

Sugar Savvy Students - Three Days of Activities (Grades 4-5)

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

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: 20 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. Many processed foods, like sweets and soft drinks, have added sugar. These foods are high in sugar, and may be 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 foods contain natural sugars: fruits, vegetables, milk, and yogurt
 - Many foods contain added sugar: crackers, cookies, cakes, and cereals to name a few.

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

 - The number one source of added sugar in our diet is soft drinks.
 - Too much added sugar can cause weight gain.
 - Too much added sugar can also lead to cavities in your teeth.
2. *Pass out the **Be Sugar Savvy** handout. Have students **X** out foods with added sugar.*

DAY 2

Objective: Students will be able to compare the amounts of sugar in common food and drink items.
Students will be able read food label ingredients listings and recognize common terms for sugar.

Suggested Time: 20 minutes

Materials:

- ✓ “Show Me the Sugar!” handout
- ✓ Optional: food wrappers or empty cereal boxes from home

1. *Pass out the **Show Me the Sugar!** handout. Have students count the different types of sugar in the ingredient list and how many grams of sugar are in a serving.*

- NOTE: The “Nutrition Facts” Label does not distinguish between natural versus added sugar when it lists the grams of sugar per serving – this is why it is important to review the “ingredient list” to determine the presence of added sugar.



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.

Optional project: Ask students to bring food wrappers or empty cereal boxes that include the Nutrition Facts Label & Ingredients list from home. Tape food wrappers on a large sheet of posterboard 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
Students will understand that water is the best drink to hydrate your body

Suggested Time: 20 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 – 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 drink MORE water each day?

2. Encourage students to pledge to drink fewer sugary drinks or no sugary drinks at all and increase their water intake. 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 and drink more water! I will also eat 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.

