

Cereal Sugar Sleuth

- I. Objectives
 - a. Students will be able to name different sugars that are used in foods
 - b. Students will be able to graph the added sugars in common cereals
 - c. Students will be able to name a cereal that is low in added sugars
- II. Introduction
 - a. Tell the student that a study found some cereals have more sugar in one cup than cookies and other sweets
 - b. State that added sugars are not listed separately on the nutrition facts label but can find it on the ingredients label
 - c. Companies can separate different sugars on the ingredients label to make it look like less sugar by volume
 - d. Tell the students that common names on the label for added sugar are
 - i. brown sugar
 - ii. corn sweetener
 - iii. corn syrup
 - iv. dextrose
 - v. fructose
 - vi. fruit juice concentrates
 - vii. glucose
 - viii. high fructose corn syrup
 - ix. honey
 - x. invert sugar
 - xi. lactose
 - xii. maltose
 - xiii. malt syrup
 - xiv. molasses
 - xv. raw sugar
 - xvi. sucrose
 - xvii. syrup
 - e. Tell the students how added sugar can affect our bodies
 - i. State that added sugars and high sugar foods can increase the amount of cavities or increase their risk of getting a cavity
 - ii. Tell students that eating a lot of added sugars can cause weight gain
 - iii. Say that the more weight you gain the risk for many other diseases increases
 - f. Ask the students if they can guess how many pounds of sugar the average American eats in one year
 - i. Tell them that the answer is 150 pounds
- III. Materials
 - a. Boxes of sugared and non-sugared cereals
 - i. Fruity pebbles
 - ii. Captain Crunch Crunch Berries
 - iii. Frosted Flakes
 - iv. Honey Nut Cheerios
 - v. Fruit Loops
 - vi. Lucky Charms
 - vii. Wheaties
 - viii. Rice Krispies
 - ix. Cheerios
 - b. Sugar packets

- c. Graph paper
 - d. Markers/colored pencils/crayons
- IV. Procedure
- a. Put out all of the cereal boxes on the table
 - b. Ask the students who gets to pick out the cereal at home.
 - c. Ask the students which box they think has the most sugar and which box has the least amount of sugar and put them on one end to go over last and compare to the other boxes.
 - d. Pass out the graph paper and get colored pencils/markers/crayons for the students to use on the graphs
 - e. Have the students draw in the x and y axis on the x axis have them write the names of the cereals, draw this on the board when explaining so the students have a visual to follow along
 - f. Have the students label the y axis teaspoons of sugar and have them number it up to 20
 - g. Tell the students that the number of sugar packets in the box is equal to teaspoons and that the amount that is being pulled out of the boxes is what is in 5 servings of the cereal
 - h. Pull the number of sugar packets out of the box and tell the students how many are in each box and have them graph it on their graph and draw on the board.
 - i. Tell the students the serving size for that type of cereal.
 - j. After each box ask the students if they still think the two they picked are the least and most and switch out if they think differently and use the rejected box as the next one
 - k. Repeat the pulling out of the sugar packets until all of them have been pulled out
 - l. Ask the students what box had the least amount of sugar and ask them which cereal they would pick if they wanted to eat less sugar
- V. Wrap-Up
- a. Remind the students what added sugar is
 - i. Sugar added to food that is not naturally occurring to sweeten the food
 - b. Tell them to remember that sugar has different names
 - i. Sucrose
 - ii. Fructose
 - iii. High fructose corn syrup
 - iv. Corn sugar