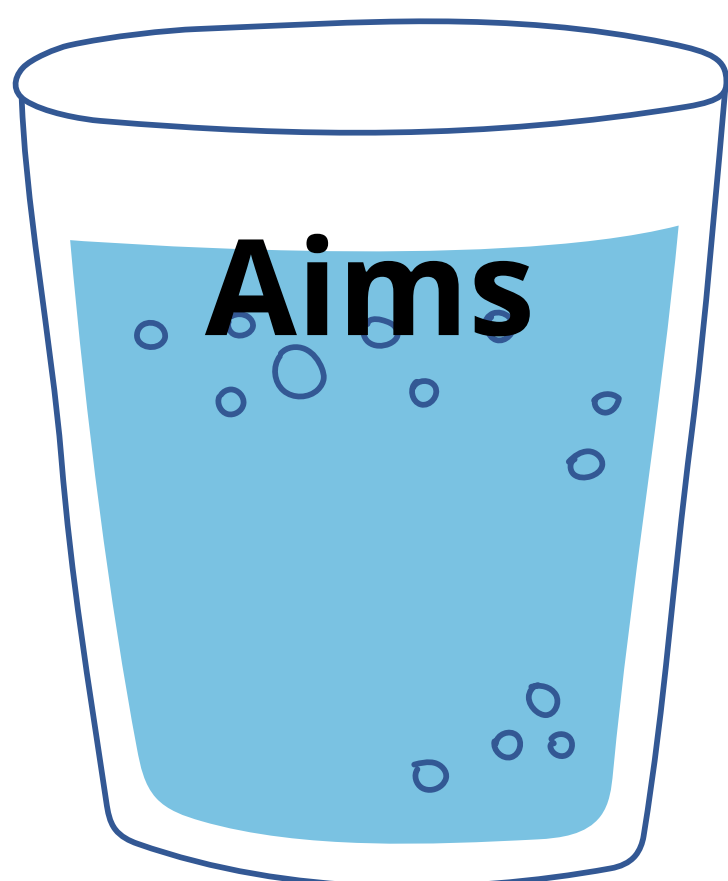
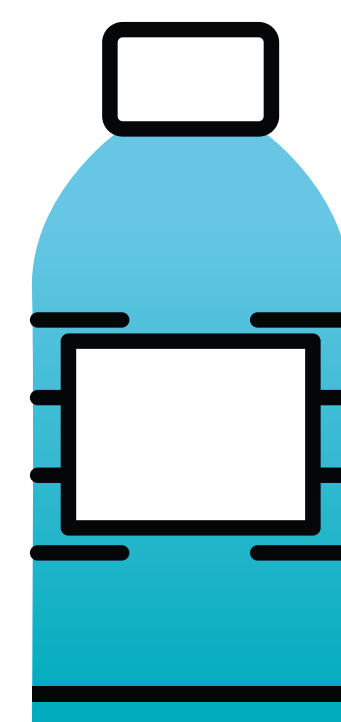
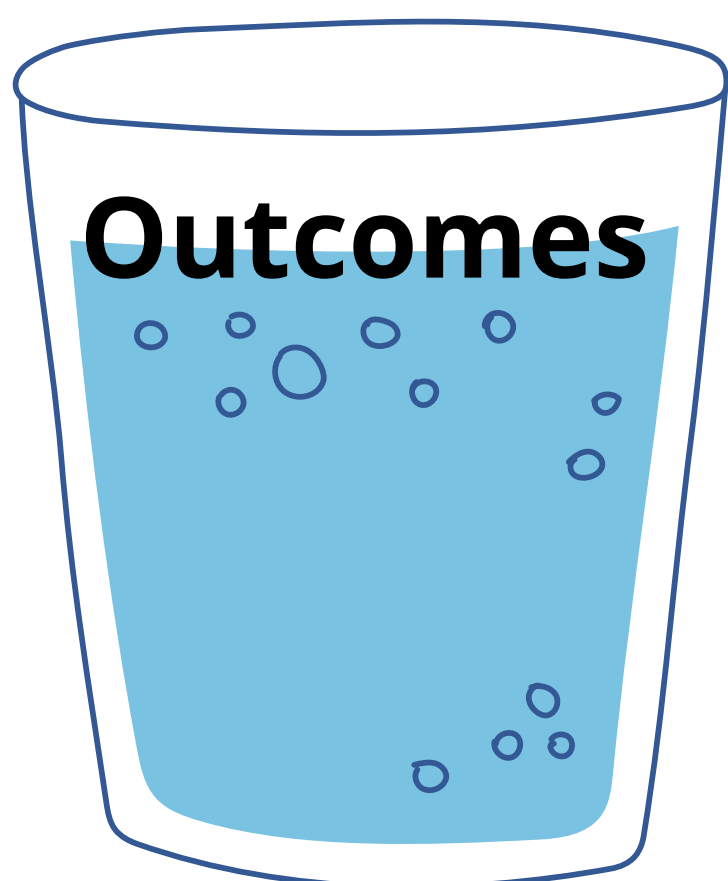


# Sugars and Fluids

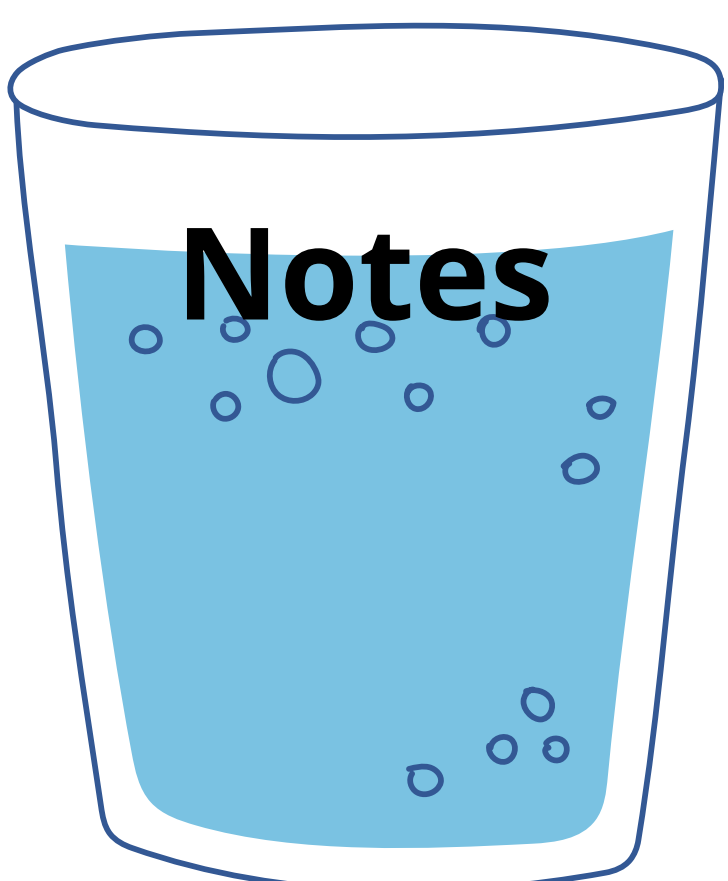
## KS3 KS4



- To raise awareness of the role of fluids, how much we should be drinking daily, the contents of energy drinks and potential dangers of over consumption.



1. To understand the role of fluids within the human body.
2. To be aware of the sugar contained in some drinks.
3. To be aware of the caffeine and sugar amounts found in energy drinks.
4. To understand possible health risks associated with increased levels of sugar and caffeine.

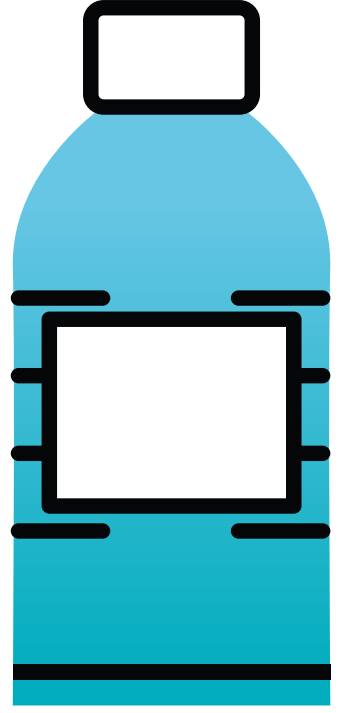


**Session Plan:** Approximately 60 mins duration

**Note:** All practical resources required for this session can be provided upon request, simply contact:  
[healthyschools@everyonehealth.co.uk](mailto:healthyschools@everyonehealth.co.uk)

# Sugars and Fluids

## KS3 KS4



### Introduction

5mins

Introduce the topic of fluids, sugars and energy drinks by asking the following questions:  
As a show of hands ask the students if they drink:  
Water?  
Fruit squash? Sugar free versions?  
Fizzy drinks – Cola? Fanta? Sprite? Sugar free versions?  
Energy drinks?  
Fruit juice?  
Smoothies?  
Hotdrinks - Tea/Coffee/Hot Chocolate?

ASK: Who thinks they drink more other fluids than water?

Slide  
4

### Activity 1

What is the role of fluids in the Human Body?  
10-15mins

Ask the students to draw on the body outline any role they can think of that fluid plays within the human body.  
Gather responses and compare with those given on slide 5.

Slide  
5 - 6

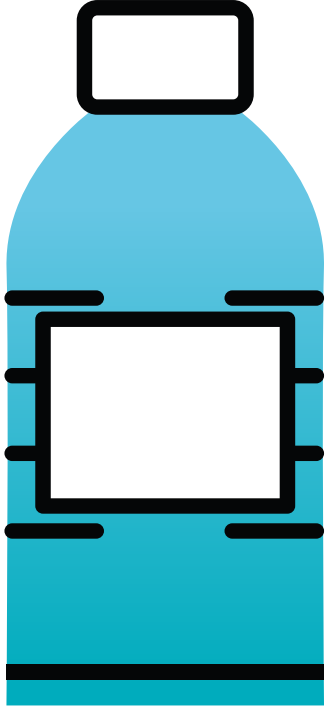
Keeping that same body outline, ask the students to use a different colour to write down some signs/symptoms and long-term effects of dehydration.

Follow up by summarising the effects of dehydration using slide 6



# Sugars and Fluids

## KS3 KS4



Slide  
7-9

### Activity 2

What are the daily recommendations for fluid intake?

5mins

Question the students if they are aware of the amount of fluid an individual should take in each day?

Display the question at the bottom of slide 7 Ask the students when they should increase their water intake eg: when exercising, ill/taking certain medication and during hot weather.

Use slide 8 to prompt discussion about energy drinks.

Ask which, if any, energy drinks do they consume?

What is it about energy drinks they like?

What effects do they get from drinking energy drinks?

Present the information on slide 9 and allow the students time to read it.

### Activity 3

Match the energy drinks to the sugar content

10-15mins

Ask the students to work in small groups and match the visual of each energy drink to the sugar content (In both teaspoons and sugar cubes)

Handout the infographic to reveal the answers (E.g. sugar content) as well as the amount of caffeine contained in each of the energy drinks.

Emphasise that the caffeine content of the energy drinks on the infographic is equivalent to the caffeine content of a standard/regular sized coffee cup.

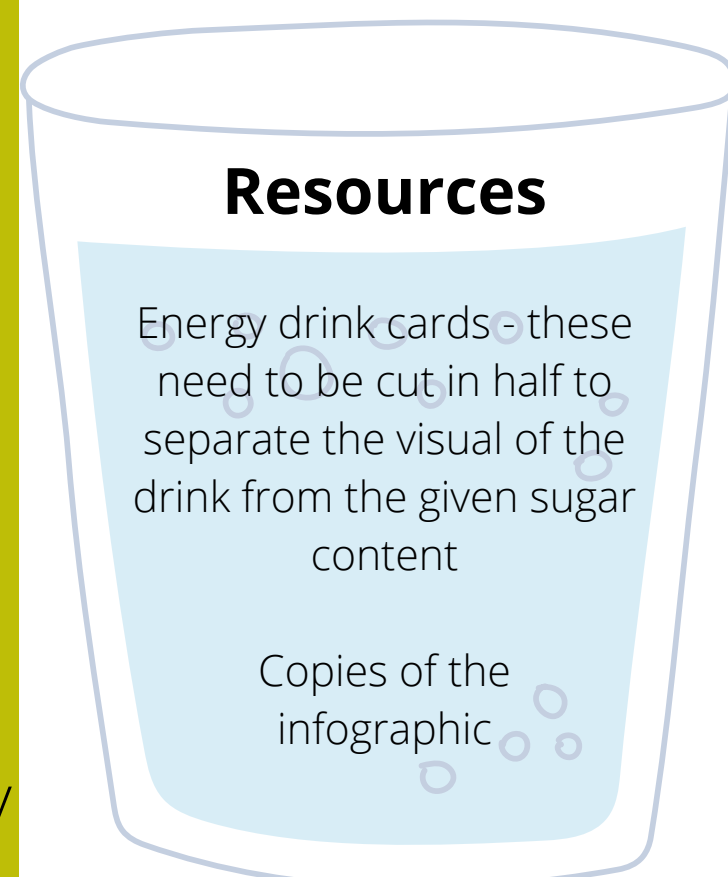
Additionally high-light that the daily sugar recommendation for anyone over the age of 11 is 30 grams of sugar ( 7 sugar cubes) therefore by drinking 1 can of red bull, you have consumed your daily sugar allocation; similarly by drinking 1 can of Monster Energy you have consumed the sugar allocation for 2 days!)

Slide  
10

### Resources

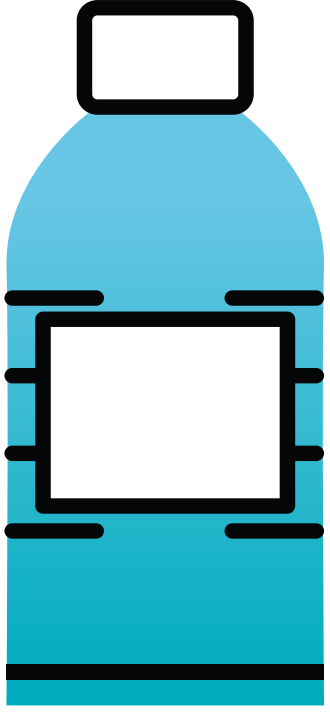
Energy drink cards - these need to be cut in half to separate the visual of the drink from the given sugar content

Copies of the infographic



# Sugars and Fluids

## KS3 KS4



### Activity 4

Over  
consumption of  
energy drinks  
5-10mins

Distribute the human body outline or on the back of the one used previously, ask the students to write down as many risks of over consumption of energy drinks they can think of.

Review responses together using slide 11.

Slide

11



### Recap and Reflect

5mins

Ask the students to reflect on the session and identify a key piece of information or learning point.

Ask for volunteers to share their responses.

Conclude the session by summarising the key points on energy drinks on slide 12

Slide

12