

Drink Check

Sugary Drinks Learning Activity

Action Schools! BC

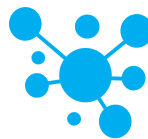


5

Sugary Drinks

Students will learn that the number and size of servings they drink affects the amount of sugar they consume. Knowing what is in drinks helps them to make healthier choices. By thinking about what they drink, and where and when they consume it, they will build awareness around drink choices.

CURRICULUM CONNECTIONS



BIG IDEAS

- Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle.
- Personal choices and social and environmental factors influence our health and well-being.

CURRICULAR COMPETENCIES:

- Describe the impacts of personal choices on health and well-being.
- Identify, apply, and reflect on strategies used to pursue personal healthy-living goals.
- Describe and assess strategies for promoting mental well-being, for self and others.
- Analyze and describe the connections between eating, physical activity and mental well-being.

CONTENT

- Practices that promote health and well-being, including those that prevent communicable and non-communicable illnesses.
- Sources of health information and support services.
- Food choices to support active lifestyles 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

- Encourage cooperative behaviours during group activities.

TEACHING AND LEARNING

- Teach students that knowing what is in drinks helps us to make healthy choices, and that the number and size of servings we drink affects the amount of sugar we consume.

OUR SCHOOL POLICIES

- Share that schools must apply the [Guidelines for Food and Beverage Sales in BC Schools](#) to all food or beverages sold to students in British Columbia public schools and at all school-sanctioned events. All public Elementary, Middle and Secondary schools in BC are required to ensure that the food and beverages sold to students meet the criteria set out in the *Guidelines*.

PREPARATION

- Review the *Sugary Drinks* section of the *Healthy Eating Overview* (included with this activity).
- Locate the Sip Smart! BC™ *What Size Is Your Drink? Poster* (<http://www.bcpeds.ca/Programs/showcontent.aspx?MenuID=3369>) and *Drink Cut-outs* (<http://www.bcpeds.ca/Programs/showcontent.aspx?MenuID=3370>).
- Collect sticky note paper.
- Collect different empty drink containers (suggestion: check recycling box at school) to use in addition to Sip Smart! BC drink cut-outs.

IMPLEMENTATION IDEAS

- Begin lesson with 2 minutes of concentrative meditation-this focuses the attention on the breath, an image, or a sound (mantra), in order to still the mind and minimize thoughts.

- Organize students into 6 diverse ability groups and assign each group to one of the following situations:
 1. Breakfast, lunch, or dinner at home
 2. After sports or physical activity
 3. At the movies
 4. At recess or lunch at school
 5. At a restaurant
 6. While watching TV or playing video games
- Ask the students to brainstorm drinks they typically have in their designated situation.
- Have them present their result after 3 minutes.
- Introduce Sip Smart! BC™ *What Size is Your Drink? Poster*.
- Show empty drink containers or Sip Smart! BC™ *Drink Cut-outs* to explain the sizes XS (125 ml), S (200-250 ml), M (251-591 ml), L (592-1,000 ml) and XL (>1 L).
- Hand out drink cut-outs or different sized containers to teams and ask students to write sizes XS, S, M, L or XL on the containers with markers/stickers, or verbally report to the class. Have each team present their sizes in both millilitres and litres.
- Discuss how drink sizes have changed through history. The average pop container used to be 184 ml – compare that with today’s standard of 355 ml - basically twice as big!
- Ask students to describe how the number and size of servings they drink affects the amount of sugar they consume, e.g., more servings (frequency) and larger sizes (quantity) increases the amount of sugar they consume.
- Ask students how their bodies feel when they make different drink choices. What options would be best to support their physical activity and mental well-being?
- Ask students to help create a list of drinks they can choose instead of the sugary drinks. Students (individually or in small groups) develop an action plan based on the information they have learned in class to make choices that support an active lifestyle and their overall health.
- Encourage students to think critically and reflect about why they may make certain choices (availability, activity/event, who they are with, what they are feeling, etc.).

Adapted from: Sip Smart! BC™

EXTENSION OF LEARNING

- Have students maintain a drink journal, using the *Drink Journal* extension activity, attached.
- Have students research and compare the length of time humans can live without food and how long they can live without water.
- Review the drinks that are served at school with the administration to determine whether it’s necessary and/or possible to introduce healthier options.

RECOMMENDED RESOURCES



- Sip Smart! BC™ (<http://www.bcpeds.ca/Programs/sipsmart.aspx?MenuID=3347>)
- Sip Smart! BC™ *What Size is Your Drink?* poster (http://www.bcpeds.ca/uploadfiles/documents/Sipsmart/2016/Posters/2016_SSB_What_Size_is_Drink_Poster.pdf)
- Sip Smart! BC™ *Drink Cut-outs* (<http://www.bcpeds.ca/Programs/showcontent.aspx?MenuID=3370>)
- Healthy Families BC (www.healthyfamiliesbc.ca) - *Sugary Drink Sense*
- 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>)

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.

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.¹

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>)