

SUGAR & ORAL HEALTH

Health Education Standards Alignment

- Health Concepts
- Analyzing Influences
- Accessing Valid & Reliable Resources
- Interpersonal Communication
- Decision Making
- Goal Setting
- Self-Management
- Advocacy

Oregon Health Education Performance Indicator Alignment

HE.1.4.1 Describe the relationship between healthy behaviors and personal health.

HE.1.4.4 Analyze ways to prevent common childhood injuries and health problems.

HE.3.4.1 Describe resources from home, school, and community that provide valid health information.

Alignment with Oregon English Language Arts Literacy Standards

CCSS.ELA-LITERACY.RI.4.2
Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.4.3
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-LITERACY.RI.4.10
By the end of year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Valuable Vocabulary

plaque
sugar
carbohydrates

Language of Health Literacy

I trust this resource because _____.

Something I know I can trust is _____ because _____.

Health literacy language adapted with permission from RMC Health's Health Skills Materials.

Essential Question(s)

How can my eating habits help or harm my teeth?





Student Objectives

Students will be able to:

- Explain the impact of sugar on teeth.
- Describe eating habits that protect oral health.



Materials & Preparation

- Access to Taking Care of Your Teeth [article](#) (either digital or printed)
- Taking Care of Your Teeth Review (1 per group)
- Sugar & Oral Health Presentation
- Computers for student use (if using digital article)
- **Review:**
 - [Article](#) used in lesson to determine if adaptation needed for reading level of students. *This article is leveled for upper elementary students.* [Hirsch, L. (Ed.). (2021, January). Taking care of your teeth (for kids). KidsHealth. Retrieved December 27, 2021, from <https://kidshealth.org/en/kids/teeth-care.html#catbody>

Lesson Structure & Learning Activities

BEGINNING OF LESSON

Show slides 1-2 to start the lesson. Read through the slide with the students so that they are informed of what they will be able to do as a result of this lesson (“I can...” statements).

Examples:

“I can explain how sugar affects my teeth.”

“I can describe three ways to eat that will help my teeth.”

Show slide 3. Each student chooses true or false for the presented statement: *“Sugar is good for your body.”* Tally results and share with students. Then ask student volunteers to explain their answer choice:

Ask: “Why did you choose true?” “Why did you choose false?”

Say: “The body actually needs some sugar for energy so in that respect it is good for the body, but sugar actually isn’t so good for our teeth. Today’s class is all about how what we eat affects our teeth.”

MIDDLE OF LESSON

Show slide 4.

Say: “Today, you’ll be reading or listening to an informative text called [Taking Care of Your Teeth](#) on the website KidsHealth. This is a good source of information for kids because it’s written for kids by health experts and is up to date. As you read or listen, answer the questions on your Taking Care of Your Teeth Review .” Consider going over the questions with the students before they read.



Have students then read and complete the Taking Care of Your Teeth Review with you, the teacher and peer support as needed.

Review answers with students and use the Taking Care of Your Teeth Review Answer Key as needed.

END OF LESSON

Show slide 5.

Say: "Now we know how sugar affects our teeth and so during our next dental health lesson. We will work to answer this question: 'How do you tell if food or drink is sugary?'"

Show slides 6-7.

Ask students to show what they know based on this lesson. These are the questions from the "I can.." statements on Slide 2 at the beginning of the lesson.

Student answers to these questions should be reviewed to assess student achievement of objectives. Reteaching should be planned if needed based on the results of this lesson. Answers can be shared with the class or not, as appropriate.

Extensions & Adaptations

Enrichment & Modifications for Diverse Learners	<p>Word wall with vocabulary and images.</p> <p>Students can read the article independently, in partnerships, or as a whole class. The teacher should choose the format that best fits the needs of students.</p> <p>Students can read only the section of the article titled "<i>Does What I Eat Affect My Teeth?</i>"</p> <p>Work with an English as a New Language (ENL) teacher to translate the materials for this lesson into students' primary language.</p>
Educational Technology Integration	<p>Present slideshow using Google Slides.</p>



Extensions

Students can utilize this criteria for a trusted resources checklist by [RMC Health](#) to evaluate the article used and/or additional articles related to dental health. Collaborate with other teachers who teach research skills to align questions and criteria. If another content area teacher has already taught this skill, review the questions and model for health-specific information. This may also be an opportunity to work with other content area teachers (e.g. Social Studies, Language Arts, Science) to reinforce or introduce the difference between facts and opinions.

Criteria for Trusted Source:	Yes? No?	Evidence from Source:
Is the author(s) listed? Is the author(s) an expert on the topic?		
Is the site or resource from an organization you trust (.gov, .edu, .net, or .org)?		
Is the information based in fact rather than opinion?		
Is the site or resource free of errors (grammar, spelling, typographical, etc.)?		
Is the site or resource up to date?		
Do the ideas make sense based on what you already know about the topic?		
Is the site or resource trying to use your emotions?		
Can you find the same information in another resource?		



FINDING SUGAR ON NUTRITION LABELS

Health Education Standards Alignment

- Health Concepts
- Analyzing Influences
- Accessing Valid & Reliable Resources
- Interpersonal Communication
- Decision Making
- Goal Setting
- Self-Management
- Advocacy

Oregon Health Education Performance Indicator Alignment

HE.3.4.1 Describe resources from home, school, and community that provide valid health information.

HE.3.4.2 Describe characteristics of valid health information, products, and services.

Alignment with Oregon English Language Arts Literacy Standards

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Valuable Vocabulary

nutrition label
added sugar
natural sugar

Language of Health Literacy

I trust this resource because _____.

Something I know I can trust is _____ because _____.

Health literacy language adapted with permission from RMC Health's Health Skills Materials.

Essential Question(s)

How can my eating habits help or harm my teeth?





Student Objectives

Students will be able to:

- Locate sugar information on a food label.
- Read a food label to identify sugary foods and drinks.



Materials & Preparation

- Finding Sugar on Food Labels Presentation
- Finding Sugar on Food Labels Handout (1 per student)
- Finding Sugar on Food Labels Answer Key

Lesson Structure & Learning Activities

BEGINNING OF LESSON

Show slides 1-2 to start the lesson. Students are informed of what they will be able to do as a result of this lesson (I can...statements).

I can: Find information about sugar on a food label.
Read a food label to identify sugary foods and drinks.

Show slide 3 and have each student write their answer to

Do you remember?
What are three ways to eat to help your teeth?

Inform students that “this is not a test, but just an opportunity to get their minds back onto dental health. To answer this question, think back to our last dental health lesson and do the best that you can to answer it.”

Desired responses:

- *Eat sugary foods with a meal*
- *Brush teeth after eating*
- *Rinse mouth with water or chew sugarless gum, if brushing is not possible*
- *Snack on non-sugary foods*

As a class discuss ideas/responses; teacher/peers correct any misinformation that is brought up. Upon completion of the discussion, **share, “Today, we’ll focus on how to figure out if a food is sugary or not. This requires people to look at and read the nutrition labels that are on every food and drink. We know that foods and drinks with lower sugar are healthier for our bodies, especially our teeth. So today, we’ll explore nutrition labels and begin using them to figure out which foods and drinks are sugary and which are not.”**

Distribute Finding Sugar on Food Labels handout.



MIDDLE OF LESSON

Show slide 4 and **ask** students to respond to: "This is a nutrition label. Where have you seen these?"

Desired responses: Students have seen these on all packaged foods.

Ask: What are nutrition labels used for?

Desired responses: Nutrition labels tell people important information about the nutrients and ingredients in the food.

Ask: Which section tells us about sugar?"

Desired response: Section 3 – The nutrient section tells us about sugar.

Have students mark this section on their handout (question 1).

Say: "The other information is useful in other circumstances, but we are just focusing on sugar today." *Note: This nutrition label is for frozen lasagna.

Show slide 5 and discuss each point on the slide with the students as they fill in the blanks on their **handout (question 2)**. *Note: this nutrition label section is from the frozen lasagna food label from the previous slide.

Add in the following details as necessary and appropriate to enhance conversation and/or answer questions. Remember to use the Answer Key as needed.

Diets high in calories from added sugars can make it difficult to meet daily recommended levels of important nutrients while staying within calorie limits.

What They Are

Sugars are the smallest and simplest type of carbohydrate. They are easily digested and absorbed by the body. Total Sugars on the Nutrition Facts label include:

- Sugars naturally present in many nutritious foods and beverages, such as sugar in milk and fruit.
- Added sugars, which include sugars that are added during the processing of foods (such as sucrose or dextrose), foods packaged as sweeteners (such as table sugar), sugars from syrups and honey, and sugars from concentrated fruit or vegetable juices.

Where They Are Found

Sugars are found in a variety of foods, including:

Sugars naturally present in food

- Dairy products (such as milk and yogurt)
- Fruit (fresh, frozen, dried, and canned in 100% fruit juice)
- 100% fruit and vegetable juice
- Vegetables

Added sugars

- Baked goods (such as cakes, cookies, pastries, and pies)



- Desserts (such as ice cream and puddings)
- Salad dressings, sauces, spreads, condiments, and gravies
- Sugar-sweetened beverages (such as energy drinks, fruit drinks, soft drinks, sports drinks, and sweetened coffee and tea)
- Sweets (such as candies, jams, sweet toppings, and syrups)
- Single-ingredient sugars (such as table sugar, maple syrup, or honey)

What They Do

- All sugars provide calories, or “energy,” for the body. Each gram of sugar provides 4 calories. The human body breaks down sugars and other carbohydrates into glucose. Glucose in the blood (often referred to as blood sugar) is the primary energy source for the body’s cells, tissues, and organs (such as the brain and muscles). Glucose can be used immediately or stored in the liver and muscles for later use.
- Sugars are also used to sweeten, preserve, and improve the functional attributes of foods and beverages (such as viscosity, texture, body, color, and browning capability).

[Source: FDA](#)

Slides 6-10 provide students with practice in reading nutrition labels for sugar information. For each slide, show the slide.

Ask the question on the slide “**Is _____ a tooth healthy choice?**”. A reminder that under 5% of total sugars is a tooth health choice; 20% or over is not a tooth healthy choice. Students can respond with their answer through volunteer verbal responses, show of hands, on their **handout (question 3)**. After all students have responded, share the correct answer and reasoning.

Slide 6: *Sports drinks are NOT a tooth healthy choice because added sugar is 69% which is much higher than 5%.*

Slide 7: *Yogurt is a tooth healthy choice when total carbohydrates is below 20% and there are no added sugars. (*Note: some yogurts are not tooth healthy choices. It’s important for students to check labels.*

Slide 8: *Baby carrots are a tooth healthy choice because total carbohydrates is below 20% and there are no added sugars.*

Slide 9: *Fruit snacks are NOT a tooth healthy choice because added sugars is 22% which is higher than 5%.*

Slide 10: *Crackers are a tooth healthy choice because added sugars are only 2% and total carbohydrates are less than 20%.*

END OF LESSON

Show slide 11.

Say: “Today we’ve practiced reading the sugar section of nutrition labels to help us figure out if certain foods and drinks are good for our teeth. During our next dental health lesson, we’ll work to answer this question - ‘How tooth healthy are the foods that YOU eat?’.”



During the next lesson, students will use food labels of their favorite snacks/drinks and then create a personalized list of tooth friendly snacks and drinks.

Tell students to bring in packaging of favorite foods and drinks (or pictures of the food label if bringing in the packaging is not accessible) for the next class. Each student should be encouraged to bring in at least 4 different food/drink labels. If this is not feasible for the community/population, acquire food packaging or labels of food enjoyed by the students - again, aiming for at least 4 different labels per student.

Show slides 12 and **ask** students to show what they know based on this lesson. This is to be done independently. This is the question form of the “I can...” statements from the beginning of the lesson.

“Is a Snickers bar a tooth friendly snack?”

Explain your answer using evidence from the nutrition label.

Review student answers to this question to assess student achievement of objectives. Reteaching should be planned if needed based on the results of this lesson. Answers can be shared with class or not, as appropriate.

Extensions & Adaptations

Enrichment & Modifications for Diverse Learners	<p>Word wall with vocabulary and images.</p> <p>Replace food label examples with those that are specific to your students/community norms.</p> <p>Work with an ENL teacher to translate the materials for this lesson into students’ primary language.</p>
Educational Technology Integration	<p>Present slideshow using Google Slides.</p>
Extensions	<p>Students explain why a nutrition label is a good source of information.</p> <p>Show students a visual representation of the amount of sugar in various drinks and foods, using sugar cubes or sugar packets. Alternatively, students could create a visual of this themselves by reviewing the food label of a drink or food and then representing the amount of sugar with cubes or packets. Students could then share their findings and visuals.</p> <p>Continue with additional lessons about the other sections of and information on the food label. This is a great opportunity to integrate math concepts with health instruction.</p> <p>The nutrition labels used in this lesson do not include ingredient lists. Consider expanding student use of nutrition labels by exploring ingredient lists of nutrition labels to help students understand that the ingredients are listed in order of amount (most prominent ingredients first). Students could also explore the various names for sugars that are listed on nutrition labels (i.e. dextrose, fructose, galactose, glucose, lactose, maltose, sucrose, corn syrup, cane sugar).</p>



CHOOSING DENTAL HEALTH FRIENDLY FOODS & DRINKS

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Oregon Health Education Performance Indicator Alignment

HE.1.4.4 Analyze ways to prevent common childhood injuries and health problems.

HE.3.4.1 Describe resources from home, school, and community that provide valid health information.

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Alignment with Oregon English Language Arts Literacy Standards

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Valuable Vocabulary

Go Food/Drink
Slow Food/Drink
Woah Food/Drink

Language of Health Literacy

I trust this resource because _____ .

Something I know I can trust is _____ because _____ .

I can/should use _____ to make healthy food / drink choices because _____ .

Health literacy language adapted with permission from RMC Health's Health Skills Materials.

Essential Question(s)

How can my eating habits help or harm my teeth?





Student Objectives

Students will be able to:

- Explain the connection between nutrient-rich foods and oral health.
- Using nutrition labels, identify food/drink choices that promote oral health.



Materials & Preparation

- ~4 different nutritional labels per student
- Go Slow Woah Signs on 3 separate desks
- Choosing Dental Health Friendly Foods Presentation Slide Deck
- Go Slow Woah Handout
- **Review:**
 - Student worksheet Answer Key
 - [Background information](#) on sugar.
 - **For further information about the educational support for Oregon Food Stamps programs, review the [Supplemental Nutrition Assistance Program Education](#)**
- **Prepare:**
 - Nutrition labels of foods/drinks that are desirable by students ~(4 per student)
Students can bring these in themselves as mentioned in previous lesson or teacher can acquire. All nutrition labels should be displayed on a table that all students can access. At least some of the labels must be drinks (i.e., juice, milk, water, soda, seltzer). Teacher will need to analyze the nutrition labels in advance to create an “answer key.”
 - Go Foods/Drinks = less than 20% carbs AND less than 5% added sugars
 - Slow Foods/Drinks = less than 20% carbs OR less than 5% added sugars
 - Woah Foods/Drinks = more than 20% carbs AND/OR more than 5% added sugars
 - In a different location, place 3 desks/tables. Label one desk as “GO;” one as “SLOW,” and one as “WOAH” using the Go Slow Woah signs.

Lesson Structure & Learning Activities

BEGINNING OF LESSON

Show slides 1-2 to start the lesson. Inform students of what they will be able to do as a result of this lesson (“I can...” statements).

Examples:

“I can...explain how what I eat and drink affects my teeth.

“I can... use nutrition labels to make food/drink choices that keep my teeth healthy.”

Show slide 3. Each student writes their answer to “Do you remember? Is this cheese stick a tooth friendly snack?”.

Say: “This is not a test, but just an opportunity to get our minds back onto dental health. To answer this question, think back to our last dental health lesson and do the best that you can to answer it.”



Allow time for the class to discuss ideas and responses. The teacher/peers correct any misinformation that is brought up. Upon completion of the discussion, *show slide 4* and use it as a visual to represent the answer.

Say: "The correct answer is 'Yes', this string cheese is a tooth friendly snack. By looking at the nutrition label, we can see that there is less than 20% total carbohydrate and less than 5% added sugars."

Say: "Today, we'll focus on choosing foods and drinks that you like that are also good for your dental health as well as your overall health."

Distribute the Go Slow Woah handout. Reminder to access the answer key, as needed.

MIDDLE OF LESSON

Show *slide 5* and share the idea for the Go-Slow-Woah activity that uses the labels that are available on the table as well as the desks labeled with "Go" "Slow" and "Woah."

Say: "You are going to categorize each of these foods, using the information from the nutrition label, into Go foods/drinks, Slow foods/drinks, and Woah foods/drinks. As you can see on this table, Go Foods are the healthiest for teeth, slow foods aren't bad but aren't great, and woah foods are unhealthy for teeth."

Students should **fill in** missing 3rd row information on their **handout (#1)**

Go	Slow	Woah
less than 20% carbs AND less than 5% added sugars	less than 20% carbs OR less than 5% added sugars	more than 20% carbs AND/OR more than 5% added sugars
<i>"These are great for teeth! Go ahead and enjoy!"</i>	<i>"These aren't great, but they're not bad for teeth. Enjoy a little sometimes, but not too often."</i>	<i>"These are not good for teeth. Try to avoid these. When you do eat them, brush after!"</i>

Use *slide 5* to explain the directions of the activity, while physically showing students where to pick up and where to place each item.

1. Choose 1 label from the table.
2. Examine the nutrition label.
3. Determine if it's a Go, a Slow, or Woah food/drink.
4. Place it on the GO SLOW or WOAHS desk.
5. Repeat!

Demonstration of this process is suggested.

Students can record their work on their **handout (#2)** if desired by the teacher/student.

As students work, circulate and support while also checking Go-Slow-Woah desks to ensure accuracy. If an incorrect placement is found, the label should be returned to the selection table for a redo.

Students should be encouraged to collaborate and talk about their thoughts regarding placement of items.

Upon completion, if time permits, highlight foods that are in each of the categories, paying special attention and focus to the GO category foods. It's important to emphasize healthy eating habits!



Show slide 6 and bring students' attention to **student handout (#3)**.

Say: "You will now make this information personal. You are going to make a list of foods and drinks that are good for teeth and that you'd actually enjoy! This will be a list you can take home or keep in your folder as a reminder that you have the power to keep your teeth healthy."

Review the directions/expectations on **slide 6**. (Students can do this on their worksheet)

- Make a list of 10 foods/drinks.
- They should be mostly from the GO category, but can include some from the SLOW category.
- Be sure the foods and drinks are ones that you like or would like to try.
- You must have at least 2 drinks on your list.

Provide student work time, and if time permits, sharing with classmates.

END OF LESSON

Say: "Today, we've practiced looking at nutrition labels to determine if a food or drink is healthy for teeth. You've also created a list of foods and drinks that you like that will help keep your teeth healthy. Remember that eating and drinking low sugar foods is just one part of keeping your teeth healthy. We must also brush our teeth twice a day and floss once a day. We should also visit the dentist for cleanings and if you're having any problems with your teeth or gums."

Show slides 7 and **ask** students to show what they know based on this lesson. This is to be done independently. This is the question form of the "I can..." statements from the beginning of the lesson.

Example: Draw or write about a 4th grader making healthy food and drink choices that will keep their teeth healthy. Be descriptive & specific and be sure to show clearly what they are eating and drinking and why!

Review student answers to this question to assess student achievement of objectives. Reteaching should be planned if needed based on the results of this lesson. Answers can be shared with class or not, as appropriate.

Extensions & Adaptations

Enrichment & Modifications for Diverse Learners

Word wall with vocabulary and images.

Students work in small groups or partnerships for Go-Slow-Woah activity.

Increase or decrease expectations for the number of labels analyzed.

Increase or decrease expectations for the number of items required in a personalized list.

Work with an ENL teacher to translate the materials for this lesson into students' primary language.



Educational Technology Integration	<p>Present slideshow using Google Slides.</p> <p>Nutrition labels are available online through a Google Search. Students could search for food labels instead of using physical labels. Instruction on Google searching and digital citizenship would need to occur. Students would also need to be aware that there are old nutrition labels available through internet searches. These old labels do not provide information about added sugars which would require modification of this lesson.</p>
Extensions	<p>Utilize foods that are familiar to students as well as those from varying cultures with which students are not familiar. Use this to connect health instruction to social studies content of exploring various cultures.</p> <p>Students explain why a nutrition label is a good source of information.</p>





Taking Care of Your Teeth Review

STUDENT WORKSHEET

Lesson Title: Sugar & Oral Health

Name _____

Directions: As you read the article, answer the following questions using evidence from the text. Write in complete sentences.

1. How does food cause cavities (holes in teeth)?
2. How does plaque get removed from teeth?
3. Why is it important to floss your teeth?
4. If a person eats lots of sugar, it can cause tooth decay, but it's not just how much sugar a person eats. What else about eating sugar is just as important?
5. "If you eat sugary foods or drink sodas throughout the day, you give the _____ in your mouth food. Well-fed _____ make _____ more likely.
6. How does saliva help protect our teeth from bacteria?
7. People probably can't stop eating sugary foods completely. What are some ways to eat and drink that are healthier for teeth?
8. When should a person go to the dentist?

****Challenge Question 1:** What is the name of your dentist? _____

****Challenge Question 2:** Why should we trust this article to be giving us good information?



Taking Care of Your Teeth Review

ANSWER KEY

Lesson Title: Sugar & Oral Health

Directions: As you read the article, answer the following questions using evidence from the text. Write in complete sentences.

- How does food cause cavities (holes in teeth)?
From section 1: "after you eat, the bacteria break down sugar on your teeth into acids that eat away tooth enamel." Tooth enamel = thin, hard outer covering of tooth"
- How does plaque get removed from teeth?
From section 2: "brush your teeth twice a day and floss at least once a day." This is a good opportunity to review how to effectively brush/floss teeth; see section 3 of article."
- Why is it important to floss your teeth?
From section 4: "brushing won't remove the plaque and food particles between teeth and near the gum line."
- If a person eats lots of sugar, it can cause tooth decay, but it's not just how much sugar a person eats. What else about eating sugar is just as important?
From section 6: "when and how you eat it [sugary foods/drinks] can be just as important."
- "If you eat sugary foods or drink sodas throughout the day, you give the bacteria in your mouth food. Well-fed bacteria make cavities more likely. *Share with students: It's important to brush your teeth at night before bed so that sugars don't stay on your teeth throughout the night, allowing bacteria to grow."*
- How does saliva help protect our teeth from bacteria?
From section 6: when we eat meals, our mouth produces more saliva which washes away sugar and bacteria.
- People probably can't stop eating sugary foods completely. What are some ways to eat and drink that are healthier for teeth?
From section 6:
Eat sugary foods with a meal
 - Rinse your mouth with water or mouthwash if you can't brush your teeth after eating.*
 - *This is a good opportunity to discuss how to take care of teeth during school hours – everyone has a big drink of water after snack and lunch.*
 - Chew sugarless gum after eating if you can't brush right away*
 - Don't eat sugary foods between meals.*
 - If you snack, eat non-sugary ones like cheese, popcorn, veggies, or yogurt.*
- When should a person go to the dentist?
From section 7: "every six months"

****Challenge Question 1:** What is the name of your dentist?

Depending on your school population, students may not have a specific dentist; use this question if it fits your population. If students are unsure of the dentist's name or don't have a dentist, consider going through appropriate channels to connect student(s) with school based dental programs.

****Challenge Question 2:** Why should we trust this article to be giving us good information?
Because it's written for kids by health experts and it's up to date.



Finding Sugar on Food Labels Handout

STUDENT WORKSHEET

1. Which section tells us about sugar? Highlight, circle or underline it.

Nutrition Facts	
4 servings per container	
Serving size	1 cup (227g)
Amount per serving	
Calories	280
	% Daily Value*
Total Fat 9g	12%
Saturated Fat 4.5g	23%
Trans Fat 0g	
Cholesterol 35mg	12%
Sodium 850mg	37%
Total Carbohydrate 34g	12%
Dietary Fiber 4g	14%
Total Sugars 6g	
Includes 0g Added Sugars	0%
Protein 15g	
Vitamin D 0mcg	0%
Calcium 320mg	25%
Iron 1.6mg	8%
Potassium 510mg	10%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

1. Serving Information →

2. Calories →

3. Nutrients →

4. Quick Guide to percent Daily Value (%DV)
 • 5% or less is **low**
 • 20% or more is **high**

2. Carbohydrates give us _____. We _____ them.

_____ are a kind of carbohydrate.

There are 2 kinds of sugars.

- _____ Sugars 😊
- _____ Sugars 😞

For _____ bodies and teeth, we should eat foods that have _____ added sugars _____ total carbohydrate.

Look at the sugar section of the food label above.

Is this a food that is good for teeth? _____

Explain using evidence from the food label: _____



Finding Sugar on Food Labels Handout

STUDENT WORKSHEET

3. Are these foods/drinks healthy for teeth based on sugar?
- Sports drink *is / is not (circle one)* a tooth healthy choice.
 - Yogurt *is / is not (circle one)* a tooth healthy choice.
 - Baby carrots *is / is not (circle one)* a tooth healthy choice.
 - Fruit snacks *is / is not (circle one)* a tooth healthy choice.
 - Crackers *is / is not (circle one)* a tooth healthy choice.

Show What You Know:

Is a Snickers bar a tooth friendly snack?

Explain your answer using evidence from the food label.



Finding Sugar on Food Labels Handout

ANSWER KEY

1. Which section tells us about sugar? Highlight, circle or underline it.

Answer: "Section 3"

Nutrition Facts	
4 servings per container	
Serving size	1 cup (227g)
Amount per serving	
Calories	280
% Daily Value*	
Total Fat 9g	12%
Saturated Fat 4.5g	23%
Trans Fat 0g	
Cholesterol 35mg	12%
Sodium 850mg	37%
Total Carbohydrate 34g	12%
Dietary Fiber 4g	14%
Total Sugars 6g	
Includes 0g Added Sugars	0%
Protein 15g	
Vitamin D 0mcg	0%
Calcium 320mg	25%
Iron 1.6mg	8%
Potassium 510mg	10%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

1. Serving Information →

2. Calories →

3. Nutrients →

4. Quick Guide to percent Daily Value (%DV)
 • 5% or less is **low**
 • 20% or more is **high**

2. Carbohydrates give us energy. We need them. Sugars are a kind of carbohydrate.

There are 2 kinds of sugars.

- Natural Sugars 😊
- Added Sugars 😞

For healthy bodies and teeth, we should eat foods that have less than 5% added sugars less than 20% total carbohydrate.

Look at the sugar section of the food label above.

Is this a food that is good for teeth? Answer: "Yes"

Explain using evidence from the food label: Answer: "There is less than 20% total carbohydrates and no added sugars."



Finding Sugar on Food Labels Handout

ANSWER KEY

1. Are these foods/drinks healthy for teeth based on sugar?
 - a. Sports drink is not a tooth healthy choice.
 - b. Yogurt is a tooth healthy choice.
 - c. Baby carrots is a tooth healthy choice.
 - d. Fruit snacks is not a tooth healthy choice.
 - e. Crackers is a tooth healthy choice.

Show What You Know:

Is a Snickers bar a tooth friendly snack? Answer: "No"

Explain your answer using evidence from the food label. Answer: "Snickers Food Label shows that this food has 50% of your DV of added sugars."



Go Slow Woah Handout

STUDENT WORKSHEET

Lesson Title: Choosing Dental Health Friendly Foods & Drinks

1. Using the information from the slide and from your teacher, fill in the missing information.

Go	Slow	Woah
less than 20% carbs AND less than 5% added sugars	less than 20% carbs OR less than 5% added sugars	more than 20% carbs AND/OR more than 5% added sugars

2. Once you choose a nutrition label from the table, examine it and determine which category it belongs in and then record the information in the table below. Then, place that label/food on the category desk and get a new one. Do the same thing until you finish four or your teacher tells you to stop.

Food / Drink Name	What Category? (Go Slow or Woah)
<i>Example: Fruit Snacks</i>	<i>Woah</i>

3. My List of Tooth Friendly Snacks & Drinks

**Be sure you meet all the guidelines posted on the screen!*



Go Slow Woah Handout

ANSWER KEY

Lesson Title: Choosing Dental Health Friendly Foods & Drinks

1. Using the information from the slide and from your teacher, fill in the missing information.

Go	Slow	Woah
less than 20% carbs AND less than 5% added sugars	less than 20% carbs OR less than 5% added sugars	more than 20% carbs AND/OR more than 5% added sugars
"These are great for teeth! Go ahead and enjoy!"	"These aren't great, but they're not bad for teeth. Enjoy a little sometimes, but not too often."	"These are not good for teeth. Try to avoid these. When you do eat them, brush after!"

2. Once you choose a nutrition label from the table, examine it and determine which category it belongs in and then record the information in the table below. Then, place that label/food on the category desk and get a new one. Do the same thing until you finish four or your teacher tells you to stop.

Food / Drink Name	What Category? (Go Slow or Woah)
<i>Example: Fruit Snacks</i>	<i>Woah</i>

Student answers will vary based on nutrition labels available. As noted in the lesson plan, teacher will need to review labels in advance and create an answer key.

3. My List of Tooth Friendly Snacks & Drinks

**Be sure you meet all the guidelines posted on the screen!*

Student answers will vary. Teacher should work with students to ensure that all listed items meet the guidelines:

- Make a list of 10 foods/drinks.
- They should be mostly from the GO category, but can include some from the SLOW category.
- Be sure the foods and drinks are ones that you like or would like to try.
- You must have at least 2 drinks on your list.

Go

Slow

Woah