**Introduction**

Sweet, Sweet Sugar- This curriculum is designed to educate students on type II diabetes, proper nutrition and how to avoid excess, unhealthy suagrs.

Students will gain the following knowledge:

* Nutrition
* How the body processes nutrition
* What are nutritional deficiencies and how they can be prevented (specifically Diabetes)

**Objectives**

As a result of this activity, students will be able to:

* Identify nutrients
* Identify negative and positive food choices
* Determine the impact of their food choices on their body and lives

**Materials**

* HEY! Diabetes Handouts
* Important Terminology Definitions
* Chalkboard/ Whiteboard
* Chalk/ Markers/ Pens

**Activities/ Discussion Points**

1. **Arrange seating in a wide U-shape pattern with students facing volunteers and board (optional)**  
  
2. **Warm-up**: Ask students what they currently know about nutrition with a focus on sugar and what they know about diabetes. Record answers on chalkboard/whiteboard. Discuss their answers.

3. **Pass-out Handouts:** Administerhandouts to students and review general definitions.

4. **Discuss**: As a group, discuss sugar and how it impacts the body

* **What is sugar?** A simple carbohydrate needed to provide quick energy to the body.
* Sucrose, Fructose and Glucose- Sucrose = table sugar, Fructose= fruit sugar (found in fruits, honey and vegetables) glucose= sugar within the body .
* **Trivia Question!** What part of the body only utilizes glucose? The brain!
* **High fructose corn syrup-** created from corn- sweet tasting of mixture of glucose and fructose. **No nutritional value.** Commonly found in snacks and sugary beverages in large amounts. Excess intake of sugar with HFCS which can increase risk of Type II diabetes and obesity.
* **Trivia Question!** Can the body tell the difference between sugar from fruits or sugars from a cupcake? *(have students raise hands that say yes and then students raise hands for no. Which answer hand the most votes?*) The answer is no. The body interprets all sugar the same however, there is far less sugar in fruits in comparison to a cupcake AND fruits contain vitamins, minerals and fiber for the body to absorb (all components of a healthy diet).

5. **Teach:** Discuss the Daily Values for sugar the body needs. Discuss how they can obtain this.

6. **Read & Review**: Have students read over the Daily Values handout. Check for understanding throughout.

7. **Discuss**: As a group, discuss Type II diabetes

* Type II diabetes- a chronic condition in which the body does not use insulin properly resulting in abnormally high glucose levels or hyperglycemia.
* What is insulin? A hormone made by the pancreas that regulates sugar. Can assist in the storage of glucose in the liver as well as ensuring appropriate levels. If the body cannot produce enough insulin or the body becomes resistant, diabetes can occur (as sugar builds in the bloodstream).
* Children and teens are being diagnosed more frequently, especially with increasing rates of obesity
* Type II diabetes accounts for nearly 95% of cases diagnosed in adulthood
* Difficult chronic condition- untreated can lead to diabetic ketoacidosis, blurred vision, ulcers, diabetic coma and ultimately death

8. **Discuss:** Move on to healthy habits and snacks. Prepare in advance by printing off auxiliary handouts of healthy recipes and snacks. Print-outs can be found at [HealthyExcitedYouth.org](http://healthyexcitedyouth.org) Please submit any additional materials to info@healthyexcitedyouth.org prior to lessons for approval.

9. **Activity:** (Optional) Ask students to share their favorite desserts and sweets. Discuss what they like specifically and encourage them to visit [www.HealthyExcitedYouth.org](http://www.HealthyExcitedYouth.org) to submit their feedback and receive recipes and ideas.

10. **Discuss**: As a group, discuss healthy lifestyle choices.

* Eating sweets- When it’s good and when it’s too much. Remember, you get sugar from fruits, breads and veggies. When you throw cakes and cookies on top of that, it’s a lot for your body manage. Try eliminating as many artificial sugars from your diet. **Fun fact**- the more expose you have to sweets, the more your body craves it. The beginning of any change is always the toughest but stick to it!
* How to not overeat i.e. Halloween. Its okay to eat candy and desserts in larger than normal quantities for special occasions but you don’t have to go overboard. Try rationing out your candy this year to last even longer!
* Food journals- writing out what you’re eating can be a really helpful tool. You may not realize how many sugary beverages yore drinking like juices or, vitamin waters/gatorades.
* Accountability Buddies

11. **Discuss:** SMART Goals

**Specific –** What exactly do you want to accomplish?

**Measurable –** How are you are going to measure it?

**Attainable –** Don't make your goals too hard to reach. Make your goals a series of small steps so that the end goal is easier to achieve.

**Realistic –** Only set goals that are reachable but at the same time challenging.

**Time-oriented –** Pick a timeframe for completing your goal.

12. **Wrap-up**: Questions to check for understanding:

* What is nutrition?
* How does the body receive nutrition?
* What are nutritional deficiencies, specifically Type II diabetes?
* How can students eat healthy?
* How can students snack healthy?
* What are some actions that can be taken to improve healthy eating?

13. **Real-Time Application Analysis (optional)**: Find a relevant article to share with students relating to socializing. Check [HealthyExcitedYouth.org](http://healthyexcitedyouth.org) for current articles or submit any additional articles to [info@healthyexcitedyouth.org](mailto:info@healthyexcitedyouth.org) prior to lessons for approval.

**Enrichment Activities**

Remind students of the challenges on [HealthyExcitedYouth.org](http://healthyexcitedyouth.org) to win a prize and for blog posts. They will need to sign up for the newsletter. They can also follow social media on Facebook and Instagram.

*This curriculum meets the National Health Education Standards as defined by the Center for Disease Control. The curriculum is adaptable to a variety of settings, including special populations, integrated teaching, and even non-traditional classrooms like after school programs and physical activity programs.* [*HealthyExcitedYouth.org*](http://healthyexcitedyouth.org) *is a complementary website with further information, infographics, and interactive activities.*