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Teacher Resource 23: What Size Is Your Drink?  
Overhead 2: Sip Smart! BC™ Drink Diary Example  
Handout 13: Sip Smart! BC™ Drink Diary  
Teacher Assessment Tool: Sip Smart! BC™ Drink Diary  
Teacher Resource 25: Sip Smart! BC™ Factsheet

Note to Teachers: Overheads can also be idea-starters for drawing your own visuals.  
Resources are also available online at the Programs and Resources page of the BC Pediatric Society website www.bcpeds.ca.  
Click Sip Smart! BC™.
Lesson 1 Drink Detective

Key Messages
• Knowing what is in drinks helps us to make healthy choices.
• The number and size of servings we drink affect the amount of sugar we consume.

Objectives
• To engage the students in thinking about sugary drinks.
• To recall drinks that students have consumed in different situations.
• To recall at least some of the drinks consumed in a 24-hour period.

Activity Overview

Level 1:
Sugar Shocker 5 minutes
Drink Check 15 minutes
Drink Diary 20 minutes
Total 40 minutes

Level 2:
Sugar Shocker 5 minutes
Drink Check 10 minutes
Drink Diary 15 minutes
Total 30 minutes
Activity 1. Sugar Shocker  (5 mins)

Key Messages
• Knowing what is in drinks helps us to make healthy choices.

Objectives
• To engage the students in thinking about sugary drinks.

Preparation
You need:
• optional: 1.2 kg sugar package
• 250 mL cup/glass

Activity
• Show students 1.2 kg of real sugar (optional).
  Q1. How many cans of pop do you have to drink to add up to 1.2 kg of sugar? (Let them guess)
  A1. 30 cans

• Show students 1 regular size can of pop (355 mL).
  Q2. What if you drink 1 can of pop each day? (Work with the students on the calculation)
  A2. 1 can of pop = 10 cubes of sugar
  1 can/day x 1 month = 300 cubes of sugar
  1 sugar cube = 4 g
  300 cubes of sugar x 4 grams = 1.2 kg real sugar

• Show students an empty cup or glass (250 mL).
  Q3. How many cups of fluid should we drink each day to stay healthy? (Let them guess)
  A3. About 8 cups of fluid

• Show students a sugar cube and/or teaspoon of sugar.
  Q4. What is the maximum amount of sugar, added and naturally present in fruit juice, a student your age should eat or drink in a day? (including drinks and food)? (Let them guess)
  A4. No more than 13 sugar cubes and/or teaspoons of sugar. This is about 50 grams of sugar.

• Introduce the Sip Smart! BC™ program:
  Sip Smart! BC™ is a program that teaches you about healthy drink choices!
  The program will help you to “sip smart”.

Activity Tips
Sugary drinks are drinks that contain added sugars (i.e. sugars and syrups that are added during processing or preparation).
The maximum amount of added sugar a student should have in a day is a tricky topic. Please read the Backgrounder: Sugar (page 112).
**Activity 2. Drink Check** (10-15 mins)

**Key Messages**
- The number and size of servings we drink affect the amount of sugar we consume.
- Knowing what is in drinks helps us to make healthy choices.

**Objectives**
- To recall drinks that they have consumed in different situations.

**Preparation**
You need:
- Poster: What Size Is Your Drink?
- *Sip Smart! BC™ Drink Cut-outs*
Also:
- Make a transparency of Overhead 1: Fruit Juice or Fruit Drink?
- Review Backgrounder: Juices and Fruity Drinks (page 114).
- Optional: Collect different empty drink containers (*Suggestion: check recycling box in classroom*) to use in addition to *Sip Smart! BC™ Drink Cut-outs*.

**The Punchline!**

The number and size of servings we drink affect the amount of sugar we consume.

Knowing what is in drinks helps us to make healthy choices.

*A healthier alternative to 100% fruit juice would be a glass of water and fresh fruit*
Activities

- **WARM UP**
  Organize students into 7 groups and assign each group to 1 of the following situations:
  1. At breakfast, lunch or dinner
  2. After sports
  3. At the movies
  4. At recess or lunch at school
  5. At a restaurant
  6. While watching TV/playing computer games
  7. At a class party

  Ask the students to brainstorm drinks that they typically have in that situation.
  Have them present their result after 3 minutes.

- **WHAT SIZE IS MY DRINK?**
  Introduce Poster 1: **What Size Is Your Drink?**
  Show empty drink containers or **Sip Smart! BC™ Drink Cut-outs** to explain the sizes XS, S, M, L and XL.
  Hand out different sized containers to teams and ask students to write size XS, S, M, L or XL on the containers with markers, or verbally report to the class. Have each team present their sizes.

- **DIFFERENT KINDS OF CONTAINERS**
  Explain the names of different kinds of drink containers (glass, carton, and bottle) with the help of **Sip Smart! BC™ Drink Cut-outs** or empty beverage containers. Include water fountain.

- **CLOSER LOOK AT DRINKS**
  Show Overhead 1: **Fruit Juice Or Fruit Drink?**
  Give a brief explanation of the differences between juice, cocktail/blend and punch, or involve the students by letting them explain the illustrations. Show different drink containers to emphasize the explanation.

**Activity Tips**

*This activity prepares the students for the Drink Diary (see next page).*

The size of drinks is a key concept. We also introduce the different drink containers in order to trigger students' recall.
Activity 3. Drink Diary  (15-20 mins)

Key Messages
• Knowing what is in drinks helps us to make healthy choices.

Objectives
• To recall at least some of the drinks consumed in a 24-hour period.

Preparation
• Copy Handout 13: Sip Smart! BC™ Drink Diary for each student.
• Make overhead transparency of Overhead 2: Sip Smart! BC™ Drink Diary – Example.
• Review Backgrounder: Sip Smart! BC™ Drink Diary (page 119).
• Review Assessment Tool: Sip Smart! BC™ Drink Diary.
• Print class set of Sip Smart! BC™ Factsheet.

• Explain to the students how to fill in the Sip Smart! BC™ Drink Diary correctly by using the drinks you had the previous day, and write them down on Overhead 2: Sip Smart! BC™ Drink Diary – Example.

• Note the need to record the number and size of each drink type consumed at one time (see fourth bullet).

• Note that there are 3 sections in the Sip Smart! BC™ Drink Diary, 1 for the time period before school, 1 for while at school and 1 for after school.

• Prompt students to recall the time sequences (before, at and after school) of the previous day.

• Then distribute Handout 13: Sip Smart! BC™ Drink Diary to each student.

• Have students fill in each section. Cue students with questions about each time period. For example:
  - After school?
  - How did you travel home from school?
  - Were you watching TV?
  - On the computer?

• Collect the Sip Smart! BC™ Drink Diaries and use the Drink Diary Calculator to calculate the results of the survey before the next lesson.
Home Connection
We recommend distributing the *Sip Smart! BC™ Factsheet* after Lesson 1. The factsheet is available online in 10 languages.

Activity Tips
Please also review Backgrounder: *Sip Smart! BC™ Drink Diary* before beginning this activity.

The Drink Diary Activity follows Activity 2: Drink Check. If you choose to do the *Sip Smart! BC™ Drink Diary* without first doing Activity 2, please read through that activity carefully in order to better explain the instructions to the students.

The *Sip Smart! BC™ Drink Diary* was designed by professional evaluators.

To raise students’ awareness about drinking habits, we recommend that students complete 3 *Sip Smart! BC™ Drink Diaries* over the course of the project (in Lesson 1, in/after Lesson 2, in/after Lesson 3).

Working through the *Sip Smart! BC™ Drink Diary* together the first time ensures that students understand the concepts of types of containers, drink portion size and quantity of portions. There are 2 ways to do this; and for consistency of responses, choose 1 method or the other:

**Sip Smart! BC™ Drink Diary Method #1:**
Do the first *Sip Smart! BC™ Drink Diary* together as a class on a Tuesday, Wednesday, Thursday or Friday, recalling the drinks they had the day before. Mondays are a difficult day to attempt this exercise as students’ drink choices may not be typical of those consumed on weekdays and students often have more difficulty recalling a weekend day. For subsequent *Sip Smart! BC™ Drink Diaries*, students can fill in the parts of the *Sip Smart! BC™ Drink Diary* as a recall.

**Sip Smart! BC™ Drink Diary Method #2:**
Do the *Sip Smart! BC™ Drink Diary* throughout the day. For example, early in the day, ask students to fill in what they had to drink that morning. After lunch, ask students to fill in what they had to drink with their meal, and ask students to fill it in again at home, before they go to bed. Have them hand in the *Sip Smart! BC™ Drink Diaries* the next morning.

The *Sip Smart! BC™ Drink Diary Calculator* (“Drink Diary Calculator”) makes it easy to summarize class results!

- Visit the *Sip Smart! BC™* website (Teacher section) and download the *Drink Diary Calculator* or print the *Drink Diary Calculator*.
- Enter results of students’ *Sip Smart! BC™ Drink Diaries* into the *Drink Diary Calculator*.
- Once you enter the student reports into the downloadable *Drink Diary Calculator*, the summary information requested for Overhead 3: Drink Report and Overhead 8: Caffeine Report is automatically calculated for you!

We have reserved 5 minutes in Lessons 2, 3 and 4 to report back the results of the *Sip Smart! BC™ Drink Diaries* using Overhead 3: Drink Report. The required time for this report will vary depending on allotted time for discussion.

It is recommended that you use the Assessment Tool for the third *Sip Smart! BC™ Drink Diary.*
Resources Lesson 1

Note to Teachers: Overheads can also be idea-starters for drawing your own visuals.

Resources are also available online at the Programs and Resources page of the BC Pediatric Society website www.bcpeds.ca. Click Sip Smart! BC™.
**Fruit Juice or Fruit Drink?**

- **100% Fruit Juice** (unsweetened)

- **Fruit Drink**
  (contains 0-25% real fruit juice and often added sugars and chemicals for flavour)

  ➔ Limit anything called:
  ➔ drink
  ➔ beverage
  ➔ punch
  ➔ -ade
  ➔ cocktail
Did you have anything to eat or drink:

Before school?

I had something to eat

Yes

No

I had something to drink

Yes (fill in table below)

No (wait for teacher instruction)

<table>
<thead>
<tr>
<th>Before school yesterday</th>
<th>Circle the type of container it came in:</th>
<th>Circle the size of your drink</th>
<th>How many?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>![Container Options]</td>
<td>S   M   L   XL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>![Container Options]</td>
<td>S   M   L   XL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>![Container Options]</td>
<td>S   M   L   XL</td>
<td></td>
</tr>
</tbody>
</table>

Overhead Lesson 1

1

Sip Smart! BC™ Drink Diary (Example)
**Sip Smart! BC™ Drink Diary**

**Handout Lesson 1**

Did you have anything to eat or drink:

### Before school?

<table>
<thead>
<tr>
<th>I had something to eat</th>
<th>Yes</th>
<th>No (wait for teacher instruction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had something to drink</td>
<td>Yes (fill in table below)</td>
<td>No (wait for teacher instruction)</td>
</tr>
</tbody>
</table>

**Before school yesterday**

<table>
<thead>
<tr>
<th>Circle the type of container it came in:</th>
<th>Circle the size of your drink:</th>
<th>How many?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>XL</td>
</tr>
</tbody>
</table>

### When you were at school? (Remember to include recess and lunchtime!)

<table>
<thead>
<tr>
<th>I had something to eat</th>
<th>Yes</th>
<th>No (wait for teacher instruction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had something to drink</td>
<td>Yes (fill in table below)</td>
<td>No (wait for teacher instruction)</td>
</tr>
</tbody>
</table>

**At school yesterday**

<table>
<thead>
<tr>
<th>Circle the type of container it came in:</th>
<th>Circle the size of your drink:</th>
<th>How many?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>XL</td>
</tr>
</tbody>
</table>

Did you have drinks from the water fountain? Yes No

### After school (Did you have anything while you were at an activity, during an evening meal or with a bedtime snack)?

<table>
<thead>
<tr>
<th>I had something to eat</th>
<th>Yes</th>
<th>No (wait for teacher instruction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had something to drink</td>
<td>Yes (fill in table below)</td>
<td>No (wait for teacher instruction)</td>
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</table>

**After school yesterday**

<table>
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<tr>
<th>Circle the type of container it came in:</th>
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<th>How many?</th>
</tr>
</thead>
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<td>M</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>XL</td>
</tr>
</tbody>
</table>
### Sip Smart! BC™ Drink Diary

#### Level 1 and Level 2

<table>
<thead>
<tr>
<th></th>
<th>Always (2 pts.)</th>
<th>Sometimes (1 pt.)</th>
<th>Never (0 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks off food intake</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checks off drink intake</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>States specific drink category</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circles type of container</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circles size of drinks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>States number of drinks</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Score** ______ / 12

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### Sip Smart! BC™ Drink Diary

#### Level 1 and Level 2

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<td></td>
</tr>
</tbody>
</table>

**Score** ______ / 12

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The Sip Smart! BC™ Program teaches children in Grades 4-6 about sugary drinks!

Why is Sip Smart! BC™ important to you and your children?

- Sugary drinks are everywhere. Pop, fruit “punch”, sport drinks and many other drinks have a lot of sugar. Too much sugar is not good for your child’s health.
- The extra calories in sugary drinks can add up quickly. This can lead to an unhealthy weight, putting your child at higher risk of high blood pressure, heart disease and type 2 diabetes.
- Healthy foods and drinks build a body that is just right for your child.
  - Healthy children learn better.
  - Healthy children perform better at school and socially.
  - Healthy children have more energy to be physically active.

Healthy drink choices will help build and maintain a healthy body today, and build a strong body that is fit for a lifetime. Help your child to Sip Smart!

Tips for making the healthy choice, the easy choice!

- Keep a jug of chilled water in the refrigerator — especially in the summer!
- To help your child drink less sugar,
  - Buy smaller sizes of sugary drinks.
  - Pour smaller servings.
- Serve drinks from the “Choose Most” list below more often.

Choose Most
- Water
- Plain milk
- Unsweetened fortified soy beverage

Choose Sometimes
- 100% juice (vegetable, fruit or combination)
- Reduced sugar flavoured milk/fortified soy beverage

Choose Least or Not at All
- Sugar drinks
- Pop or diet pop, sports drinks and energy drinks
- Regular flavored milk/fortified soy beverage
- Other sugary drinks
  (For example, iced tea, slushy, bubble tea, vitamin-enhanced water, store-bought smoothie)

A single serving is 125 mL (1/2 cup) and 1 juice bar is enough in 3 days. It’s better to eat vegetables and fruit than to drink them.

Water is always a great choice!