

KS2 TEACHER GUIDE



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Health Equalities Group 2019

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INTRODUCTION

Welcome to the Give Up Loving Pop (GULP) teachers' resource pack for Key Stage 2. GULP is a campaign from Food Active which aims to raise awareness of the health harms associated with the over consumption of sugary drinks. While many people are aware of the negative impact that sugary drinks have on teeth, fewer are aware of the link between the over consumption of sugary drinks and weight gain, heart disease and type 2 diabetes.

GULP seeks to change this.

We have launched this teaching resource to get KS2 pupils to think about sugary drinks (including sports and energy drinks) and their effect on our health, to learn some skills about identifying sugary drinks and to understand the benefits of water in terms of educational attainment and sporting performance.

While the focus is on encouraging children and young people to buy and consume fewer sugary drinks there is also a need to promote healthy alternatives and it is vital that this message is conveyed to your pupils. It is also important to ensure that these positive health messages that are communicated through the GULP sessions are consistent with your school's position regarding sugary drinks at break and lunch time. Pupils need to have access to fresh drinking water on the school site and to be encouraged to drink water throughout the day.

We have also provided you with a list of frequently asked questions (FAQs) that were raised by the children during the pilot – hopefully these will help during the delivery.

Drinking sugary drinks
can increase the risk of

OBESITY
TOOTH DECAY
TYPE 2 DIABETES
HEART DISEASE
CANCER

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Background of GULP

Using a top-down approach, we have engaged with local authorities, government agencies and the media to advocate changes to policy – the highest profile measure being the sugar tax. However, this strategy does have its limitations and therefore in order to encourage and help individuals to GULP and to think of drinking healthier alternatives instead we looked to develop a grass-roots intervention in secondary schools.

The GULP KS2 PSHE resource was originally commissioned to tackle the issue of sugar-sweetened drinks consumption amongst teenagers. The numbers of young people buying and consuming these drinks rises significantly as they enter their teens.

The aim of the sessions is to raise awareness of the sugar content in a range of drinks and to change attitudes and behaviour toward purchasing and consumption of these products. It also looks at the marketing strategies of the soft drinks industry.

With the introduction of the sugar tax, corporations are being encouraged to reduce the amount of sugar in their drinks but while this is encouraging, the sugar content may still be higher than is healthy.

- The GULP campaign was created by Food Active, a collaborative healthy weight programme commissioned by the North West Directors of Public Health and delivered by the Health Equalities Group (HEG), Liverpool.
- Research carried out in collaboration with Liverpool John Moores University revealed a lack of awareness among adults and young people regarding the link between sugary drinks and dietary related ill-health such as obesity and type 2 diabetes.

- As a result the GULP campaign, aimed at families, children and young people, was launched in February 2015 across the North West using roadshow events and social media to deliver the campaign messages.

How to use this toolkit

This toolkit consists of:

- Teacher guide on how to use the resources
- Assembly Presentations + notes
- x3 lesson plans + accompanying Power Point presentations
- Physical Activity Booklet
- Quiz plus answers
- List of drinks with sugar content
- Higher of lower game
- Gulp Challenge diary
- GULP briefing papers

The assembly can be used to deliver an introductory session to GULP, or to students who will not take part in the PSHE lessons.

Regarding the PSHE resources, materials in the pack should be used as part of your planned approach to teaching PSHE (Personal Social Health Education) and is flexible enough to be used as part of a set of class-based lessons or as part of the Science or P.E curriculum. It could be covered in three sessions over three weeks or as three consecutive sessions over three days or during a health week. You will be advised in the lesson plans where to use the additional resources. The GULP briefing papers are useful to provide background information and context.

Each session comes in two parts:

- **Part one:** is classroom-based and contains a PowerPoint presentation with discussion points and some simple activities which last between ~20 minutes.

- **Part two:** physical activity session and is gym, hall or playground-based and lasts between 15 and 20 minutes

Alternatively, use the presentation section at the beginning of the PE sessions and complete any tasks such as the questionnaire and experiment back in the classroom.

The lesson plans and presentations are designed to be straightforward to use but before using them in class make sure you've read and understood the messages and activities contained in them. Some require additional resources such as the egg experiment in session one.

There are quick fire questions dotted around presentations and these can be used as pause points or mini-plenaries to recap, check for understanding and answer any questions.

There is additional information and teacher guidance at the end of each lesson plan.

PSHE Education works best when it is taught as part of a planned programme suited to the particular needs of the pupils in your school. It is important that PSHE doesn't rely on shock tactics or knowledge alone so there is a balance between:

- Knowledge (facts and information)
- Understanding (discussion and activities that help look at both sides of an argument)
- Skills (a safe environment to practise real life skills such as decision making and managing peer influence)

These sessions should be followed up or embedded within a programme of PSHE related learning around these suggested topic areas:

- **Health and diet:** links to short term and long term health choices and how this

affects the way we behave and act.

- **Personal finance:** making choices about how to spend our money
- **Media and the influence of media:** how large corporations want us to spend our money; how they use a variety of advertising (including at sporting events, social media and celebrity endorsement) to get us to buy their product
- **Peer influence:** how our friends and peer groups influence our choices
- **Cultural influences:** how culture and a sense of belonging influence our choices
- **Environmental issues:** littering and recycling
- **Social norms:** do we buy items because that's just what children do? Is everyone doing the same thing?
- **Risk and responsibility:** taking risks that may affect our long-term health

PSHE Programme

The resource, when used as a whole covers the following statements from the PSHE Association's programme of study [1] for KS2 either fully (F) or partially (P).

Core theme one: Health and wellbeing

Pupils should have the opportunity to learn:

- what positively and negatively affects their physical, mental and emotional health (including the media) (F)
- how to make informed choice (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (F)
- to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet (F)

1. PSHE Association programme of study for PSHE Education (May 2014) and PSHE Association guidance on developing your PSHE curriculum (May 2016)

- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (F)
- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience (P)
- to recognise their increasing independence brings increased responsibility to keep themselves and others safe (P)
- that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (P)
- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong (P)
- what is meant by the term 'habit' and why habits can be hard to change (P)
- about people who are responsible for helping them stay healthy and safe and ways that they can help these people (P)

Core them two: Relationships

Pupils should have the opportunity to learn:

- to recognise and respond appropriately to a wider range of feelings in others (P)
- to work collaboratively towards shared goals (P)
- to recognise and challenge stereotypes (P)

Core theme three: Living In the Wider World

Pupils should have the opportunity to learn:

- to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people (P)
- about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (P)
- to explore and critique how the media present information (P).

Getting Started

These sessions rely on student contribution and debate and therefore, before starting the workshop, make sure you have some simple ground rules in place with the group.

A set of agreed rules will remind students of the need for confidentiality and will set boundaries for learning. You can refer to the ground rules as required throughout the workshop and any follow up sessions.

- **Respecting others' views:** students should be able to express their views in the knowledge that everyone has the right to an opinion and that challenging or discussing ideas is not the same as ridiculing or dismissing them.
- **Listening:** it is important to actively listen to others' views before engaging in discussion and debate.
- **Questions:** students should feel that they are able to ask questions and that they will be listened to. If they have a particularly personal question, the teacher should offer a time and place where the student can ask questions away from the class.

CROSS-CURRICULAR LINKS

Science

- Examine sugary drinks affect our physical health in the short and long-term
- Discuss which diseases are associated with the over-consumption of soft drinks and how these develop
- Universal Indicator paper to discover pH of drinks:
 - do they differ?
 - why do they differ?
 - what effect(s) does this have?

DESIGN + TECHNOLOGY

- Investigate and discuss marketing and branding of different soft drinks and who this appeals to and why
- How is packaging and point of sale utilised to promote products
- Discuss the most effective marketing strategies. Are online or outdoor promotions more effective?

English + Drama

- Analyse and critique coverage of soft drinks in traditional and non-traditional media
- Examine the language in soft drink promotions – who does this appeal to and why?
- Product placement – discuss the appearance of soft drinks in TV and film
- Role play: arguments for and against soft drinks from different perspectives.

Art & Design

- Look at how colour and imagery is used in marketing and promotion
- Analyse how the soft drink industry use art and design to create memorable campaigns
- Discuss why the visual identity of products and promotions are appealing to different age groups.

- **Advice and help:** students need to remember that they can ask for help or advice and should be able to access this from a range of sources. There are websites and further information and research at the end of each lesson plan and in the links below.
- **Confidentiality:** students should be able to talk freely and with confidence but not share personal stories or talk about people they know. No one will be made to share any personal information. Students should be fully aware of the limits of confidentiality, however, and understand that although you respect their confidence, if you feel that they may be at risk then you may need to pass that information on to the designated safeguarding lead at your school or college.
- **Safeguarding:** remind students that as the teacher in charge you must follow the school's safeguarding guidelines at all times. Check that you and the students are aware of the school's safeguarding guidelines and that they are aware of support available to them in school and out of school.

To avoid a long list of rules you can also boil the above down into key words such as 'respect' and 'teamwork' which can be displayed at the beginning of the sessions.

Consider how any recent local, national or international incidents (including news stories on sugar tax and food prices) may impact on the delivery of this resource and whether you will need to add in some additional time to allow students to discuss these events.

OTHER RESOURCES

Food Active:	www.foodactive.org.uk
Give Up Loving Pop:	www.giveuplovingpop.org.uk
Action on Sugar:	www.actiononsugar.org
Change4Life:	www.nhs.uk/change4life/Pages/change-for-life.aspx
NHS Choices:	www.nhs.uk/Livewell/Goodfood/Pages/sugars.aspx
Obesity Health Alliance:	www.obesityhealthalliance.org.uk/
GULP: Facts on Sugar:	http://bit.ly/GULP-FoS
GULP: Artificial Sweeteners:	http://bit.ly/GULP-AS
GULP: Energy Drinks:	http://bit.ly/GULP-ED
GULP: Sports Drinks:	http://bit.ly/GULP-SD
GULP: Soft Drinks & Dental Health:	http://bit.ly/GULP-SDaDH



FAQs

What is Give Up Loving Pop or GULP?

Give Up Loving Pop is a campaign from Food Active that aims to help people cut back on sugary drinks by raising awareness of the health harms of over-consumption and by informing people of the benefits of drinking alternatives such as water and milk not only for health but also in terms of educational attainment and sporting performance.

Why focus on sugary drinks? Confectionary has just as much sugar in it?

Research consistently demonstrates that sugary drinks are the biggest source of sugar in children and young people's diets. By helping them to cut back we can have a significant impact on their overall sugar intake. Additionally, sugary drinks contain little more than sugar, chemicals and water, so they do not fill you up. You are therefore unlikely to register the 'empty' calories and still consume as much food at the next meal.

How much sugar should I have per day?

The government's scientific advisory committee on nutrition (SACN) recommends that our daily intake should be less than 5% of our total energy intake. This means:

- Children aged 4 to 6 should have no more than 19g (5 sugar cubes) per day
 - Children aged 7 to 10 should have no more than 24g (6 sugars cubes) per day
 - Children aged 11 years and upwards, as well as adults, should have no more than 30g (7 sugar cubes) per day.
-

I don't like water, what can I drink instead?

Try adding some chopped fruit to a bottle of chilled water (lemon, cucumber, orange) as it will change the taste slightly. Or mix water with a small amount of fresh fruit juice. Try carbonated water if you miss the 'fizz'. Keep trying water, it doesn't take long to get used to a new food or drink.

What about milk?

Although milk does contain a small amount of sugar (lactose), this is not included in the guideline. The sugars found naturally in milk and whole fruit are fine, it is the 'added' or 'free' sugars we should be looking out for. Milk also contains lots of calcium which is important for both your teeth and bones. Choose semi-skimmed (green top) or skimmed (red top) varieties as these contain less fat.

I'm not fat so why should I care about the amount of sugar in drinks?

Whilst sugary drinks do contain unnecessary calories, it is also linked with dental decay, heart disease and type 2 diabetes regardless of weight. There are increasing cases on slim people suffering from metabolic disorders due to poor diet, and in particular high consumption of added sugars.

I really like the taste of Cola. Do I really need to stop drinking it?

Our campaign is called Give Up *Loving* Pop. We want to help you reduce the amount of sugar you consume by cutting back on high sugar drinks. That means you can enjoy Cola from time to time, but try to reduce the amount you have – minimising the amount you drink will be beneficial to your health.

Why do sugary drinks taste so nice?

When a person consumes sugar, just like any food, it activates the tongue's taste receptors. This sends a signal to the brain, lighting up reward pathways and causing a surge of feel-good hormones to be released. You can get the same 'buzz' from physical activity.

My family member/friend drinks lots of sugary drinks, how do I get them to stop?

Share with them what you have learned today and tell them you are worried about their health. Try to come up with tasty alternatives they can try.

How many servings of Coca-Cola are consumed each day?

1,800,000,000 or 1.8 billion servings of Coca-Cola are consumed each day around the world. And that's just one type of high sugar drink!

Does pure orange juice contain lots of sugar?

Yes. Despite being one of your 5-a-day, pure orange juice does contain lots of sugar. Whilst it comes from the whole fruit, the pulp has been broken down so the sugars are now 'free'. This changes the way the body processes the sugar. It is recommended that you only have one 150ml glass of pure fruit juice a day and it is best to have it with a meal.

Are smoothies bad for you?

Similar to pure fruit juices, smoothies contain lots of important vitamins and minerals. But the amount of fruit that goes into them, means there is also a lot of sugar. Whilst it comes from the whole fruit, the pulp has been broken down so the sugars are now 'free'. This changes the way the body processes the sugar. Limit yourself to one small glass (150ml) and try to drink them with a meal.

What about fruit?

The sugar in whole fruit is bound within the cell structure, so when eaten it is harder for the body to break it down meaning it is released much more slowly in to the body. Whole fruit is a great source of nutrients. When the cell structure is broken down by juicing or blending the sugar is released from the cell structure and is essentially now a 'free' sugar. It is therefore processed much more quickly by the body. The slower the absorption of the sugar from food and drink, the better.

What's the difference between a sports drink and an energy drink?

Both sports and energy drinks contain high levels of sugar, similar to or more than a can of Coca-Cola, but energy drinks also contain caffeine which is an addictive stimulant.

How do you distinguish between a sports drink and an energy drink?

Sports drinks are only found in bottles (usually with a sports cap). Energy drinks are typically found in cans.

Is bottled water a healthier choice than tap water?

There is very little difference between bottled water and tap water. In fact, up to 25% of bottled water is exactly the same as tap water. If you can choose tap water you will be also helping to improve the environment.

My bottle of water has a strawberry on the front. Does this make it healthy?

If you can see fruit on the front of a bottle of water, this is usually a sign that it contains sugar. Similar to concentrated fruit juice, the sugars found in strawberries and other types of fruit is added to the water, giving it a sweet, fruity taste and a lot of sugar. Check the label as some of these drinks may be artificially sweetened.

I hear milk is really good for you. Does that mean milkshakes are too?

Unlike semi-skimmed or skimmed milk, milkshakes often contain more sugar than a typical can of Cola. Again, similar to fruit juices, concentrated sugars and flavourings are added to the milk to give it a distinct sweet taste. This goes for ready-made milkshakes such as Frijj or Yopp and milkshake mixes such as Crusha syrups or Nesquik powders!

I don't have time to have a proper breakfast. Is it okay to have a breakfast drink?

Breakfast drinks are packed full of sugar, so try to avoid them. A sugary drink is no way to substitute the most important meal of the day! If you are in a rush, try a banana.

Can I have sugar in my tea and coffee? Just a small spoon?

Sorry. Sugar in tea and coffee isn't advised. If you prefer a sweeter cup, try using a sweetener instead.

BEVERAGE TERMS

What is concentrated fruit juice?

This means that once the fruit that forms the basis of the drink has been squeezed, all of the water is removed. This 'concentrated' juice is then usually shipped to another facility or location, possibly in another country, where the water is added back in. This process usually removes a lot of the nutrients and therefore manufacturers often put other things in such as added sugars.

Does 'no added sugar' mean it contains no sugar?

Just because a food contains 'no added sugar' it does not necessarily mean it has a low sugar content. The food may contain ingredients that have a naturally high sugar content (such as fruit).

What does it mean if a drink has 'no artificial sweeteners'?

This means that a drink has no man-made sweeteners such as aspartame or saccharin in it. However, the drink may still contain sugar and / or natural sweeteners.

What is the difference between sugars found in fruit and 'added sugars'?

The important difference is the way in which the body processes the sugars. In fruit the sugars are contained within the cell structure along with a lot of fibre, this means the body takes much longer to break the sugars down than if the sugar was in its free form. The slower digestion process means less of an insulin response which is great for the body. 'Added sugar' such as the sugars added to drinks is extra sugar put into the product during processing, these are processed much more quickly by the body and is why they can cause problems. The slower the absorption of the sugar by the body the better.

DIET DRINKS

Should I switch to diet drinks?

Diet drinks contain little or no sugar and are therefore a better option than full sugar drinks. However due to the acid content of these drinks they can cause dental erosion. Diet drinks are useful as a step-change approach, however we would not recommend long term consumption

Do sweeteners such as aspartame cause cancer?

Scientific research indicates that artificial sweeteners consumed at current levels are safe and do not cause cancer.

Are Pepsi Max and Coca-Cola Zero considered 'diet' drinks?

Yes. The vast majority of drinks with words like 'Diet', 'Zero' and 'Lite' have either reduced sugar or no sugar in them at all. Somewhat confusingly, Pepsi Max, is also a diet drink and contains no sugar.

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SPORTS DRINKS

I am trying to lose weight. Will sports drinks help?

The way they are advertised, you'd be forgiven for thinking there is some kind of magical elixir in them. But sports drinks contain a lot of sugar which enters the bloodstream quickly. Your body will then use this sugar to create energy instead of 'burning' fat. So sports drinks can actually hinder weight loss.

If sports drinks contain lots of sugar, just like other fizzy drinks, won't they rot my teeth?

Just like other high sugar drinks, drinking sports drinks regularly increases the chance of dental decay. In fact, premier league footballers have poor dental health from drinking sports drinks so often!

I do a lot of sport and need sports drinks to keep me going

Unless you are an elite athlete there is no need to consume sports drinks. The best way to hydrate is with water or low fat milk.

Local football teams encourage our young children to drink sports drinks. What should we do?

Remind managers and coaches that sports drinks only came out about 20 years ago and footballers in the 70s and 80s didn't have them. If we didn't need them then, do we really need them now?

Comparing the sugar content in Lucozade Sport to Coca-Cola should also help them to realise that sports drinks can be harmful. Explain that it is better to have a properly planned meal 90 minutes to 2 hours before a game than relying on liquid sugar.

ENERGY DRINKS

Is caffeine in Energy Drinks a problem?

Caffeine is a powerful and addictive stimulant which blocks a molecule in the brain called adenosine from telling us how tired we are, leading to increased alertness and wakefulness.

However, while adenosine is being blocked it continues to build up, so when the effects of caffeine wear off we suddenly become very tired, lethargic and irritable. Research suggests that caffeine found in regular sugary drinks increases consumption.

What is Taurine?

Contrary to popular belief Taurine is not bull semen. It is an organic compound found in all animals and is essential for cardiovascular function, development and function of skeletal muscle, the retina and the central nervous system. Energy drinks have vast quantities of Taurine in them – but our bodies can manufacture it themselves.



SPONSORSHIP, MARKETING AND ADVERTISING

Why should we be concerned with marketing to children?

As children and young people are at an earlier stage in their cognitive development, they are more vulnerable to the influence of marketing. In addition, the products people consume at a young age establish their taste preferences which are linked to the development of brand loyalty which can last a lifetime.

Why do sugary drink companies use athletes and sport to market their products?

By associating their products with particular sports and professional athletes, sugary drinks companies can create an association between their product and sporting success, making their products aspirational.

I have seen a lot of sugary drinks adverts on Facebook, is this a problem?

Our media has fragmented over the last couple of decades and whereas once adverts were limited to television, print and radio, you can now find adverts on social media, on websites that track cookies and even mobile games.

Why does my drink have lots of exotic ingredients in it?

There is a huge range of drinks available on the market including energy drinks, smoothies and vitamin waters that contain herbal elements and exotic ingredients such as guarana, ginseng and ginkgo biloba but the amount of these products found in these drinks are far below that expected to produce benefits or cause adverse effects. They are simply a marketing ploy.

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