

WATER and HEALTHY BEVERAGES

LEARNING OBJECTIVES

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

- demonstrate a thorough understanding of how to keep the body properly hydrated and why it is important to do so.
- advocate for healthier eating habits within the community by encouraging others to drink more than the minimum amount of water required for their age group.

MATERIALS

Lesson 1

- video: **Module 5 Water and Nutritious Beverages**
- pad paper
- file: **GR06_M05_Lesson 1 Powerpoint**
- bond paper (one sheet per small group of three or four students)
- coloring materials

Lesson 2

- *cartolina* (one sheet per large group of seven or eight students)

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 video presentation and powerpoint that accompany this module. The supplementary activities 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 should drink the recommended amount of water daily:
 - a. 6–9 years old: 6 glasses or more each day
 - b. 10–12 years old: 8 glasses or more each day
 - c. 13–18 years old: 9–12 glasses of water or more each day
3. If you feel thirsty, it means that your body is already dehydrated and needs to replenish lost water. Do not wait until you feel thirsty before you drink water.
4. If we do not get enough water, 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.
5. Aside from drinking 8 or more glasses of water each day, drink nutritious beverages such as milk to prevent calcium deficiency:

- a. Functions of calcium: maintains strong bones, needed in other body activities such as muscle contraction and blood clotting
- b. Signs and symptoms of deficiency: porous bones, a condition called osteoporosis. Individuals with osteoporosis have high risk of bone fracture, limiting quality of life.
- c. Significant sources of calcium: milk, dairy products (e.g. yoghurt and cheese), dark green leafy vegetables, fish with bones eaten (e.g. sardines)

6. We should do our part to promote healthier eating habits among family members, friends, and others in our community.

Lesson 1

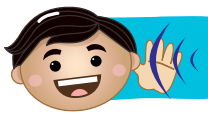


WATCH & LEARN



15 Mins.

1. You will play the video for this lesson, **Module 5 Water and Nutritious Beverages**. Before playing the video, instruct your students to find a partner and bring out a sheet of pad paper. They should write their names on top of the paper.
2. Instruct the students to listen very carefully to the video and look for the answers to the following:
 - a. What are the signs that you are not drinking enough water? (*answer: headache, difficulty focusing, dry skin*)
 - b. How much water should you drink each day? (*answer: 8 or more glasses of water a day*)
 - c. What are good times of the day to drink water? (*answer: before going to school, after playing, while waiting for teacher, while watching TV, while doing assignments*)
3. After watching the video, each pair should write their answers on their paper.
4. After working in pairs, allow your students some time to compare their answers with another pair of students. While comparing answers, they should look for answers that they missed. They can add those to their own papers.
5. Ask the students to submit their papers. This activity is meant to help students identify gaps in their content knowledge, and at the same time, it will help you gauge which students may need additional support with the basic principles.



LISTEN & LEARN



10 Mins.

1. You will need the file **GR06_M05_Lesson 1 Powerpoint** for this lesson.
2. This lesson provides more information on the importance of drinking water every day and describes more signs of dehydration.
3. The powerpoint also stresses the importance of drinking enough water every day, along with nutritious beverages, like milk, to prevent calcium deficiency.
4. As you go through each slide, make sure the students take down notes as they will need this information for the following lesson.



WATER YOU WAITING FOR?



10 Mins.

1. Instruct the students to return to their original groupings (i.e. the grouping that consisted of three or four students) from Lesson 2 of the previous module.
2. Distribute one sheet of bond paper per small group and coloring materials. Tell the students that their task is to create a brochure designed to convince people why they should drink the recommended amount of water every day.
3. Their brochure must:
 - a. provide information about the minimum amount of daily water intake for different age groups.
 - b. tell the importance of drinking the minimum amount of water each day.
 - c. convince people to drink water throughout the day and have nutritious drinks with their meals.

4. If time permits, ask some groups to share their brochures and demonstrate how they would use it to try and convince someone to drink enough water and nutritious beverages each day. If not, students may bring their brochures to finish at home.

WATER POLL - PART 1

Before dismissing the class, tell the students that each group will again conduct a survey among their friends, family members and others in their community.

1. They must ask at least ten individuals the following questions:
 - a. What are the signs of dehydration?
 - b. On average, how many glasses of water do you drink every day?
2. After asking the survey questions, each group must show their brochure to their interviewee and share the information in the brochure. (If possible, they should also take pictures for documentation purposes. Instruct the students to print out and keep these pictures, as they will be included in the culminating activity.)
3. Students should bring the results of this survey to class the following session.

Lesson 2

WATER POLL - PART 2

1. Instruct your students to join their group members in their larger grouping (i.e. the groups of seven to eight members). They will once again combine the results from their survey, and present their data using tables and graphs. For example, from among those interviewed, they can present:
 - a. a summary of the top five signs of dehydration that their interviewees are familiar with.
 - b. the average number of glasses that their interviewees drink daily, according to age group.
2. After combining their data and planning out how they will present it, distribute a sheet of *cartolina* and some coloring materials to each group on which to place their tables, graphs, tallies and charts.
3. When all groups are done, ask some groups to share their results with the rest of the class.
4. Guide them to reflect on the implications of their data. For instance, you may ask them the following:
 - a. Which signs of dehydration do our friends, family and community members need more information on?
 - b. Are our friends, family and members of our community drinking the right amount of water each day?
5. Remind the students that at the end of the program, they will review all their data to come up with a campaign to convince more people to develop healthier eating habits. In order for their campaign to be persuasive, it should be based on the data that they gather in the past two weeks and in the remaining weeks of the program.

LET'S WRAP THIS UP

Call on some students to share one thing that they will remember from this module.

NOTE TO TEACHER

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