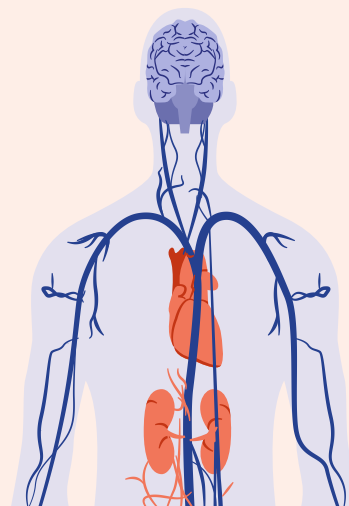


Sodium and Our Health

Teacher's Guide



Introduction to Teacher's Guide

Overview:

This guide outlines three days of instruction on the dangers of high salt intake and practical salt reduction strategies. On the first two days, students will learn about healthy salt consumption and will be given an assignment to assess their current salt intake. On the third day of instruction, students will discuss what they have learned and test their knowledge of salt reduction strategies. This third and final day of instruction will take place one week after the second day of instruction to allow students time to complete the assignment.

Learning outcomes:

At the end of the course, participants should be able to:

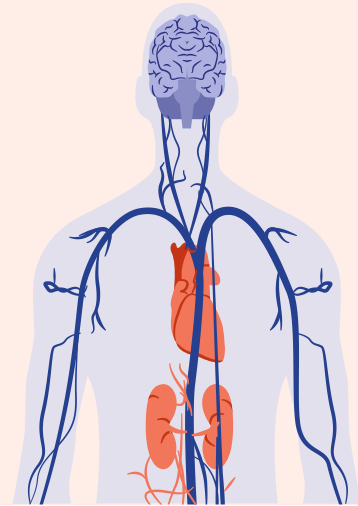
- Identify main sources of salt intake
- Describe the long-term effects and dangers of a diet high in salt
- Measure and estimate their daily salt intake
- Describe effective strategies and practices to reduce daily salt consumption

Materials needed for activities:

- Salt reduction for health student handout
- Individual salt intake log sheet
- Student Assessment (included in salt reduction for health student handout)

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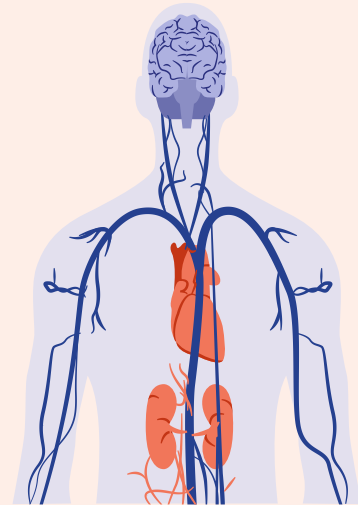
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ACTIVITIES	
Day 1	
<p>Pre-lesson</p>	<p>Ask students about their knowledge of salt/sodium with the following questions:</p> <ul style="list-style-type: none"> • What are their favorite foods/snacks? Ask them to make a rough estimate of their salt content. • How often do they eat street snacks or store bought snacks? • Do they read the package for salt content? • Who knows the correct amount of salt a person should consume per day? • How much salt do they think they take per day? Measurements can be in spoon, gram, handful. etc. • Who is in charge of their salt intake?
<p>Explicit Instruction</p> <p><i>Refer to the handout</i></p>	<p>Page 2 of the student handout - explain what sodium is in detail.</p> <p>Tell the students that the human body needs less than 5 grams of salt per day, and the maximum amount we should consume is 5 grams of salt per day - i.e., a teaspoon of salt per day.</p>
<p>Send off</p>	<p>Ask students to observe and record how much salt is added to the food prepared at home.</p> <p>Ask them to read the nutrition label on at least two store-bought snacks for salt content. Then ask them to write about the salt content of each snack based on what they have learned in class.</p>

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ACTIVITIES	
Day 2	
<p>Explicit Instruction</p> <p><i>Refer to the handout</i></p>	<p>Page 3-4 - Sodium and our body</p> <p>Pages 5 - Foods with sodium</p> <p>Page 5 - What happens to our body if we consume too much sodium?</p>
<p>Send off</p> <p>Individual salt intake measurement/assignment</p>	<p>Give students the individual/family salt intake log sheet to complete the assignment.</p> <ul style="list-style-type: none"> • Explain the questions • Explain the unit of measurement • Explain the purpose of the assignment
Day 3 of class (one week later)	
<p>Partner/Group Share</p>	<p>Ask students to share the results of their assignment with a partner or group.</p> <p>Ask 10 students or so to share the results of their assignment and record their average daily salt intake on the board.</p> <p>Compare the students' results with the recommended daily salt intake.</p> <p>Lead a discussion of students' results, based on the following questions:</p> <ul style="list-style-type: none"> • Where did most of your salt intake come from? • How much came from packaged foods/snacks? • Which dishes contain the most added salt? • Based on this data, what do you think would be the most effective way to reduce your salt intake?
<p>Assessment</p>	<p>Give students the test sheet.</p> <p>Review answers on the assessment. Address any gaps in individual student learning by explaining correct answers. Have students who answered correctly to share answers with class.</p>