Lesson 1 Drink Detective

Prescribed Learning Outcomes

Health and Career Education
Health Healthy Living

Grade 4
C2 describe choices they can make for healthy eating, based on Eating Well with Canada's Food Guide

Grade 5
C2 describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, integrating regular physical activity, and maintaining emotional health

Grade 6
C1 describe the benefits of attaining and maintaining a balanced, healthy lifestyle, including the benefits of:
• being physically active
• healthy eating practices
• an emotionally healthy lifestyle

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
• 250 mL cup/glass

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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 one 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. At least 8 cups of fluid

• Show students a sugar cube and/or teaspoon of sugar.
  
  Q4. *What is the maximum amount of added sugar 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

• 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”.

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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 52).*
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? (page 107)
• Drink Cut-outs
Make overhead transparency of Overhead 1: Fruit Juice or Fruit Drink? (page 63).
Review Backgrounder: Juices and Fruity Drinks (page 53).
Optional: Collect different empty drink containers (Suggestion: check recycling box in classroom) to use in addition to Drink Cut-outs.

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 6 groups and assign each group to one 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
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 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 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 (legal size) *(page 87)*.
Make overhead transparency of Overhead 2: *Sip Smart! BC™ Drink Diary – Example* *(page 65)*.
Review Backgrounder: *Sports Drinks and Energy Drinks* *(pages 58 & 59)*.
Review Backgrounder: *Q&A Drink Diary* *(page 51)*.
Review Assessment Tool: *Sip Smart! BC™ Drink Diary* *(page 114)*.
Print class set of *Sip Smart! BC™ Fact Sheet* *(page 111)*.

• Explain to the students how to fill in the 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 three sections in the diary, one for the time period before school, one for while at school and one 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?

• Collect the *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™* Fact Sheet (page 111) after Lesson 1. The fact sheet is available online in 10 languages.

Activity Tips

Please also review Backgrounder: Q&A Drink Diary before beginning this activity.

The Drink Diary activity follows Activity Two: Drink Check. If you choose to do the Drink Diary without first doing Activity Two, please read through Activity Two 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 three 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 two ways to do this; and for consistency of responses, choose one method or the other:

**Drink Diary Method #1:**

Do the first 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 Drink Diaries, students can fill in the parts of the Drink Diary as a recall.

**Drink Diary Method #2:**

Do the 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 Drink Diaries the next morning.

Before your next *Sip Smart! BC™* lesson, go to www.bcpeds.ca and download the Drink Diary Calculator to calculate results. Once you enter student drink reports into the spreadsheet, 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 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 Drink Diary.

**The Punchline!**

By remembering and recording what we drink, we can add up the results and see what our class is drinking.

We will be able to see how much water, milk, 100% juice, etc. we drink.