

## THIRD GRADE LESSON: Eat Less Sugar SC STANDARD: 3.MDA.3



It's your world.

### EAT LESS SUGAR

#### OBJECTIVES:

- Teach about sugar and the amount of sugar in certain foods and drinks
- Distinguish between natural and added sugars
- Identify sugar consumption in different continents
- Learn how to read food labels to find how much sugar is in a product

#### LET'S GET STARTED:

- Ask children to name some foods that they think have sugar in them
- Discuss the difference between natural and added sugars, allowing children to give examples of drink and food group items as you go along

#### ACTIVITY:

- Rank drink and food in order from least amount of sugar to most, using the food label on the back as a guide
- Color on the blank bar graph to indicate which continents had the most and least amount of sugar consumption

#### WRAPPING UP:

- Remind kids about natural versus added sugars, and allow them to ask any final questions
- Hand out Boss' Beat sheet as well as the weekly task

#### SC STANDARDS:

- 3.MDA.3 Collect, organize, classify, and interpret data with multiple categories and draw a scaled picture graph and a scaled bar graph to represent the data

#### MATERIALS:

- Drink and food cards with food labels found in the appendix
- "What's in Your Drink" handout
- "Sugar Consumption by Continent"
- Blank Bar Graph Sheet
- Colored pencils or crayons

### LET'S GET STARTED!

- Sugar is this week's topic. Ask the students to name any foods or drinks that they think have sugar in it.
- Explain that there are two types of sugars: natural sugars that come from plant foods, such as fruits and honey, and added sugars that have been processed and added to certain foods, like cookies and candy

#### DIALOGUE BOX

- Natural sugars are found in foods that come from nature. Most fruits taste sweet because of sugar found them naturally.
- Foods that contain natural sugars are mostly GO foods. They also have important vitamins and other nutrients that help your body.
- Artificial sugars are found in baked foods and in processed foods made in factories.
- These are called added sugars or non-natural sugars
- Some examples of non-natural sugars are white sugar and corn syrup.
- Sometimes people add sugar when they are cooking/baking, and sometimes people add sugar to their food before they eat it, like adding brown sugar to oatmeal or white sugar to cereal.
- Foods with added sugar are usually WHOA foods. They are not as nutritious for your body.

- Go around the room asking the students what type of sugar is in the foods they mentioned at the beginning of class, or allow them to give an example of both natural and added sugars
- Tell the students that they are only supposed to have about 40 grams of sugar in a single day
- Using the "What's in Your Drink" handout, show them just how much sugar is in some of their favorite sports drinks, sodas, and juices, while explaining that those are all examples of added sugars

#### DIALOGUE BOX

- Water is always the best choice because it has NO sugar at all.
- All the examples on here have lots of added sugar.
- Vitamin Water may sound healthy because of the name, but it's deceiving because all the added sugar makes it unhealthy.
- Sports drink have so much added sugar that it's not a great idea to drink unless you're being extremely active.
- One can of soda can have an entire day's worth of sugar! So when you have a soda, you must be careful on the rest of the food that you eat that day.



- Allow the kids to ask questions or comment about the “What’s in Your Drink” handout, and ask them what drinks may be better choices than those with so much sugar (e.g. water or plain milk)
- Discuss the different continents’ sugar consumption per year using the bar graph as a visual.

## DIALOGUE BOX

- This graph shows sugar consumption in different continents. It measures the pounds of sugar ONE person eats and drinks in a single year
- North America is one of the continents with the highest sugar consumption
- How many pounds of sugar does the average North American consume in a year? (about 80)
- Can anyone name continents that consume more sugar than North America? What about less?
- Lastly, show them the standard food label in the appendix and point to where they can always find the amount of sugar in the foods and drinks they consume, which will come in handy during the activity

## ACTIVITY

- This activity is going to be in two parts: coloring a blank map for sugar consumption and ranking drink and food cards from least amount of sugar to the greatest
- Divide class in to 2-4 groups depending on the size of the classroom
- Give each child a blank world map. Keep one handout of the continents on the table for each group to use as a reference.

## DIALOGUE BOX

- Think about the graph we just talked about. Color the two continents with the highest sugar consumption in red, and the two continents with the lowest sugar consumption in green.
- Everyone in the group must be finished coloring before you can move on to the next part of the activity.
- Once everyone is finished with the map part of the game, hand out the sets of cards. Each group should have 5 food or drink cards. Tell them that they have to organize the cards from least amount of sugar to greatest. Explain to the students how to find the sugar on the back of the label, and how they can use that as a guide during the game.

## DIALOGUE BOX

- You have four groups of cards, each with a different set of various foods and drinks on them.
- Rank the cards in each set from items with the lowest amount of sugar to items with the highest amount of sugar.

- You can check the amount of sugar in each food or drink by looking at the food label on the back of each card.
- You can only handle one group of cards at a time, so finish the first group before you start another one.
- The first team to finish the two-part game wins. Once everyone is finished, quickly go through the sets of food and drink cards that the teams organized to see if there were any mistakes that were made and then explain why they were wrong.
- Ask the kids if they have any questions or if there were any confusing parts to the game that they would like to talk about.

## WRAPPING UP

- Ask the kids if they have any final questions on the discussion or the game.
- To wrap up the lesson on sugar, recap on what it means when a food has natural sugar versus added sugar with some examples of each.

## DIALOGUE BOX

- Natural sugars are already found in foods that come from nature.
- Ask for examples of their favorite foods that contain natural sugars. Provide examples (honey, berries, even some vegetables).
- Artificial and added sugars are found in processed foods, like packaged cookies and cakes, fruit snacks, flavored drinks, cereals, and prepackaged snacks.
- Hand out Boss’ Backpack Bulletin that will help them remember the lesson on sugar while also giving them a weekly goal to reach.
- The handout will be divided in half, one side saying “Added Sugars Taken Out” and the other side saying “Natural Sugars Added In”. During the week, if they replace an added sugar food or drink with a natural sugar food or drink, have them draw pictures of both.

## DIALOGUE BOX

- This week’s goal is to try to eat less added and artificial sugars and replace them with natural sugars.
- Try some new foods with natural sugars that you haven’t had before, like apricots, star fruits, or dried fruits in moderation.
- Keep track of the foods with added or artificial sugars that you replace with natural sugars and draw pictures on the handout.



## ENHANCED LEARNING ACTIVITY

- Another interactive activity that can be done is to have the kids measure out certain amounts of sugar that match up with different drinks in order for them to see just how much sugar is in each of them.
- This activity would also meet a second SC standard that involves using and understanding units of measure, in this case using a measuring cup
- Give each kid a drink card that has the grams of sugar written on it, and allow each of them to measure out that amount for that specific drink
- Once every kid has measured out their sugar, have them one at a time go around the class showing the drink they have along with the amount of sugar in it



## TERRIER TASTING

Another exciting, but optional, activity that you could try with the kids this week is to bring in some type of fruit, such as peaches, plums, etc., or dried fruit, like prunes or raisins, and have the kids try foods that have natural sugar in them. Kids love this interactive activity, especially if it is something they have never tried before.

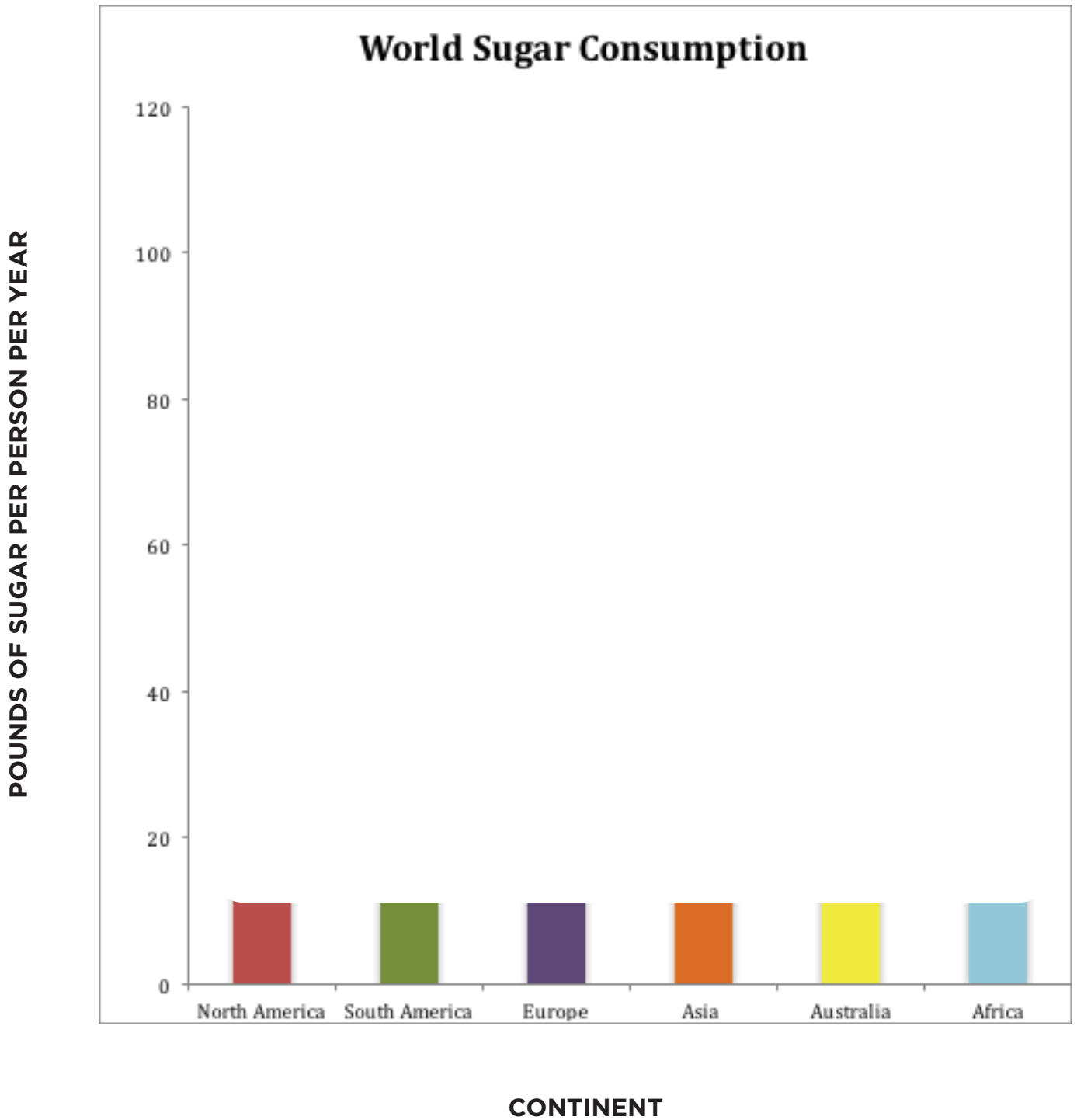


# SUGAR CONSUMPTION BY CONTINENT



Data from Sucres & Denrees

**INCREASE EACH BAR GRAPH  
TO MATCH THE SUGAR CONSUMPTION  
FOR EACH CONTINENT**



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# BOSS' BACKPACK BULLETIN

My goal this week is to eat less added and artificial sugar. Natural sugars like fruits are much healthier. Remember, you should really only eat 40-50 grams of sugar a day. Draw pictures of the natural sugars you can eat this week to replace some of the added and artificial sugars you might normally eat.



## MY SUGAR THIS WEEK

**ADDED / ARTIFICIAL SUGAR**

**NATURAL SUGAR**

# WHAT'S IN YOUR DRINK?

## WATER

Sugar: 0 g  
=  
0 teaspoons

## CAPRI SUN FRUIT PUNCH

Sugar: 18 g  
=  
4.5 teaspoons

## CHOCOLATE MILK

Sugar: 24 g  
=  
6 teaspoons

## SPORTS DRINK

Sugar: 34 g  
=  
8.5 teaspoons

## 100% GRAPE JUICE

Sugar: 36 g  
=  
9 teaspoons

## SWEET TEA

Sugar: 36 g  
=  
9 teaspoons

## SODA

Sugar: 40 g  
=  
10 teaspoons

## SLUSHIE

Sugar: 42 g  
=  
10.5 teaspoons

