
→ Classroom Extension Activities

These activities:

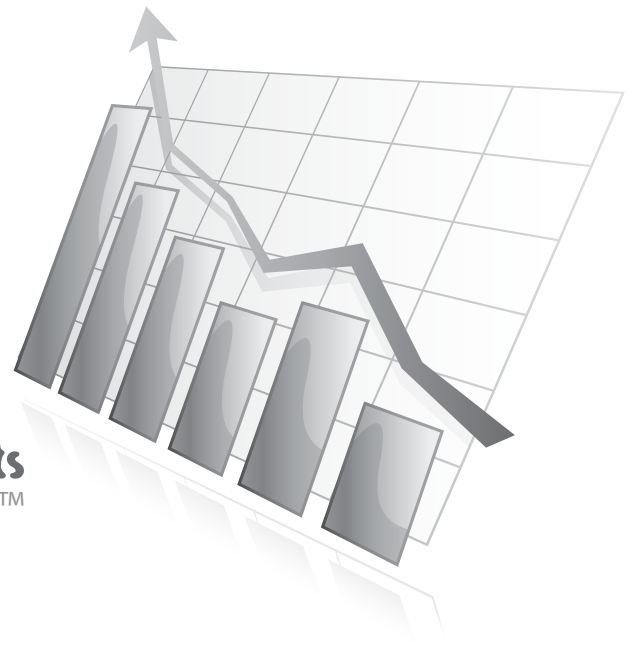
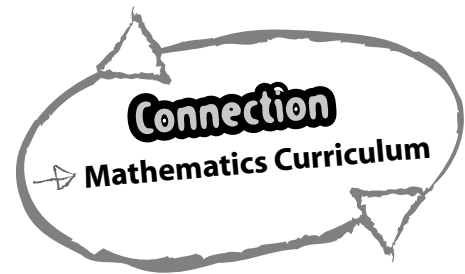
- enhance the learning outcomes of the lessons.
- offer connections to other curriculum areas.
- can be used for differentiation.
- can be done just for fun!

Graph the Results

Connection to Lessons 2 through 4

Have students graph the results of the *Sip Smart! BC™ Drink Diary*, choosing the method that best fits with student ability levels. For example, Grade 4 students draw bar graphs most easily, while Grade 5 and 6 students draw line graphs.

- Have students prepare bar graphs showing the consumption of all the drinks they drank, in order from most to least.
- Have the students graph the consumption of the top 3 healthy drinks they drank.
- Have the class guess how many cubes of sugar they think the class consumed in the drinks they drank. Compare the estimate with the actual amount, and the suggested daily limit (13 sugar cubes or teaspoons per student) and graph the results.
- Have the students calculate the percentage of students who drank more pop than plain milk, and more pop than 100% fruit juice.
- Grade 6 – Do mathematical caffeine comparisons between different drinks.

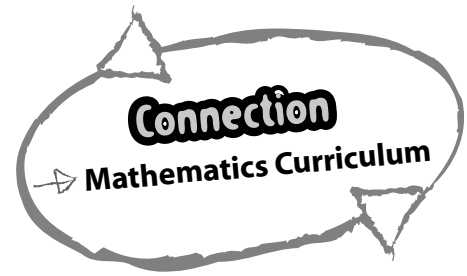


**Graph the results
of the Sip Smart! BC™
Drink Diary**

Snack Check

Connection to Lesson 2

- Collect used beverage containers in the class recycling bin. Give them a quick wash!
- Ask the students to check the labels for the number of sugar cubes (1 sugar cube = 4 g sugar) in each container.
- Have students calculate the total number of sugar cubes in “their” beverage and collate the total number from everyone.
- Add up the number of sugar cubes. Have the students graph the results.
- Repeat this exercise a day or a week later. Compare the results.



Alternative:

- Collect the total number of used beverage containers for several classes or the school. If your class gets the whole school then you will have created a **School Connection!** (see next section).
- Ask the students to check the labels of their own snack and lunch drinks 1 day. This activity will be appropriate only if everyone typically carries a packaged drink, and if they are advised in advance of the exercise so they can make more deliberate choices that day.

Create-A-Drink

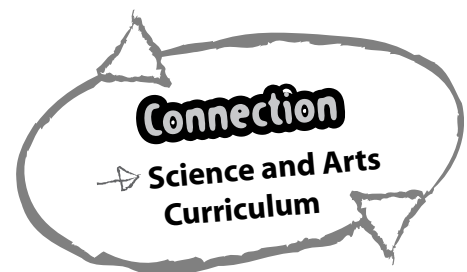
Connection to Lessons 1 through 5

Extend the collection of *Sip Smart! BC™ Drink Cut-outs* by having students create their own cut out.

Ask students to:

- choose a drink that is not part of the *Drink Cut-out* collection yet.
- research the nutrition facts of “their” drink, either online or in a grocery store.
- draw an outline of a drink container (bottle, glass, cup, juice box) on a blank, white sheet of paper; add drink name and colour the container. *Optional:* 1 or 2 key marketing messages on the bottle to help sell the drink.
- prepare the following information on a second blank, white sheet of paper with the same container outline: a nutrition facts label and an ingredient list (Grade 6 only: list ingredients in order of greatest to least weight).
- glue the 2 parts together and laminate the drink cut out (if available).

Display the creations in the school hallways for all students and staff to enjoy!



Taste It! Think Before You Drink

Connection to Lesson 2

→ **Note:** It is important to be sensitive to the needs of all students. Should some students not be able to participate in this activity for health reasons (such as diabetes), it may not be appropriate for the class to do this activity.

• Prepare several containers (3 - 5) filled with the same amount of water in each. Add different quantities of sugar cubes to each water container to make solutions of varying concentration.

For example, fill each container with 2 Litres (8 cups) of water, and add 8 sugar cubes to the first container. Concentration = 1 cube/250 mL water.

- Label the bottom of each container with the number of sugar cubes added. Pour the different solutions into individual cups for students to taste.
- Have students try the sugary water and guess how many sugar cubes are in each cup.
- Have students compare the concentration of the sugary water with the sugary drinks on the *How Much Sugar Are You Drinking?* poster.

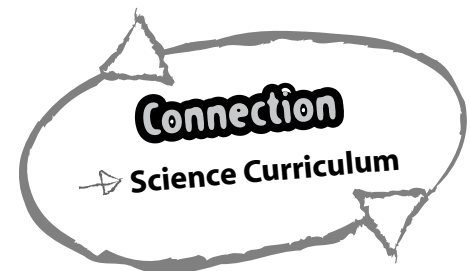
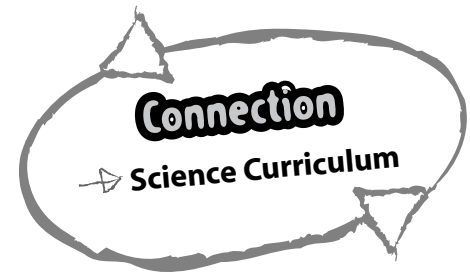
Alternative:

- Add some lemon juice (citric acid) and let the students try again.
- Count how many students guessed fewer sugar cubes after lemon juice was added.
- Have students research which sugary drinks contain citric acid.

Invited Guests

Connection to Lesson 2 (and others)

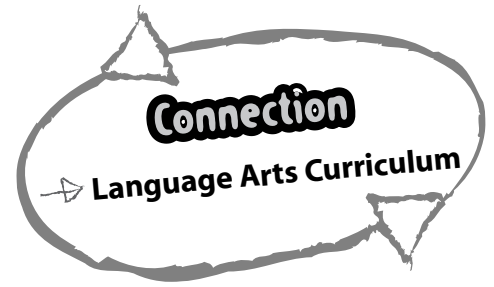
- A registered dietitian or other health professional could connect healthy drink consumption to the Grade 5 Life Science curriculum (e.g., milk and milk alternatives to the skeletal muscular system), and how the different body systems are interconnected.



Think before you Drink

Connection to Lesson 5

- Ask students to find ads for drinks and post them on a board in the classroom.
- Compare the ads with the actual labels of the given beverage containers.
- Have students write comments about the persuasive features of each ad on squares of paper and pin them onto the pictures.
- This makes a nice display for your classroom!



Alternative:

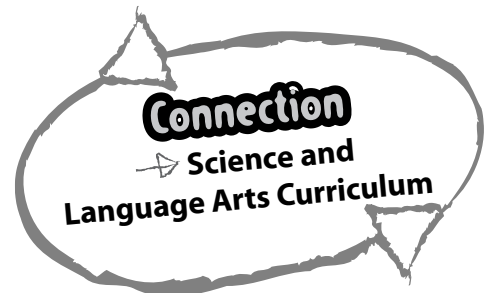
- If you have access to a computer lab, select an ad from the internet in advance, then ask the students to analyze it for the persuasive features.

More Bestsellers!

Connection to Lesson 5

Connection to Level 1 activity:

- Have students recap their knowledge about the different juice and milk products on the market.
- Brainstorm a list of benefits of plain milk or unsweetened fortified soy beverage and write them on the board.
- Have students identify key nutrients contained in plain milk.
- Instruct students to create role playing scenarios where the healthy choice is plain milk/unsweetened fortified soy beverage using the same criteria as in activity "Role" With It (Lesson 5). Ask them to include their knowledge about nutrients in their drink.



Drink Dash!

Connection to Lessons 1 through 5

- Arrange students into groups of 5 or 6. Give each group one set of 12 or more drink names (distinguish the sets by team, for example use a different colour of paper for each set).
- Create sets each with the following 12 or more drink names, e.g.

Fruits and Vegetables:

- 100% apple juice
- vegetable juice

Milk and Alternatives:

- plain 1% milk
- unsweetened fortified soy beverage

Part of *Eating Well with Canada's Food Guide* or *Eating Well with Canada's Food Guide - First Nations, Inuit and Métis*, but not in a food group

- water

Not Part of *Eating Well with Canada's Food Guide* or *Eating Well with Canada's Food Guide - First Nations, Inuit and Métis*

- store-bought smoothie
 - chocolate milk
 - iced tea
 - sports drink
 - coffee
 - milkshake
- Label 4 coloured sheets of paper:
 - 1) Fruits and Vegetables
 - 2) Milk and Alternatives
 - 3) Part of *Eating Well with Canada's Food Guide* or *Eating Well with Canada's Food Guide - First Nations, Inuit and Métis*, but not in a food group
 - 4) Not Part of *Eating Well with Canada's Food Guide* or *Eating Well with Canada's Food Guide - First Nations, Inuit and Métis*
 - Place the coloured sheets of paper in each corner of the gym.
 - Place the drink names scattered and face-down in the centre of the gym.
 - Time each group to see how long it takes them to put the drinks into the correct categories in each corner of the gym.
 - Ensure that the drink names are in the correct categories and record the time for each group.

Alternative:

- Make up sets of 12 or more drinks that are somewhat different from 1 group to the next.
- Begin with the drinks placed in all of the wrong categories, and have each group race around to rearrange them into their correct categories.

