



LESSON OVERVIEW:

This lesson is linked to the Health and Physical Education Learning Area of the Australian Curriculum. Working in small groups, students will investigate the amount of sugar contained in many popular drink choices and present their findings to the class.

LEARNING OUTCOMES:

At the conclusion of this lesson, students will be able to -

- Calculate the amount of sugar contained in various popular drink choices,
- Recognise that discretionary drinks contain sugar and are detrimental to health when consumed in excess,
- Will be able to read a food label in order to make informed drink choices.

KEY MESSAGES:

- Zombie drinks are overloaded with sugar;
- Zombie drinks invite the Body Monsters (decay, illness and obesity) into our bodies; and
- Choose water.



FOODBANK

RESOURCES REQUIRED:

Resources	Pre-lesson preparation	Lesson Duration
<ul style="list-style-type: none"> • Body Monster pictures (decay, illness and obesity) • Zombie character pictures- Zombie Fizz and Energy Drink • (6) Nutrition Information Panel drink activity sheets • (6) Zombie drink blank templates • (1) Sugar in Drinks Answer Sheet • Australian Guide to Healthy Eating poster • Plain sugar or sugar cubes • Plastic cups/paper plates and teaspoons 	<ul style="list-style-type: none"> • Print all listed resources • Source all other resources 	<p>Years 3&4: 40 minutes</p> <p>Years 5&6: 45 minutes</p>

**FACILITATOR NOTES:**

- This lesson plan has been linked to the Health and Physical Education learning area of the Australian Curriculum. The Achievement Standards for each year have been highlighted where it is believed this lesson plan addresses aspects of the achievement standard.
- The italicised writing indicates the verbal script teachers can say when teaching this lesson.
- The key messages of this lesson are bolded in the lesson plan text.
- Teachers can use their discretion when using language around Superhero/Zombie Foods to ensure it is appropriate for their students' level of understanding.



HEALTH AND PHYSICAL EDUCATION LEARNING AREA

YEAR	Australian curriculum strands	Australian curriculum sub-strands	Australian curriculum content descriptions
Year 3 and 4	Personal, Social and Community Health	Being healthy, safe and active	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)
		Communicating and interacting for health and wellbeing	Discuss and interpret health information and messages in the media and on the Internet (ACPPS039)
		Contributing to healthy and active communities	N/A

Year 3 and 4 Health and Physical Education Achievement Standard

By the end of Year 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students **interpret health messages and discuss the influences on healthy and safe choices**. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, safety and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. They **use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active**. They refine fundamental movement skills and movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

YEAR	Australian curriculum strands	Australian curriculum sub-strands	Australian curriculum content descriptions
Year 5 and 6	Personal, Social and Community Health	Being healthy, safe and active	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
		Communicating and interacting for health and wellbeing	Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)
		Contributing to healthy and active communities	Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)



Year 3 and 4 Health and Physical Education Achievement Standard

By the end of Year 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students **interpret health messages and discuss the influences on healthy and safe choices**. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, safety and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. They **use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active**. They refine fundamental movement skills and movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

Learning	Literacy	Numeracy	ICT capability	Critical & creative thinking	Ethical understanding	Personal and social capability	Intercultural understanding
Sugar in Drinks							

Note: These food and nutrition curriculum materials support the teaching of the Western Australian Curriculum. It encompasses the knowledge, understanding and skills of the Early Years Learning Framework and the Australian Curriculum. As Western Australia adapts the P-10 Australian Curriculum content to suit the specific needs of Western Australian students these materials will be reviewed to ensure alignment with the Western Australian Curriculum and Assessment Outline.



BACKGROUND INFORMATION FOR TEACHERS

Source of information	Information it contains	URL
Refresh.Ed Lesson Plans	<p>Refresh.ED is a suite of nutrition curriculum support materials available free online. It is recommended that this Food Sensations lesson plan is delivered first to provide a good background/baseline level of understanding, with Refresh.ED lessons delivered thereafter to elaborate and further develop skills such as:</p> <p>Year 3</p> <ul style="list-style-type: none"> Investigating the Australian Guide to Healthy Eating <p>Year 4</p> <ul style="list-style-type: none"> Examining packaged foods which fit in the 'discretionary foods' section of the Australian Guide to Healthy Eating. <p>Year 5</p> <ul style="list-style-type: none"> Evaluating various drink choices in regards to sugar. Discussing the negative health effects of consuming discretionary foods. <p>Year 6</p> <ul style="list-style-type: none"> Assessing fat, sugar and sodium of various products. Determining how to reduce intake of items such as sugary drinks. 	<p>http://www.refreshedschools.health.wa.gov.au/</p>



SUGAR IN DRINKS

Lesson steps	Time required
<p>1. Introduction to activity: After students are seated in room, ask them to close their eyes and imagine it's a hot day, they are really thirsty and for them to think of a drink they would like to drink and how it tastes.</p>	1 minute
<p>2. Advise that this lesson will investigate how much sugar is in different drinks (objective) so they can make healthy drink choices (purpose).</p>	1 minute
<p>3. Ask the class:</p> <ul style="list-style-type: none"> • When we go to the shops, how do we know which drinks are healthy and which are unhealthy? (e.g. we can read a food label) • What is it about unhealthy drinks which make them unhealthy? (E.g. they are very high in sugar so they are not good for our teeth). <p>4. Advise the class that they will break into teams to investigate the amount of sugar in various drinks.</p> <p>5. Explain the following steps to students for how to read a drink label (using one of the Nutrition Information Panel (NIP) Sheets):</p> <ul style="list-style-type: none"> • Find the nutrition information panel on the drink. Find the word sugar listed in the far left hand column (listed under the word carbohydrates). • Use your finger to guide your eyes from the word sugar across to the right, to find the number in the 'per serve' column, for example, 8g. Using your 4 times table, count to 8 to calculate how many teaspoons of sugar are in the drink. For this example it would be 2 teaspoons. (4g equals 1 teaspoon of sugar). • Ask students to carefully check if their drink is only recommended as one serve. Note: if the drink states there are more 'serves' contained, for example, if a 600 ml bottle states there are '2 serves' in that bottle, each serving size would be 300 ml with 8g of sugar per serve, they would need to double the grams of sugar in our calculation to determine number of teaspoons. 	5 minutes



Lesson steps (cont.)	Time required
<p>6. Show students they need to look at the Nutrition Information Panel (NIP) per serve column on their sheet to determine the amount of sugar, then measure out the number of teaspoons of sugar, piling it onto a plate or spoon into a plastic cup.</p>	1 minute
<p>7. Ask students: If your drink has 8g of sugar per serve, how many teaspoons would that be? (2 teaspoons per serve).</p>	1 minute
<p>8. Split class into small groups for investigation:</p> <ul style="list-style-type: none"> • Give each group a NIP Activity sheet. • Each group firstly guesses the number of teaspoons of sugar contained in their drink and reveals to the class. • Each group then investigates the amount of sugar contained in their drink. • Using the sugar, spoons and plate/cup, student's measure out the number of teaspoons of sugar in their drink. <p>Note: For younger students - you can use the 'Sugar in Drinks Nutrition Information Panel Activity Sheets for Younger Students' resource which has the pre-calculated number of teaspoons. For older students - use the 'Sugar in Drinks Nutrition Information Panel Activity Sheets for Older Students' and students use four times table to calculate teaspoons of sugar (note: each sugar cube equals 1 teaspoon of sugar). Alternative option: Students could bring their own empty drink bottle containers from home and write down the information from the drink label and put into the Zombie Drink blank template (see items required under lesson resources and preparation). Students could then calculate the number of teaspoons of sugar in their drink and spoon it into a plastic cup to reveal to the class.</p> <p>9. Bring the class back together:</p> <ul style="list-style-type: none"> • Ask each group to reveal the answer of the number of spoons to the class. • One representative from each group is to bring their plate/cup and activity sheet forward and arrange drinks in a line from the highest to lowest amount of sugar. 	<p>10 minutes</p> <p>5 minutes</p>



Lesson steps (cont.)	Time required
<p>10. Discussion:</p> <ul style="list-style-type: none"> • <i>Where do these drinks fit within the Australian Guide to Healthy Eating plate (hold up the poster - discretionary foods). These sugary drinks are called Zombie drinks (hold up zombie character pictures-Zombie Fizz and Energy Drink). Zombie drinks are overloaded with sugar. We have a choice to eat and drink anything on this plate - Zombie drinks invite the Body Monsters (decay, illness and obesity) into our bodies.</i> • Hold up the Body Monsters pictures to introduce them: <ul style="list-style-type: none"> ○ Decay - sugary drinks rot our teeth ○ Obesity- store excess energy as fat in the body ○ Illness - low defences against colds and flu and long term sickness • Call for examples of healthy alternatives to soft drinks (e.g. water/plain milk). So we want to choose water! • Ask students what might happen to their body if they drink these drinks all of the time? (E.g. rotten teeth (decay), get sick (illness) weight gain (obesity). • Discuss the other drinks on display, such as sports drinks and why students might not want to drink those drinks all of the time (e.g. lots of sugar; only necessary for exercise greater than 90 minutes) <p><u>Information specific to Years 3, 4 (Media)</u></p> <ul style="list-style-type: none"> • Ask students to think of any ads they have seen on TV about soft drinks and why they are powerful in convincing people to buy soft drinks? (E.g. companies who make soft drinks are promoting more than just a drink, they are promoting a lifestyle). 	15 minutes



Lesson steps (cont.)	Time required
<p><u>Additional information for Years 5, 6 (Influential people and role of prevention).</u></p> <ul style="list-style-type: none"> • Ask students if they have seen famous people drinking sugary drinks and what they think about it. • Ask students why it is important not to drink too many sugary drinks at this stage of their life (e.g. reduce risk of diseases like diabetes, cancer and heart disease). 	5 minutes
<p>11. Summarise the key messages from the lesson:</p> <ul style="list-style-type: none"> • Zombie drinks are overloaded with sugar, • Zombie drinks invite the Body Monsters (decay, illness and obesity) into our bodies, • Choose water. 	1 minute



Pictorial view		
1. Resources	2. Activity set up	3. Final
<p>Refer to “Resources” on page 1 of lesson plan.</p>	<p>Refer to lesson plan points 5/6/7/8 depending on which way you choose to run this activity.</p>	<p>Refer to lesson plan point 9. “Bring the class back together”</p>