WEEK 4 | Stay Alert to Sugar and Salt

Challenge: Spy the ingredient *sugar* listed by any of its names.

Learning Objectives

Students will be able to…

- Explain the role of sugar and salt in our bodies.
- Identify foods high in sugar and salt.
- Identify other names for sugar used in packaged foods.

Standards Alignment

National Health Education Standards

**Note: Updated standards to be released March 2024*

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

PreK - Grade 2	Grades 3-5
1.2.1 Identify that healthy behaviors affect personal health.	1.5.1 Describe the relationship between healthy behaviors and personal health.
1.2.2 Recognize that there are multiple dimensions of health.	1.5.2 Identify examples of emotional, intellectual, physical, and social health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

PreK - Grade 2	Grades 3-5
2.2.1 Identify how the family influences personal health practices and behaviors.	2.5.1 Describe how the family influences personal health practices and behaviors.

2.2.2 Identify what the school can do to support personal health practices and behaviors.	2.5.2 Identify the influence of culture on health practices and behaviors.

Materials

- Lesson Slides
- Handout: Sugar Sorting Activity worksheet

Outline (45 minutes)

- **Introduction** - Slides 1-3 (5 min)
- **Movement Break** - Slide 4 (3 min)
- **New Challenge + You Got This** - Slides 5-16 (25 min)
- **Activity** - Slide 17 (10 min)
- **Recap + Share It!** - Slide 18 (2 min)

Lesson Plan Guide

INTRODUCTION

Slide 1 - Introduce Yourselves

1. **Introduce Yourselves:** Hi (*second, third or fourth*) graders!
    a. My name is (*Say your Name*).
    b. I'm a doctor and I work at (*Say your Hospital*).
    c. I'm a doctor who (*Say your department or specialty*).
    d. Before we get started, let us share a fun fact! (*All doctors share a fun fact*)

Slide 2 - Introduce the Program

1. **Re-introduce the Program:** We're back in your class with our union, which is called the Committee of Interns and Residents. That's like a big team of doctors. Just like your teachers and other workers, we come together as a union to make things better for us at work, and everybody in our community.
2. **Getting Oriented:**
    a. **As most of you know by now,** we are here today continuing a seven-week program here at (*School Name*) called the Family Health Challenge, FHC for short. This is the fourth week. We're here to make learning about being healthy easy and fun!

b. **We are learning about different health topics then breaking them down into tiny steps, and weekly challenges.** You all have been impressing us with your hard work in these first weeks.
c. **Don't worry if something seems hard;** we're here to help you!

Slide 3 - Explain How the Program Works

1. **As a reminder, here is how our day will go**
    a. **We will move:** Just like last time, we'll begin with a quick 2-minute activity to get our bodies moving and feeling great.
    b. **New challenge:** Then we will introduce a new challenge and talk about ways you can take on the challenge with your friends and family.
    c. **Fun activity:** Each time we meet there will be a new challenge and it will also include a fun activity to make sure you remember the challenge throughout the week.
    d. **We hope you share with your family and friends.** Remember we are doctors bringing this information to you in your classroom, and we hope YOU will take this HEALTH information to your friends and FAMILY and CHALLENGE them to do the program with you.
    e. **We will return!** When we return the following week, we will ask you how you did. How does that sound? (*Pause for a few questions*)

MOVEMENT BREAK

Slide 4 - Let's Get **Moving!**

1. **Let's Get Moving:** Just like last time, we'll begin with a quick 2-minute activity to get our bodies moving. We're going to play another video from our friends at Hip Hop Public Health.
    a. **Listen** carefully to the instructions in the beginning.
    b. 3 people will show you different ways of moving your body.
    c. Follow the person in the video you're most comfortable with.
    d. And more importantly, have fun! Let's go!
    e. Play the Video, *Lean & Go Crazy (Hip Hop Public Health, 1:55)*
    f. That was fun! I feel ready to take on a new challenge for the day, how about you?

NEW CHALLENGE + YOU GOT THIS!

Slide 5 - First, Let's Review

1. Before we introduce our challenge for this week, let's review! Who remembers

the challenge last week?

a. **That's right: To spot a whole grain and a protein.**
b. **How did that go?** Raise your hand if you spotted any whole grain foods or proteins during the week.
c. Let's hear some of the whole grains you saw (call on a few students) and some of the proteins (call on a few students).
d. Excellent work, everyone!

Slide 6 - Introduction to the Challenge of the Week

1. Welcome to week 4 of CIR's Family Health Challenge.
    a. Last time we talked about protein and whole grains.
    b. Before that we talked about eating the rainbow, including the importance of including our favorite foods.
    c. At this point, we have covered all the foods we should be including on our plates.
2. **This week we are going to talk about salt and sugar** - two ingredients that are added to our foods. These important ingredients can help make our foods taste great.
3. **Sneaky:** But did you know that sometimes salt and sugar can be added to our foods in sneaky ways that make it hard for us to know how much of it we are eating?
    a. We might know a cookie has sugar in it, but some companies might add more sugar than we expect and they use sugar in different forms. Some sugars have different names which makes it hard for us to know how much sugar that cookie contains.
    b. The same is true for salt.
4. **That can be a problem** for people because too much salt or sugar can cause or worsen certain health problems.
    a. Too much sugar, for example, can sometimes lead to or worsen diabetes and too much salt, especially in older adults, can cause higher-than-healthy blood pressure.
5. **Today we hope to turn you into spies!** That's right, spies who can find the hidden sugar and salt in foods so you can make the decision about how much you are going to eat, and help educate others in your lives.

Slide 7 - What is Sodium?

1. **Let's start by talking about sodium,** which is where salt comes from.
    a. Sodium is an essential nutrient. It helps the body maintain fluid balance, regulate blood volume and plays a role in muscle and nerve function.
    b. Sodium is important for cells and our entire bodies. We ALL need it.
2. Too much sodium can lead to high blood pressure and can increase the risk of disease. We have to have the right amount of it.

Slide 8 - Let's Talk About Salt

1. Too much salt every day can be a problem for some of us. We can eat salty foods but need to balance it with low-salt foods.
2. We are going to play a video performed by a famous Hip-Hop star - Cheryl "Salt" James who is part of a famous trio - Salt-N-Pepa.
3. **Play Video:** Let's Talk About Salt (Hip Hop Public Health, 3:33). Feel free to get up and dance!

Slide 9 - What To Do About Salt?

1. The song mentioned some important ways we can watch out for sneaky salt and select lower salt options - which ultimately is healthier for our bodies.
2. Let's go over some ways we can spot salt and choose lower salt options when possible.
    a. Replace packed salty foods with fresh foods like salad
    b. Use other seasonings than salt, such as lemon or other spices
    c. What is this one?
    d. Choose LOW SODIUM options. For example, you can find LOW SODIUM potato chips or ones that say something like: 30% less salt. They still taste amazing and salty.
    e. Look for products without MSG. MSG is another name for salt.
    f. Read the sodium amount on the food label. 1000 - 1200 mg/day for students in grades 2-4
    g. Packaged foods have added salt.
3. **How do we keep our salt in balance?** Let's say you're going to enjoy a salty food for dinner, like pizza, for example. Keep that in mind as you think about what else you're going to eat for the day. Try to choose less salty foods at breakfast and lunch.

Slide 10 - What is Sugar?

1. Now let's talk about sugar.
    a. Sugar makes food taste really good!
    b. Sugars make up carbohydrates, which we have already started talking about when we learned about whole grains.
    c. Every carbohydrate breaks down into sugar or glucose in the body. Some parts of the body, like your red blood cells, use sugar as fuel.
    d. Our bodies need natural sugars. Let's talk about the difference.
2. Sugars that occur naturally in nature are called natural sugars. These foods only contain fructose.
    a. Some examples are fruits, vegetables, grains and dairy. Foods with added sugar need more of our attention. These contain glucose AND fructose.
    b. Most people can eat as many natural sugars as they want without any negative health consequences.

c. However, watch out for juice. Juice, even if it does not have added sugars (which is sometimes does to make it extra sweet) can give your body too much sugar since it does not contain the fiber in the original fruit.

Slide 11 - Sugar Has Many Names

1. Foods that have added sugars usually have these names in the ingredient list (corn sweeteners, fruit juice concentrate, high fructose corn syrup).
2. **Sugar is called the master of disguise.** It's in foods that we wouldn't even think of as sugary foods. Hot dogs? Yup. Here's a song that tells us a little more about who sugar really is. Video goes into more of the names…

Slide 12 - Lil' Sugar

2. **Play Video:** Lil Sugar

Slide 13 - Foods High in Added Sugar?

1. Here are some examples of foods that are high in sugar.
2. Can you think about any others?

Slide 14 - What To Do About Sugar

1. So what should we do about sugar? I know I wouldn't want to just cut out sugar.
2. We can pick and choose what things we absolutely want to have because we love them so much. Then we can be careful about the rest.
3. For example, I really like ice cream and I like having a scoop of ice cream as dessert after my dinner.
    a. I know this about myself so I try to do some of these things on the screen earlier in the day. I can choose plain yogurt instead of the sugary yogurts with toppings, or I'll choose regular milk (or make my own chocolate milk, using very little sugar) rather than choosing chocolate milk.
    b. I can even add water to my favorite juice so that it's a little bit less sugary. What things can you try to be careful with sugar?

ACTIVITY

Slide 15 - Activity

1. **Now it's activity time.**
2. **It's about Awareness:** Throughout the lesson today, we've said that paying attention to how much sugar and salt we have in our foods is important. It helps us be in charge of what we are putting into our bodies - not the companies who are *sneaking* sugar and salt into our foods using different or hidden names.
3. For this activity, we will use the Sugar Sorting Activity worksheet.

a. **Three categories:** You will see there are three categories: high sugar, medium sugar, and low sugar.
b. **Take your best guess:** During the next five minutes, we would like you to think about each category and write or draw a few foods that you think would fit into that category. Some foods could go in more than one category depending on which brand or how it is made. You can use your own best guess. *(You can use slide 15 to help student think of ideas)*
c. **Ask for help:** Not sure which category to put a food into? You can ask one of us and we can think it through with you! *(Walk around the room for five minutes helping students to think of foods and find the category it might go in. This is a great chance to help develop the students' understanding of the topic and make a personal connection.)*
d. **Let's Check In:** I'm going to go through each category and hear some of the foods you all thought of for that category.

RECAP + SHARE IT!

Slide 16 - Recap + Share It!

1. **Who can tell me what's the challenge for this week?**
    a. **The challenge is to spy** the ingredient sugar, listed by any of its names.
    b. **Remember, this is not a competition with each other.** You are challenging yourself to see what you can do and cheering each other on.
2. **Every day will be different but your challenge is to keep chasing the rainbow!** You will record how it goes in your challenge tracker. We look forward to returning next week and hearing how it went.
3. **Share with your community:** Who is someone in your life you can tell about your challenge? Think about one person's name and on 3, let's all whisper the name at the same time. 1-2-3 - (whisper name).

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Disclaimer

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