

Sugar Savvy Students - Three Days of Activities (Grades K-1)

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

DAY 1

Objectives: Students will be able to identify foods that taste sweet.

Students will be able to identify naturally sweet foods vs. foods that have extra sugar added.

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 foods that taste “extra sugar added” (candy, juice, etc.) compared to foods that taste naturally sweet (fruit, milk, etc.).*
 - “Naturally sweet” means that a food naturally contains sugar. Foods like fruits, vegetables, and dairy products contain natural sugar, along with vitamins, minerals, and fiber.
 - “Extra sugar added” means that sugar was added to the food. Many treats, like candy and soft drinks, are “sweet” because the sugar is added. These foods are high in added sugar and may also be low in vitamins, minerals, fiber and other healthful things that your body needs to grow.
 - Many foods contain natural sugars: apples, carrots, mangos, sweet peas, bananas, and milk
 - Many foods contain added sugars: crackers, cookies, cakes, and cereals to name a few.
 - *Ask: Can you think of any other foods that are “extra sugar added” because the sugar was added to them?*
 - The number one source of added sugar in our diet is soft drinks (cola, soda pop).
 - “Extra sugar added” foods (with added sugar) should NOT be everyday foods.
 - *Ask: How do you think your body would feel if you had too much added sugar in foods or drinks?*
 - *Ask: How do you think your body would feel if you had healthy foods to eat and water to drink instead?*
 - Eating sugary foods can lead to cavities.
2. *Pass out the **Be Sugar Savvy** handout. Have students X out foods that are “extra sugar added” because sugar was added to them.*
3. **Physical Activity (sing to the tune of “If you’re happy and you know it”):**

Sugar Song

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

Clap, Clap

We don’t need extra 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 little or no added sugar.

Suggested Time: 15 minutes

Materials:

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

1. Pass out the **Search for the Added Sugar** handout. Have students color in the number of spoons of sugar, and then discuss the higher sugar foods versus the lower sugar foods.

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

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 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 “sweet” drinks?
 - c. Ask students – Do you think you can drink FEWER “sweet” drinks?
 - d. Ask students – Do you think you can drink MORE water?
2. Remind the students what they said on Day 1 about how their bodies would feel if they had too much added sugar in their foods and drinks. 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 more water and FEWER “extra sugar added” drinks and eat FEWER “extra sugar added” foods, like _____ and _____.
I will choose MORE foods that are naturally sweet like _____ and _____.**

OR

This summer, I _____ will go “SODA FREE” and drink more water! I will also eat FEWER “extra sugar added” foods, like _____ and _____, and choose MORE foods that are naturally sweet like _____ and _____.

3. Now, have the students share their pledge with a partner and have class discuss sharing what they have learned about “extra” and naturally sweet foods and drinks with their families. Encourage them to talk to their families about going “soda free.” sugar with their families.
4. Using the “Have a Soda Free Summer” commitment card, show students how their families can track the “extra sugar added” beverages they drink. Encourage them to share the card with their families. Have the entire family commit to being soda free.