



Grade 10 Sample Lesson Plan: Unit 3– Show Me the Sugar

SOLs

- 10.1.b Recognize the physical, emotional, and social causes and impact of healthy and poor nutritional choices.

Objectives/Goals

- SWBT understand that diseases and health problems can be eliminated or delayed through good self-management strategies.
- SWBT decipher the sugar content on a food label and recognize what is and what isn't healthy.

Materials

- [Sugar is Killing Us video](#)
- Brown Bags
- Sugar Cubes
- Calculators
- Zip lock bags
- [Sugar PowerPoint.](#)
- Group Questions

Procedure

Step 1	ESSENTIAL QUESTIONS <ul style="list-style-type: none">❖ What are the 6 major nutrients?❖ Which 3 nutrients provide the body with energy?<ul style="list-style-type: none">• These nutrients make up calories, and calories give us energy.	
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<p>Step 2</p>	<ul style="list-style-type: none"> ❖ The teacher will begin the class with a short video about added sugar. The video is called Sugar is Killing Us ❖ After the video the students will be given the opportunity to discuss it with the person sitting next to them. After they discuss their thoughts the teacher will ask students to share with the class. <ul style="list-style-type: none"> ● Think, Pair and Share <ul style="list-style-type: none"> ➢ How does society portray sugar compared to this video? 	
<p>Step 3</p>	<ul style="list-style-type: none"> ❖ Sugar PowerPoint. 	
<p>Step 4</p>	<ul style="list-style-type: none"> ❖ What Problems associated with excess sugar in the body? <ul style="list-style-type: none"> ● Your body can only use and store so much glucose that when you intake too much it stores as fat. (Obesity > heart disease) (Type 2 Diabetes) (Dental Cavities) <ul style="list-style-type: none"> ➢ Okay, so what does all this mean to us? ● Does anybody know someone affected by diabetes 1 and/or 2 ? <ul style="list-style-type: none"> ➢ How has their life changed? ➢ Do you think their life is difficult to manage ➢ How could a type 2 diabetic avoid this? 	
<p>Step 5</p>	<ul style="list-style-type: none"> ❖ <u>What's in your snack? Rethink Your Drink.</u> <ul style="list-style-type: none"> ● We're going to do an activity and look at the 	

sugar content in common foods and drinks sold in the cafeterias around the country.

- Each group will be given a bag with 3 food items inside.
- Each member of the group will be given a specific responsibility (scribe, runner, teller, speaker).
- **Scribe:** Record the sugar content of each item.
- **Runner:** Get the TOTAL number of teaspoons of sugar from the sugar bowl & put it in a bag.
- **Teller:** Tell the class about the items in your lunch and the total amount of sugar in each item.
- **Speaker:** Tell the class the question you were given and your response.

❖ **What does this mean?!**

- What does 1G of sugar mean?
 - Can anyone tell me what 1G of sugar is equivalent to?
 - a. \$1 coin, a quarter, a golf ball ...
- When you read the food label do you actually know what 20g of sugar means...
 - 4g of sugar = 1tsp
 - For the sake of this class were going to say 1 tsp = 1 sugar cube

2. Class example of conversion formula

- ❖ Frosted S'mores Pop-Tart
 - 19G in 1 Pop-Tart
 - 2 Pop-Tart's in the package
 - $19G + 19G = 38 \text{ Grams}$
 - $38G/4$
 - BECAUSE 4g of sugar = 1tsp.
 - **9.5 tsp total**
- ❖ Mountain Dew
 - 46G in 1 can
 - $46/4$
 - **11.5 tsp total**

References

- Melanie Lynch, M.Ed. State College Area High School
- Christina Carey