

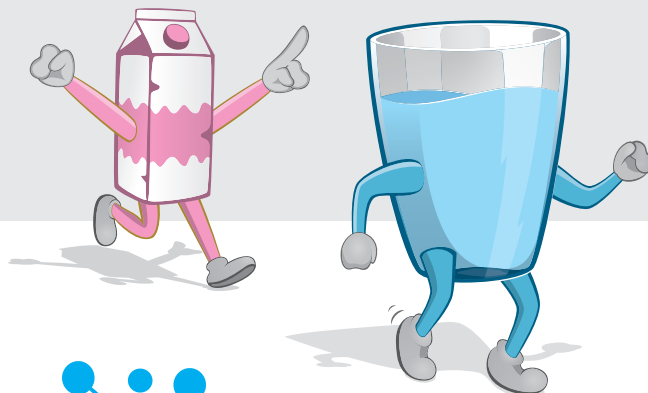
# Choose Your Drinks Wisely

## Sugary Drinks Learning Activity

Action Schools! BC



Learning about sugary drinks, making healthy drink choices, and setting goals helps students to build and maintain a healthy body. Students will develop a greater understanding of the drinks they choose, and will create individual goals to improve their choices.



## CURRICULUM CONNECTIONS



### BIG IDEAS

- Adopting healthy personal practices and safety strategies protects ourselves and others.
- Our physical, emotional, and mental health are interconnected.

### CURRICULAR COMPETENCIES:

- Explore and describe strategies for making healthy eating choices in a variety of settings.
- Describe ways to access information on and support services for a variety of health topics.
- Explore and describe strategies for pursuing personal healthy-living goals.
- Identify and apply strategies that promote mental well-being.

### CONTENT

- Strategies for accessing health information.
- Nutrition and hydration choices to support different activities and overall health.



# FIRST PEOPLES PRINCIPLES OF LEARNING FOR ALL STUDENTS

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning involves recognizing the consequences of one's actions.

## COMPREHENSIVE SCHOOL HEALTH CONNECTIONS



### RELATIONSHIPS AND ENVIRONMENTS

- Invite other classrooms to have water available for students throughout the day. Challenge the staff and rest of the school to bring a water bottle to school.

### TEACHING AND LEARNING

- Students will learn about the amount of added sugar in common drinks in order to make healthier drink choices.

### COMMUNITY PARTNERSHIPS

- Invite a water specialist from your local municipality to talk about water (e.g., sustainability, system, purification, etc.).

### OUR SCHOOL POLICIES

- Drinking water can contribute to good health, and schools are in a unique position to promote healthy, dietary behaviors, including drinking water. Consider a school policy to have water available at all special events.

## PREPARATION

- Review the *Sugary Drink* section of the *Healthy Eating Overview* (included with this activity).
- Copy one *Drink Journal* handout (see following page) per student.
- Optional: Collect sample beverage containers to demonstrate different beverage sizes to students (Small = 250 ml or less; Medium = 251-591 ml; Large = 592 ml-1 litre; Extra Large = more than 1 litre), or use *Sip Smart! BC™ Drink Cut-outs* (copied) for the same purpose.

## IMPLEMENTATION IDEAS

- Share that First Peoples have a special relationship with water. It is the home of many living things, a way of travelling and method of transporting supplies. Most importantly though, water contributes to the health and well-being of everything not in the water, including humans.
- All living things must have water to survive, whether they get it from a water fountain, a rain cloud, or a bottle of water.
- Pose the question: Understanding that water is so important to life, why then are sugary drinks often the drink of choice?
- Discuss, the benefits and drawbacks of various drinks.
- Share that sugar is a major ingredient in many popular drinks. The number and size of servings we drink affects the amount of sugar we consume. Have students complete the *Drink Journal* handout.
- As a class, discuss: What do they typically drink at breakfast, lunch and dinner? When they drink juice, how much (a full cup, half cup, a full juice box) do they usually drink? How many times per day are they choosing water and milk? juice? pop? other?
- As a follow up to this activity, assist students in setting a personal goal related to the consumption of sugary drinks. Could they choose to drink only water or milk for a full day each week? Could they aim to consume no more than X servings of sugary drinks in a week? Could they choose smaller servings of sugary drinks (for example, a small “junior-size” juice box (125 ml) instead of a 200 ml juice box)? Discuss drink sizes with students, providing them with examples of various drink sizes using real containers, or *Sip Smart! BC™ Drink Cut-outs*.
- What supportive adults could help them achieve their goal? How will they go about doing this (e.g., helping to pack their own lunch; requesting water or milk to drink with dinner; asking that the fridge at home be stocked with cold tap water, milk, and 100% juice; asking that only water, milk, or 100% juice be served as drinks at school functions)?

*Inspired by: Sip Smart! BC™*

## EXTENSION OF LEARNING

- Discuss water availability around the world (or lack of it). Have students research this situation in various countries.
- Introduce students to the concept of water purification and how portable water purifiers are used by hikers and travelers. If possible, demonstrate.

## RECOMMENDED RESOURCES

- Sip Smart! BC™ Drink Cut-outs (printed - [www.bcpeds.ca/sipsmart](http://www.bcpeds.ca/sipsmart))
- HealthLink BC ([www.healthlinkbc.ca](http://www.healthlinkbc.ca)) Call 811 and speak with a registered dietitian
- BC Ministry of Education – Guidelines for Food and Beverage Sales in BC Schools (F) (<http://healthyschoolsbc.ca/program/395/guidelines-for-food-and-beverage-sales-in-bc-schools>)
- Healthy Families BC ([www.healthyfamiliesbc.ca](http://www.healthyfamiliesbc.ca)) - *Sugary Drink Sense*

NAME \_\_\_\_\_

# Drink Journal



Think back to everything you drank yesterday. Use the chart below to record what you drank, and how much.

WHEN	TYPE OF DRINK	CIRCLE THE SIZE OF YOUR DRINK				HOW MANY
Breakfast		S	M	L	XL	
		S	M	L	XL	
Recess/Break		S	M	L	XL	
		S	M	L	XL	
Lunch		S	M	L	XL	
		S	M	L	XL	
After Lunch		S	M	L	XL	
		S	M	L	XL	
Dinner		S	M	L	XL	
		S	M	L	XL	
After Dinner		S	M	L	XL	
		S	M	L	XL	

DRINK SIZES:

S	M	L	XL
SMALL 250 ml or less	MEDIUM 251-591 ml	LARGE 592 ml-1 litre	EXTRA LARGE more than 1 litre

## Drink water – it's always a great choice!

Inspired by: Sip Smart! BC™

# SUGARY DRINKS OVERVIEW

This section of the *Healthy Eating Overview* will explain what is meant by ‘sugary drinks’, provide tips and tools for assessing popular drinks and share information relating to the levels of caffeine found in many of these drinks. Find the complete *Healthy Eating Overview* at [www.actionschoolsbc.ca/resources](http://www.actionschoolsbc.ca/resources).

## KEY MESSAGES

Some drinks don’t fit into the four food groups in *Eating Well with Canada’s Food Guide* or *Eating Well with Canada’s Food Guide – First Nations, Inuit and Métis*.

- Sugar is a major ingredient in many popular drinks.
- Knowing what is in drinks helps us to make healthy choices.
- The number and size of servings we drink affects the amount of sugar we consume.
- Drinking sugary drinks “bumps out” nutritious drinks.
- Some ingredients in sugary drinks other than sugar, such as acid and caffeine, may damage our health.
- Drink choices can be influenced by various factors, including family, friends, and the media.
- We can decide for ourselves to make healthy drink choices.
- Drink water – it’s always a great choice!

*Adapted from: Sip Smart! BC™*

## What Are Sugary Drinks?

### Added Sugars



- Sugary drinks are drinks (carbonated or not) that contain added sugars. These can include:
- Pop or soft drinks
- Energy drinks
- Hot chocolate
- Store-bought smoothies
- Slushes
- Fruity drinks (e.g., “punches”, “cocktails”, or “ades”)
- Sports drinks
- Flavoured or vitamin-enhanced waters

Added sugars are sugars and syrups that are added to drinks or food during processing (e.g., sugars added to soda by the manufacturer) or preparation (e.g., sugars added to a cup of coffee after it was bought at the coffee shop). Sugary drinks often have little to no nutritional value. For examples, children and adolescents who drink pop regularly are more likely to have lower intakes of calcium and other nutrients.

Sugary drinks are heavily marketed, available in many locations, and often displayed at the eye level of children. These drinks can contribute to unhealthy weight, which puts a child at increased risk of high blood pressure, heart disease, type 2 diabetes, cancer and other health problems. A healthy weight, on the other hand, supports the mental, physical and social health and well-being of individuals, families and communities.

## Naturally Occurring Sugars

Naturally occurring sugars are no different from added sugars in terms of their effects on the body. However, because drinks with naturally occurring sugars often contain important nutrients, they can be consumed in moderation as part of healthy eating. Some drinks with naturally occurring sugar are 100% fruit juice (contains fructose), and plain milk (contains lactose).

## Hidden Sugars



Hidden sugars are other names for added sugars that might not sound or look like sugar. These include: sucrose, dextrose, maltose, galactose, liquid glucose-fructose, invert sugar, raw cane sugar, brown sugar, corn sweetener, high-fructose corn syrup, rice syrup, fruit juice concentrates, honey, malt syrup, and molasses.

## Juice and Fruity Drinks



The difference between 100% fruit juices and “fruity drinks” (e.g., “fruit beverages”, “fruit drinks”, “fruit cocktails”) can be a difficult concept for students to grasp, but is a very important teaching point. Although the majority of added sugar consumed by students often comes from these drinks, they – and often their parents – may not know the difference between 100% fruit juice and fruity drinks.

100% fruit juice contains some of the natural vitamins (such as vitamin C, potassium and B-vitamins) found in fruit. However, fruit juice still contains a lot of concentrated sugar, and has the same effect on teeth as other sugary drinks. For this reason, children should have no more than 1 serving (125ml, 1/2 cup) of 100% fruit juice daily. A healthier alternative to 100% fruit juice would be a glass of water and a piece of fresh fruit, which provides all the vitamins, minerals, and fibre naturally present, but with much less sugar. Juice is not a necessary part of a healthy diet. Fruits and vegetables are!

## What About Artificial Sweeteners?



In keeping with the Guidelines for Food and Beverage Sales in B.C. Schools, drinks sweetened with artificial sweeteners such as aspartame, acesulfame potassium and sucralose are not allowed for sale in elementary and middle schools. Just like sugary drinks, artificially sweetened drinks get children used to sweet-tasting, non-nutritious items. They provide none of the nutrients that a child’s growing body needs to be healthy and strong, and can bump healthy foods and drinks out of a child’s diet. These drinks may also contain artificial sweeteners in amounts that exceed the acceptable daily intake (ADI) for children.

## Energy Drinks



Energy drinks contain as much or more added sugar than cola, are high or very high in caffeine, and often contain potentially harmful additives. Energy drinks are often marketed with images of extreme sports such as competitive downhill skiing, biking, snowboarding and skateboarding, with the implication that these drinks boost performance. Others, with flashy packaging and enticing names are designed to directly target the youth market.

Energy drinks are very high not only in sugar, but also in caffeine. For example, a 500mL can of a typical energy drink contains 160mg of caffeine. That is more than double the suggested daily caffeine maximum for a 7-12 year-old child.

Many energy drinks also contain stimulant herbs or other substances such as guarana and taurine. These additives are often listed misleadingly as “medicinal ingredients” on energy drinks, when in fact they are untested and potentially harmful, especially for children. Like sports drinks, energy drinks also tend to contain artificial flavours and/or colours.

When consumed in large amounts, or when combined with alcohol, energy drinks have been linked to serious health effects such as irregular heart function, nausea and vomiting, and electrolyte disturbances. Energy drinks can also interact with some medications.<sup>1</sup>

## Milk, Flavoured Milk and Other Beverages Made With Milk



Milk and milk alternatives (e.g., unsweetened fortified soy beverage) are the main source of calcium and Vitamin D in most Canadian diets. Both calcium and vitamin D help build and maintain strong bones and teeth. Plain milk is also a source of protein, vitamin A and riboflavin.

One cup (250mL) of plain milk = 1 serving from the Milk and Alternatives food group in *Eating Well with Canada's Food Guide* and in *Eating Well With Canada's Food Guide – First Nations, Inuit and Métis*. Children aged 4-13 should aim for 2 to 4 Food Guide Servings of Milk and Alternatives each day.

Adding vanilla, chocolate, strawberry and other flavours to plain milk can add a lot of extra sugar. It is best to offer children plain (not flavoured) milk regularly so they learn to enjoy it. If making flavoured milk at home, add a small amount of syrup or powder. Less is best.

### Drink water – it's always a great choice!

Adapted from: *Sip Smart! BC™*



### References:

1. Sip Smart! BC™ (<http://healthyschoolsbc.ca/program/298/sip-smart-bc>)