



Sugar Shocker Kit Backgrounder

(Note: We want to be mindful of what we are saying and how we approach this topic so we are not creating body image issues. Try your best not to talk about body weight, shape or size. Focus on what the body can do instead. Try not to talk about dieting or what foods you are or are not eating as children are always listening. Avoid labelling food as “good” or “bad/junk” but rather “**sometimes**” foods when referring to treats.)¹⁰

What is the Sugar Shocker Kit?

- 5 containers numbered to go along with 5 pictures. Four are filled with the sugar content of their pictured drink and the fifth is empty as it represents water.
- Shows that the favourite drink options of many people should be considered **sometimes** drinks and water should be the drink of choice most of the time.

Why choose water?

- **No** sugar content!³
- Environmentally friendly, carry a reusable water bottle⁹
- Can add flavour from fruit⁹
- Plain coffee or tea can also be an option⁹
- Free at many public places⁸
- Safe option, right from the tap⁷
- Stay hydrated so you don't get dizzy, have trouble concentrating or get a headache^{5, 11}
- Maintains blood pressure and kidney health⁵

Why it's important to parents and students?

- Encourage water as drink of choice as it has no sugar content³
- Encourage children and family choose water most of the time³
- Sugary drinks, especially high acid ones (like sports drinks or pop) can lead to tooth decay^{12, 13}
- **Sometimes** drinks can decrease your energy because energy from sugar burns off early¹⁴
- Of the total sugar intake per day of children aged 9-18, 41% is coming solely from sugary drinks which means they are getting less nutritional value than if that sugar value was coming from foods that contain the nutrients they need⁶



Resources

1. www.ophea.net (lesson plans for teachers)
2. “How to make a sugar shocker kit” resource (in-class activity)
3. www.canadasfoodguide.ca
4. www.UnlockFood.ca (to speak to a dietician)
5. www.BrightBites.ca
6. <https://www150.statcan.gc.ca/n1/pub/82-003-x/2019001/article/00002-eng.htm>
7. <https://www.citywindsor.ca/residents/environment/Environmental-Master-Plan/Goal-B-Improve-Our-Water-Quality/Pages/Goal-B-Improve-our-Water-Quality.aspx>
8. [www.aspq.org/documents/file/resolution-eau_en\(1\).pdf](http://www.aspq.org/documents/file/resolution-eau_en(1).pdf)
9. <https://food-guide.canada.ca/en/healthy-eating-recommendations/make-water-your-drink-of-choice/>
10. www.positiveinfluencer.ca (information on body image teaching)
11. Active Living and Healthy Eating in Windsor and Essex County (pages 36-39)
[https://www.wechu.org/sites/default/files/reports-and-statistics/Act Liv Health Eat Report Sept 2016 Accessible FINAL-sm.pdf](https://www.wechu.org/sites/default/files/reports-and-statistics/Act_Liv_Health_Eat_Report_Sept_2016_Accessible_FINAL-sm.pdf)
12. http://www.ottawapublichealth.ca/en/public-health-topics/resources/Documents/Sugar-Shocker-Kit_EN.pdf
13. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5030497/>
14. <https://www.livestrong.com/article/374773-the-effect-of-sugar-on-energy-level/>



How to Make a Sugar Shocker Kit for your Classroom

(Note: We want to be mindful of what we are saying and how we approach this topic so we are not creating body image issues. Try your best not to talk about body weight, shape or size. Focus on what the body can do instead. Try not to talk about dieting or what foods you are or are not eating as children are always listening. Avoid labelling food as “good” or “bad/junk” but rather “**sometimes**” foods when referring to treats.) Appendix D

Introduction

This is a great activity to help promote water with your students, to help them learn to read food labels and understand what that means. This activity includes math skills with counting and adding, procedural writing by writing their own story to go along with the activity, teamwork as they need to work together to create a story, leadership and teaching opportunities by helping others create their stories in actual sugar values, and health and well-being by helping them understand the effects of sugar on their body and the benefits of water.

Instructions

1. See Appendix B of a sample parent letter that can be adjusted for your class and sent home to inform parents about the activity in class.
2. Get sugar shocker kit equipment required (see equipment list below)
3. Choose a list of beverages you students typically drink (suggestion: do a survey in class to see what there favourite drinks are)
4. Use the nutrition facts label on the drinks to get the amount of sugar that is in that drink
5. Work with your students or have older students assist with calculating the grams of sugar into teaspoons (4 g of sugar= 1 tsp.)
6. Use a bottle/Ziploc bag (labelled with the drink name) and add up the tsps. of sugar that belong in that drink.
7. Discuss the activity with the students. Some questions to ask your students:
 - Were you surprised about how much sugar was in your drink? (This makes the drink a sometimes drink)
 - How much sugar does water have in it? (None) ₃
 - What are some ways we can encourage choosing water? ₅
 - Why is water important to your health? _{1,4}
 - Can we get water from food? (Yes, all foods contain some water) ₃



- Which is better for the environment: tap water or plastic water bottle? (Tap water, using a reusable water bottle is great for the environment because it creates no waste) 3
 - When should you be drinking more water? (When it's hot out, when you're thirsty, when you're doing sports or exercise)
8. Please complete teachers survey (Appendix C) and return to your school nurse.

Equipment

Bottles/Ziploc bags, Funnel (depending on bottle size), Sugar (amount depends on class size), Tsp measuring cups, Marker to label bottle/Ziploc bags

Activity Suggestions

- Read a story of how much sugar is being consumed by one person throughout the day while a student volunteer pours the amount of sugar per food or drink item into a jar so you have a visual representation of the amount of sugar someone would eat in total over a day. Older students may assist younger students, giving the older students leadership opportunities. See Appendix A for sample story.
- It is recommended that students make groups of 3-4 (recommended) and create their own stories and visual representations they can share with the class, which uses teamwork skills and helps them practice procedural writing.
- By calculating the amount of sugar in the story they create or in the sample story, it is using the student's math skills.
- Brightbites.ca has a "Water Works" badge for ways to promote water, encourage discussion, do a water accessibility assessment in your school, and your classroom can claim the badge!

Curriculum

CURRICULUM EXPECTATIONS:

Grade 3

D1. Demonstrate an understanding of factors that contribute to healthy development.

D2. Demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.

Grade 4 - 8

D2. Demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.



D3. Demonstrate the ability to make connections that relate to health and well-being - how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

SPECIFIC EXPECTATIONS:

Grade 3

D1.1 Demonstrate an understanding of how the origins of food affect its nutritional value and how those factors and others can affect the environment.

D2.1 Demonstrate an understanding of the importance of good oral health to overall health, and assess the effect of different food choices on oral health.

Grade 4

D2.1 Identify personal food habits through self-monitoring over time, and set a goal for developing healthier eating habits, on the basis of the recommendations and guidelines in Canada's Food Guide.

D3.1 Identify ways of promoting healthier eating habits in a variety of settings and situations.

Grade 5

D2.1 Explain how to use nutrition fact tables and ingredient lists on food labels to make informed choices about healthy and safe foods.

D3.1 Describe how advertising, food marketing, and media affect food choices, and explain how these influences can be evaluated to help people make healthier choices.

Grade 6

D2.1 Apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices to develop personal guidelines for healthier eating.

D3.1 Explain how healthy eating and active living work together to improve a person's overall physical and mental health and well-being and how the benefits of both can be promoted to others.

Grade 7

D2.1 Demonstrate the ability to develop healthier eating patterns, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders.

D3.1 Demonstrate an understanding of personal and external factors that affect people's food choices and eating habits, and identify ways of encouraging healthier eating practices.

Grade 8



D2.1 Evaluate personal eating habits on the basis of the recommendations in Canada's Food Guide, taking into account behaviours that support healthy eating.

D3.1 Identify strategies for promoting healthy eating habits and food choices within the school, home and community.

Resources

1. **Canada's Food Guide** at <https://food-guide.canada.ca/en/>
2. **Ophea.net** (Videos, lesson plans, activity ideas)
3. **Unlockfood.ca** (Videos and facts on hydration and signs of dehydration and how much fluid is required for each age group)
4. **Brighbites.ca** (Information, lesson plans)
5. **Canada's Food Guide Tips** at <https://food-guide.canada.ca/en/healthy-eating-recommendations/make-water-your-drink-of-choice/>
6. **Positive body image language resource** at www.bana.ca
7. **Sugar-Sweetened Beverages: General and Oral Health Hazards in Children and Adolescents** at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5030497/>
8. **The Effect of Sugar on Energy Levels** at <https://www.livestrong.com/article/374773-the-effect-of-sugar-on-energy-level/>

Appendix

Appendix A: Story Attached. Uses math skills to calculate amount of sugar, procedural writing skills in writing their own stories, leadership opportunities having older students help younger students with their stories and teamwork opportunities by working in groups and presenting to the class.

Appendix B: Parent note to engage parents in the curriculum goals.

Appendix C: Survey for teachers to complete to evaluate the activity.

Appendix D: www.positiveinfluencer.ca (information on positive body image language).



Sample Sugar Shocker Story

Approximate time: 15-20 minutes

The following is a sample menu of what Alex eats and drinks on a typical day.

Instructions:

1. Recruit 2 volunteer students.
2. Read the story and as you read out the amount of sugar in a food or drink, have the first volunteer spoon the correct number of teaspoons of sugar for both food and drinks into a clear container. Do this until the story is finished and your container has all of the sugar that Alex ate and drank that day.
3. Read the story again. This time have the second volunteer spoon the teaspoons of sugar from drinks alone into a clear container.
4. The class can help the volunteers by keeping count with them, which engages their math skills.
5. Please remember in this activity we are not adding the sugar value from natural sugars. Natural sugars are good for you because they occur naturally. Natural sugars are not processed like the added sugars found in many packaged foods, so for this activity we are only adding up added sugars.

Breakfast: Alex got up in the morning and had:

3/4 cup cinnamon toast cereal	9 grams= 2 tsp sugar
1 cup white milk	13 grams NATURAL SUGARS

Recess: Alex went to school and at snack time Alex had:

1 Bear Paw	7 grams= 2 tsp sugar
Water	0 grams= 0 tsp sugar

Lunch: At lunch time, Alex had:

Ham and cheese lunchable	17 grams= 4 tsp sugar
1 Apple	19 grams NATURAL SUGAR
1 fruit punch juice box	22 g = 5 tsp sugar
1 granola bar	5 grams = 1 tsp sugar

At home after school, Alex had:

1 medium orange	12 grams NATURAL SUGARS
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1 Kool-aid jammer

15 grams= 4 tsp sugar

Dinner: On the way to soccer practice Alex's mom bought fast food and Alex had:

Small burger

6 grams= 1 tsp sugar

Small fries

0 grams = 0 tsp sugar

1 (250 mL) bottle of apple juice

22 g = 5 tsp sugar

Before bed, Alex had:

1 Bear Paw

7 grams= 2 tsp sugar



Sample Parent/Guardian Letter Supporting Sugar Shocker Kit Teaching Tool – Use this letter to encourage parents to reinforce classroom learning at home. You can adapt the letter as you see fit.

Dear Parent/Guardian,

This week at school, we are going to learn about sugar through a “Sugar Shocker” activity. We will be using food labels to see how much sugar there is in some common foods and drinks.

Through this activity students will get to practice their math skills (adding sugars), their reading skills, and teamwork. This activity will be a part of our nutrition unit and is supported by the Windsor-Essex County Health Unit.

We are hoping you’d like to join us in learning and help students practice using nutrition facts tables at home, and making informed eating choices. To help you get started, we have put together some tips and a list of resources:

How can I promote water to my family?

Water is the best choice for hydration , however that doesn’t mean that having juice once in a while is bad. The trick is to keep it to “sometimes” and not an “every day” choice. One of the easiest ways to get your family to drink water is to always have it available.

- Keep a jug of water in the fridge, and always serve water with meals
- Pack a reusable water bottle for school lunches. You can freeze the water bottle and then use it as an ice pack to keep the food cold.
- Do not add sugary drinks to your grocery list. Avoid having them in your home.
- If your family is still looking for flavour in their drinks, try some of these delicious [“flavoured water” recipes](#).

How can I help my kid to practice what they learn in school?

The main skill we are going to be learning with this activity is using food labels to make informed food decisions. A nutrition facts table can tell us what nutrients are in a specific food item and you can use this information to compare between foods. Help your child learn this skill by:

- Going grocery shopping and asking them to read the labels of some of the foods on your grocery list.
- Making them do a “sugar shocker” at home. Pick a few common items in your home and ask them to add up how much sugar there is in total. Scoop up the amount in grams in a container for display.
- Discussing what are some foods that have food labels. Hint: most packaged foods require a food label.

Here are some helpful resources for more information:

- www.canadasfoodguide.ca
- www.UnlockFood.ca
- [Health Canada – Understanding Food Labels](#)

Thank you for your support,



Appendix C: Survey for Teachers

1. What grade do you teach?
2. Is the “How to Make a ‘Sugar Shocker Kit’ For Your Classroom” a useful tool for you to use in your classroom?
3. Were the Activity Suggestions helpful and relevant to your teaching?
4. Did/would you use the document: “Sample Parent Note”?
5. Did you use the document: “Sample Sugar Shocker Story”?
6. Did you have your students create their own Sugar Shocker stories? Why or why not?
7. Do you feel your students learned from this activity? What do you feel they will take away the most from this activity?
8. Did your students have fun doing this activity?
9. How else could we improve this water promotion resource?

Other comments/notes:

When you have completed this survey please return it to your school nurse. The purpose of this survey is to improve our content for your use, so please let us know of any improvements we could make!

DO'S AND DON'TS

FOR SELF ESTEEM AND BODY IMAGE

Try your best not to talk about body, weight, shape or size. Focus on what the body can do instead. Try not to comment on weight loss or weight gain (or people's bodies in general).

Avoid using comments like, "you look so skinny!"

Be kind to yourself (this includes not talking about dieting or what foods you are or are not eating) - children are always listening. Don't let your insecurities become theirs.

Focus on inner qualities and abilities - do not let the main focus be on appearance.

Cook healthy, balanced meals with your family. Eat together. Eat the same meals.

Avoid labelling food as "good" or "bad/junk" but rather "sometimes" foods when referring to treats (these should not be eliminated entirely).

Encourage and demonstrate physical activity because you love your body- not because you hate it. Do what you enjoy because it makes you happy and makes you feel good.

We're here to help. Contact BANA if you have further questions about Self Esteem and Body Image.

519.969.2112

WWW.BANA.CA