



Teacher Resource

Juice Health Star Rating

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Briefly summarise the BTN story.
2. Who introduced the health star rating system?
3. Why was the health star rating system introduced?
4. Companies don't have to display their health star rating. True or false?
5. What impact can too much sugar have on our health? Give an example.
6. Why has orange juice been given a lower health star rating?
7. Why are a lot of people in the fruit juice industry really angry about the new health star rating?
8. What is the different between eating one orange or drinking a glass of orange juice?
9. It is recommended that children only drink half a glass of orange juice a day. True or false?
10. What questions do you have about the story?

Activity: Pre-viewing questions

Before watching the BTN Juice Health Star Rating story facilitate a class discussion using the following questions to get the discussion started:

- What do you know about the health star rating system?
- Why do you think we need a health star rating?
- How many teaspoons of sugar do you think are in a glass of freshly squeezed orange juice? Make an estimation and compare with your classmates.

Activity: Class Discussion

After watching the BTN story students will reflect on the story and then respond to the following:

- What do you THINK about what you saw in the BTN story?
- What did you find surprising or interesting about the story?
- Think of three questions you have about the BTN Juice Health Star Rating story.
- Why do you think BTN covered this story?

EPISODE 4

23rd February 2021

KEY LEARNING

Students will investigate the health star rating system in Australia.

CURRICULUM

Health and PE – Years 3 & 4

Identify and practise strategies to promote health, safety and wellbeing.

Discuss and interpret health information and messages in the media and internet.

Health and PE – Years 5 & 6

Plan and practise strategies to promote health, safety and wellbeing.

Health and PE – Years 7 & 8

Investigate and select strategies to promote health, safety and wellbeing.

Evaluate health information and communicate their own and others' health concern.

Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities.

Mathematics – Year 6

Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables.

Design & Technologies – Year 5/6

Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy.

Design & Technologies – Year 7/8

Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for health eating.

Activity: Inquiry based-learning

The KWLH organiser provides students with a framework to explore their knowledge on the issues explored in the BTN story and consider what they would like to know and learn.

<i>What do I <u>k</u>now?</i>	<i>What do I <u>w</u>ant to know?</i>	<i>What have I <u>l</u>earnt?</i>	<i><u>H</u>ow will I find out?</i>

Students will develop their own question/s for inquiry about sugary drinks and the health star rating in Australia. Students will collect and record information from a wide variety of sources. Students may develop their own question for inquiry or select one of the questions below.

- What is a health star rating? Why do we need it?
- What is the difference between orange juice and diet cola? How many grams of sugar are in each? Explore, analyse and compare the nutrition labels for each product. Investigate the sugar content in other drinks. How do they compare? Rate the drinks from the greatest to least amount of sugar.
- Are all sugars the same? Explore the different types of sugar (i.e. fructose, sucrose, lactose, glucose). Give some examples of foods that you drink or eat that contain these sugars.
- Did you know there are many different names for sugar? Analyse a range of food packaging and make a list of different names for sugar. For example: Agave nectar, cane sugar, fructose, honey, maple syrup, rice bran syrup, sucrose.
- Is naturally occurring sugar healthier than added sugar?
What happens if you consume too much sugar? Investigate the impact that excessive sugar can have on your health. Create a poster which highlights the health problems.

Activity: Nutrition Labels

As a class collect a range of food packaging that includes nutrition labels and health star ratings if possible. Collect packaging from products within the same category. For example, your students could compare packaging from the following products:

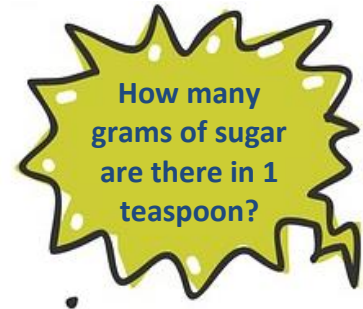
- juice with no added sugar and diet cola
- juice with no added sugar and fruit drink
- flavoured yoghurt and plain Greek yoghurt
- 2 different types of cereal

Use the following as a guide, as students explore and analyse the food packaging. Students can work in pairs and then report their findings to the class. Materials needed include a range of packaging (recycled from home or the school canteen), sugar, a teaspoon, and cups.

Instructions:

- Explore the packaging that comes from products within the same category.
- Predict and record how much sugar you think is in each of the products.

- Locate the nutrition labels on the food packaging.
- How many grams of sugar are there per serving? Calculate and then measure the number of teaspoons there are of sugar in each serving.
- Compare the amount of sugar per 100 grams in each of the products. Which product has more sugar per 100 grams? Did you find your results surprising? Why or why not?
- Is there a health star rating on the packaging? If so, record your findings.
- What else can you determine from the information provided on the nutrition label?
- Make a judgement as to what is the healthier food option.



Activity: Sugary drink intake

Students will keep a diary of their sugary drink intake for a week. Begin by asking students to think about drinks that may contain sugar. Collect some empty bottles of soft drinks, iced tea, fruit juice, flavoured milks and sports drinks and look at the nutrition information on the packaging. Ask students to look at the list of ingredients and identify the sugars. Explain they will be recording their sugary drink intake for a week including the grams of sugar in each drink they consume.

Day	Drink/s	Grams of sugar
<i>Monday</i>		
<i>Tuesday</i>		
<i>Wednesday</i>		
<i>Thursday</i>		
<i>Friday</i>		
<i>Saturday</i>		
<i>Sunday</i>		
	Total	

After completing the activity students will respond to the following:

- What is the recommended daily intake of sugar for children?
- What is your daily sugar intake (from sugary drinks)? Is it above or below the recommended amount?
- What was surprising about the results?
- How could you reduce your sugary drink intake?
- What are some healthier alternatives?

Activity: Choose a project

Meal Plan

Create a meal plan (for a day) which includes healthy food/drink options from the [5 food groups](#). Calculate the amount of sugar content in each meal. Ensure your meal plan does not exceed the recommend daily sugar intake for kids.

Campaign

Educate kids in your school about the sugar content in different drinks. Explain how sugary drinks affect the body. What drinks should kids avoid and which are healthy?

Is juicing good for you?

Compare the sugar content in a glass of orange juice and an orange. Experiment in the classroom. How many oranges are in a glass of juice? Analyse the results and make recommendations.

Classroom experiment

What impact do different drinks have on your teeth? Conduct this fun and simple [experiment](#) in your classroom with water, juice, cola and eggshells.

Useful Websites

- [New heath star rating system ranks fruit juice below diet cold in shift to sugar-based grading](#) – ABC News
- [What you need to know about the health star rating on foods](#) – ABC News
- [Fresh Facts](#) – BTN
- [Health Star Rating System](#) – Commonwealth of Australia