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
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.

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
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.

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**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.
**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.

**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.**
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.