

# WATER and HEALTHY BEVERAGES

## LEARNING OBJECTIVES

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

- explain the importance of drinking the recommended amount of water daily.
- describe various signs and symptoms of dehydration.

## MATERIALS

### Lesson 1

- video: **Module 5 Water & Nutritious Beverage**
- file: **GR05\_M05\_Lesson 1 Powerpoint**
- Our Nutrient Chart (from previous module)

### Lesson 2

- Pinggang Pinoy Cookbook (from previous module)
- bond paper (5-10 sheets per group)
- 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 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
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.

6. 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)

# Lesson 1

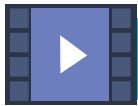


## LET'S GET STARTED



5 Mins.

1. Ask all the students to stand up and recall how many glasses of water they drank throughout the previous day. (If your class is in the late afternoon, you may ask them to recall how many glasses of water they drank since that morning.)
2. Ask the students, “How many drank one to two glasses of water? Raise your hand.” After these students have raised their hand, ask them to take a seat while the others remain standing.
3. Next ask, “How many drank three to four glasses of water? Raise your hand.” Again, ask these students to take a seat while the others remain standing.
4. Continue doing this for the following ranges:
  - a. five to six glasses
  - b. seven to eight glasses
  - c. more than eight glasses
5. Point out to your students that their goal should be 8 glasses of water.



## WATCH & LEARN



15 Mins.

1. Introduce the video by telling your students that it contains information about proper fluid intake and why this is important for health and development. Tell them to write down notes as they watch.
2. Play the video for this lesson, **Module 5 Water & Nutritious Beverage**.
3. After watching the video, give students 3-4 minutes to compare their notes with their seatmates' notes. While comparing notes, they should look for key points in their seatmates' notes that they were not able to include in their own notes. They can add the points that they missed to their own notes.
4. Call on some students to share some key points that they missed while watching the video which they were able to get from their seatmate.



## LISTEN & LEARN



20 Mins.

1. You will need the file **GR05\_M05\_Lesson 1 Powerpoint** for the remainder of this lesson.
2. This presentation reminds the students of the signs and symptoms of dehydration, including:
  - a. headaches
  - b. difficulty focusing or paying attention
  - c. dizziness
  - d. dry skin, lips and mouth
  - e. hard stool
  - f. infrequent urination
  - g. darker urine

3. The presentation also discusses milk and how it prevents 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, aside from milk: dairy products such as yoghurt and cheese. Calcium can also be found in dark green leafy vegetables and fish with bones eaten (e.g. sardines)
4. After the lecture, instruct the students to go to their usual groupings, and distribute each group's manila paper (Our Nutrient Chart). The students will spend the remainder of the lesson adding this new information to their Nutrient Chart.

## Lesson 2

---



### PINGGANG PINOY® COOKBOOK

1. Distribute each group's Pinggang Pinoy® Cookbook.
2. Instruct the students to go back and look at various signs and symptoms, and choose drink recipes that are appropriate for someone exhibiting those signs or symptoms.
3. Students should write step-by-step instructions on how to create these drinks. They may add their drink ideas to the meals they created earlier, or create a new section in their cookbooks entirely for nutritious beverages.

### NOTE TO TEACHER

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