

WATER & NUTRITIOUS BEVERAGES

LEARNING OBJECTIVES

By the end of this module, students should be able to:

- recall the health benefits of keeping the body well-hydrated.
- describe the consequences of dehydration.

MATERIALS

Lesson 1

- 3 large bottles, each filled with six glasses of clean drinking water
- plastic glasses (assign students to bring their own)
- file: **GR03_M05_Lesson 1 Powerpoint**
- file: **GR03_M05_Lesson 1 Worksheet**

Lesson 2

- Water Chart (homework from previous week)
- file: **GR03_M05_Lesson 2 Powerpoint**
- 1/2 *cartolina* (cut lengthwise; one sheet per group of five or six students)
- coloring materials

REMINDERS

Letters to the Parents

Each module comes with a letter to parents explaining the key points that our students are learning in class. The letter also encourages parents to model healthy nutrition habits at home. We hope that through these circulars, parents will become involved in their child's learning process. Please remember to photocopy and distribute the corresponding parent circular at the start of each module. These letters can be found in the folder marked 'Letters to Parents.'

Rubrics

Many of the activities in these modules serve as formative assessments for you to gauge each student's progress. You may use the PDF file named 'Rubrics' as a guide for grading major outputs and performance tasks.



MODULE OVERVIEW

Dear Teacher,

This Module Overview is a summary of the key learning points that we want our students to understand and master by the end of this module. These key learning points are presented in the powerpoints that accompany this module. The supplementary activities and worksheets further reinforce these key points.

KEY POINTS

1. It is important to drink enough water every day.
 - a. Drinking water helps to cool down our body. When our body feels hot, we perspire, and the perspiration cools us down.
 - b. Drinking water helps to remove waste (i.e. urine and stool) from our body.
 - c. Water can be found in our blood, so water actually helps in bringing nutrients all over our bodies.
 - d. Water helps our skin and eyes from becoming dry.
2. Children aged 6–9 years old should drink 6 or more glasses of water each day.
3. If you feel thirsty, it means that your body needs some more water. Do not wait until you feel thirsty before you drink water.
4. Aside from drinking 6 or more glasses of water each day, drink nutritious beverages such as milk which has calcium for strong bones and teeth.
5. If we do not get enough fluids, we may experience the following:
 - a. We may get headaches.
 - b. We might have difficulty focusing or paying attention.
 - c. We may feel dizzy.
 - d. Our skin, lips and mouth might feel dry.
 - e. Our stool might be hard.
 - f. We may urinate less.
 - g. The color of our urine may be darker.

Lesson 1



LET'S GET STARTED



25 Mins.

1. Bring three large bottles. Fill each bottle with six glasses of clean drinking water.
2. Set aside two of the bottles first and just show the students one bottle. Ask your students to guess how many glasses of water it contains.
3. Once a student guesses correctly, ask the class, "Did you know that you are supposed to drink this much water throughout the day? How many of you drink this much water every day?" (Emphasize that they are not supposed to drink six glasses all at once, but spread out during the day.)
4. Ask the students to bring out their glasses, as assigned during the last session. Some students will have large glasses, some will have small glasses.
5. Call on six students who have large glasses. Put water in their glasses until your bottle is empty. Tell the students that this is what six glasses of water looks like. They should have this many glasses of water every day.
6. Next call on students who have small glasses, smaller than the standard size. Bring out your second bottle, and fill in their glasses until your bottle is empty. Count the number of glasses you were able to fill - if their glasses are very small, you should have filled more than six.
7. Help the students realize that if they use small glasses at home, they need to drink more glasses of water.
8. You may use the last bottle to give other students some water. Allow some students to go to the nearest water fountain to get a drink.



LISTEN & LEARN



15 Mins.

1. You will need the file **GR03_M05_Lesson 1 Powerpoint** for this lesson. Open the PDF file, and at the top menu bar, select VIEW > Enter Full Screen. This places one page of the PDF file on the computer screen, and you can scroll up or scroll down to go through each page like a powerpoint slide.
2. This presentation talks about the importance of drinking enough water every day. Discuss the key points on each slide with your students, and encourage them to ask any questions they may have.



Before dismissing the class, distribute the Water Chart in file **GR03_M05_Lesson 1 Worksheet**. Tell your students that they should count the number of glasses of water they drink every day. They should also invite others in their household (i.e. parents, siblings, relatives) to do the same. The chart includes a note to parents that explains this homework.

LET'S WRAP THIS UP

Ask some students to complete this sentence: "Today I learned that..."

Lesson 2



LET'S GET STARTED



10 Mins.

1. Instruct the students to take out their homework from the previous week (Water Chart).
2. Select five students whose charts indicate that:
 - a. they drank the minimum number of glasses every day, and
 - b. they were able to convince someone in their household to do the same.
3. Ask these students to come to the front of the class and describe how they were able to achieve this.
4. After sharing, instruct these students to return to their seats. Ask the students to raise their hand if they drank milk every day the past week.
5. Ask your students to recall different times of the day when they should drink a glass of water. Help them recall the examples from the previous lesson:
 - a. before going to school
 - b. while waiting for the teacher
 - c. after playing with friends
 - d. while watching TV
 - e. while doing assignments
 - f. at all meals

WHAT HAPPENS NEXT



15 Mins.

1. Ask the students, "Let's think about what will happen if you do not drink enough water."
2. Show **GR03_M05_Lesson 2 Powerpoint**. Go through each sign and symptom of dehydration and ask your students questions like:
 - a. What happens to someone who has a headache? (*possible answers: they cannot concentrate, they cannot play, they cannot do their homework*)
 - b. What happens to someone who has difficulty focusing or paying attention? (*possible answers: they will not understand teacher, they will get low grades*)
 - c. What happens to someone who has dry skin, lips and mouth? (*possible answer: they might have a hard time eating*)
3. The purpose of asking these questions is to help your students understand that there is a connection between healthy eating and one's day-to-day functioning. Try to provide possible answers that are meaningful and relevant to the children.



WATER YOU WAITING FOR?



15 Mins.

1. After discussing the possible consequences of dehydration, divide the class into groups of five or six students and distribute 1/2 sheet of cartolina (cut lengthwise) per group.
2. Help each group to fold the cartolina into four parts. They will make a storyboard about a child who does not drink enough water.
3. Challenge the students to come up with their own scenes for each part of the storyboard.
4. Tell your students to make their storyboards neat and colorful because these will be displayed on a wall where the rest of the school can see them at the end of the program.

NOTE TO TEACHER

Refer to the PDF file named “Culminating Activity” for a description of the concluding activity for this program.