

WATER & NUTRITIOUS BEVERAGES

LEARNING OBJECTIVES

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

- explain the importance of keeping the body well-hydrated on adolescent health and development.
- recall the minimum amount of water intake required by children and adolescents.

MATERIALS

Lesson 1

- video: **Module 5 Water and Nutritious Beverage**
- file: **GR07_M05_Lesson 1 Powerpoint**

Lesson 2

- S.M.A.R.T. Goals (from previous session)
- 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
 - 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. Aside from drinking 9 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. 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



20 Mins.

1. Instruct your students to take out their tally of the number of glasses of water they consumed each day for the past week. Have them compute their average number of glasses per day.
2. Tell the students to stand. You will call out a range of numbers, and if their average number of glasses falls within that range, they may sit down.
3. Start by calling out "1 to 2 glasses." All students whose average number of glasses per day was only one or two must sit.
4. Next call out "3 to 5 glasses," "6 to 8 glasses", "9 to 11 glasses", then "12 glasses or more."
5. Recognize the students who were able to achieve an average of 9 to 12 glasses or more. Remind the students that 9 to 12 glasses of water a day, or more, is the correct target for adolescents.

Announce the top three groups from the previous lesson and review the class's tally of points - if you have not done so - before proceeding with the lesson.



WATCH & LEARN



20 Mins.

1. You will need the video **Module 5 Water and Nutritious Beverage** for this lesson. Before playing the video, ask the students to think of the answers to the following questions as they watch. They may take note of their answers in their Health notebook:
 - a. Why is it important to count the number of glasses of water that we drink each day? How much water are we supposed to drink each day?
 - b. What are the benefits of drinking water?
 - c. What happens to our bodies when we do not drink enough water?
2. After watching the video, give students a few 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.

NOTE TO TEACHER

Some students may find it difficult to capture all the important points in a video just by watching it once. Each time your class watches a video, allow your students to compare notes to help each other identify points that they missed and add these points to their own notes.

LET'S WRAP THIS UP

Call on some students to share some of the key points that they missed while watching the video, which they were able to get from their seatmate.



LISTEN & LEARN



20 Mins.

1. Use the file **GR07_M05_Lesson 1 Powerpoint** for the remainder of this lesson.
2. This presentation further reinforces the importance of drinking water everyday as well as the importance of drinking nutritious beverages, like milk.
3. Instruct your students to again take notes. After the lecture, give students a few minutes to compare their notes with their seatmates' notes to look for key points they may have missed.

Lesson 2



WATER GOALS



40 Mins.

1. They will again come up with a S.M.A.R.T. goal for increasing their water daily intake.
2. They can practice writing their goal on a scratch sheet of paper. Allow the students to help each other come up with Go Goals.
3. Once they are sure their goal fits the S.M.A.R.T. criteria, they can write down that goal in the fourth quadrant of their bond paper and illustrate it.
4. Ask some students to share their goals with the rest of the class. As they share, invite the class to provide suggestions that will help the student achieve their goal.
5. Instruct the students to place their bond paper with the Glow, Grow, Go and Water Goals back in their Health Portfolio. They must aim to achieve their goals throughout the week.

WELLNESS SHOWCASE



20 Mins.

1. Explain to the students that for their culminating activity, each class will create a Health Goals showcase that presents the best output created throughout the program.
2. Aside from the Health Goals booth, students should vote for the best S.M.A.R.T. goals created by their classmates. The best S.M.A.R.T. goals should be illustrated and made into a poster, to be displayed along the corridors.
3. In the remaining time, allow the students to select five of the best S.M.A.R.T. goals created by their classmates, and select individuals who will illustrate these goals onto a larger poster.
4. Last but not least, you may also tally all the scores garnered by the groups throughout the program to determine the overall winner.

NOTE TO TEACHER

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