

Healthy Diet: How much sugar is in your drinks? (15-20 mins)

**Curriculum Links (KS2):**

**Science:** Animals, including humans; Working scientifically

**English:** Reading and Comprehension

**PSHE:** Core Theme 1 - Health and Wellbeing; Core theme 3 - Living in the wider world

**Mathematics:** Measurement

**Learning Objectives for KS2:**

**All students will:**

- understand what dental plaque is and how it forms.
- understand which foods and drinks cause tooth decay.

**Most students will:**

- understand the consequences of tooth decay.
- understand how to brush teeth effectively.
- understand that limiting sugary foods & drinks can reduce tooth decay

This activity is suitable for KS2 and community groups. It can be used as a whole-school approach to tackle sugary drinks consumption. It has often been demonstrated in schools and displays made to showcase how much sugar can be found in popular drinks. These displays are suitable for corridors, classrooms, or even the school lunch room.



**Top Tip:** Remind participants to calculate the sugar content for the **entire bottle or can**.


Some drinks only contain the amount of sugar in 100ml or one serving (typically 250ml). e.g. if sugar content for 250ml is displayed for a 500ml drink bottle double the amount of sugar!

#### **Before you begin you will need:**

- A selection of empty drink bottles. Aim to include a mix of different drinks, e.g. milkshakes, soft and fizzy drinks, flavoured water, fruit juice, energy drinks, antioxidant juice drinks and smoothies (both can deceptively contain a lot of sugar!). Tip: aim to collect enough drinks bottles so that participants can work in groups of 2 to 3.
- Bags of sugar
- Teaspoons (these can vary in size; however, a typical teaspoon equals to 4g of sugar)
- Clear freezer bags or clear plastic cups. To reduce your plastic usage consider reusing the cups after the activity or using reusable tumblers instead.
- Pens or markers (to note down the sugar content within the drink)
- Access to calculator
- A camera (optional)

#### **Use the following steps as a guide to implement this activity:**

- Before carrying out the activity you may wish to show participants the array of drinks available and ask them to put them in order as to what they think contains the least amount of sugar to what contains the most amount of sugar. Line them up in order and take a picture.
- Divide participants into groups of 2 to 3.

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- Provide each group with a different empty drink bottle, a teaspoon, a bag of sugar and a clear freezer bag / clear plastic cup
  - Ask the participants to look at the nutritional information label on their drink and identify how much sugar is contained within each bottle. You can help participants to locate the sugar content on the label, and check the amounts.
  - Participants should be asked to fill their container with the equivalent amount of sugar contained within each drink (1 teaspoon is approximately 4 grams, e.g. if a drink contains 54g of sugar,  $54 \div 4 = 13.5\text{tsp}$ ). Participants can use calculators to aid them with their calculations.
  - Once the activity is completed, each group can present their findings (drink name, amount of sugar in grams and number of teaspoons of sugar) and discuss this with the rest of the group
  - Then line the drinks up in order from what contains the least amount of sugar to what contains the most amount of sugar. Take another photo and compare this to what the group originally thought at the start of the activity.
  - Participants, in particular school students, can produce a 3D poster board for display within the school; containing drink bottles and sugar bags attached to the poster.

#### **Discuss with the group:**

- Are these the sorts of drinks they would consume themselves?
- Were there any surprises in the sugar content of certain drinks? For example, smoothies, fruit juices and antioxidant juice drinks can deceptively contain a lot of sugar whilst claiming to be healthy.
- In what way might they choose their drinks next time they are feeling thirsty?
- Would they speak to family and friends about what they learnt today?

**Use the plenary or discussion questions to check participant's understanding after the activity is completed. Then complete action plan (Beat the Bugs).**