

WATER & NUTRITIOUS BEVERAGES

LEARNING OBJECTIVES

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

- discuss the consequences of inadequate intake of fluids on adolescent health.
- recall the minimum amount of water intake required by children and adolescents.

MATERIALS

Lesson 1

- video: **Module 5 Water & Nutritious Beverages**
- file: **GR08_M05_Lesson 1 Powerpoint**
- art materials
- illustration board
- coloring materials

Lesson 2

- Let's Drink to That! poster (from previous lesson)

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 and adolescents 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 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. 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
 - c. nine or more glasses of water
5. Point out to your students that their goal should be 9 to 12 glasses of water or more each day.



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 Beverages**.
3. 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.
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 **GR08_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 importance of drinking milk, a significant source of calcium. It also discusses the functions and sources of calcium, as well as the signs and symptoms of calcium deficiency.

LET'S DRINK TO THAT! – PART 1



25 Mins.

1. Instruct your students to again join their groups, and take out their art materials along with their illustration board.
2. Their task for the remainder of the session is to design a poster that summarizes all the facts and concepts discussed earlier.
3. Their poster can contain photos, drawings, symbols, stickers, quotes, slogans, and even poems or song lyrics that deliver the messages they want to convey.
4. Their poster must:
 - communicate the importance of drinking enough water every day, as well as drinking nutritious beverages with each meal.
 - persuade its viewers to drink the recommended amount of water daily.
5. Tell each group to take their time brainstorming and designing their posters. They will be given additional time during the next session to complete their posters and present them to the rest of the class.

Lesson 2

LET'S DRINK TO THAT! – PART 2

Give each group more time to complete their posters. Before the end of the session, have each group present their output.

After all the presentations, announce the top three outputs and their corresponding points. You will 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.