**

- ✓ “**Search for the Added Sugar**” handout (1 per student)

1. *Discuss where different sweeteners 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.

2. *Pass out the **Search for the Added Sugar** handout. Have students color in the number of spoons of added sugar for each food. Then discuss. Which foods have the most added sugar? Which have the least?*

**Optional: Show your students a teaspoon and measure out 12 teaspoons of sugar in the orange soda while they count out loud.**

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## **DAY 3**

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

**Suggested Time:** 15 minutes

**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 drinks observed on the **Rethink Your Drink** poster. Which drink is winning in this poster? Why is that drink winning?
- b. Ask students – WHY do you drink sugary drinks?
- c. Ask students – Do you think you can drink FEWER sugary drinks?
- d. Ask students – Do you think you can drink MORE water?

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!

**This summer, I \_\_\_\_\_ will drink FEWER sugary drinks and eat FEWER foods with added sugars, like \_\_\_\_\_ and \_\_\_\_\_. I will choose MORE foods with natural sugars like \_\_\_\_\_ and \_\_\_\_\_.**

OR

**This summer, I \_\_\_\_\_ will go “SODA FREE” and NOT DRINK ANY sugary drinks! I will choose water! I will also FEWER foods with added sugars, like \_\_\_\_\_ and \_\_\_\_\_, and choose MORE foods with natural sugars like \_\_\_\_\_ and \_\_\_\_\_.**

3. Now, have the students share their pledge with a partner and have class discuss 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 students how their families can track the sugary beverages they drink. Encourage them to share the card with their families. Have the entire family commit to being soda free.