

# WATER & NUTRITIOUS 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

- pad paper (one sheet per pair)
- video: **Module 5 Water and Nutritious Beverages**
- file: **GR10\_M05\_Lesson 1 Powerpoint**

### Lesson 2

- materials chosen by 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 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 needs some more 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 the 9 to 12 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 benefits of drinking enough water everyday? (*answers: proper digestion, nutrient absorption, removing waste products, maintaining body temperature*)
  - b. What are good times of the day to drink water? (*answers: during meals, after playing sports, in between classes, during snacks, while waiting for public transportation, while watching TV, while doing assignments, using computer or social media*)
  - c. How much water should you drink each day? (*answer: 12 or more glasses of water a day*)
  - d. Why is it important to also include nutritious beverages like milk with our meals? (*answer: nutritious beverages provide additional nutrients*)
  - e. What are some signs that we are not getting enough fluids? (*answers: we feel constipated and dehydrated, we may get headaches or feel dizzy, we may urinate less*)
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.



### LISTEN & LEARN



15 mins

1. You will need the file **GR10\_M05\_Lesson 1 Powerpoint** for this lesson.
2. This lesson further emphasizes the importance of drinking water every day and describes more signs of dehydration.
3. The powerpoint also stresses the importance of drinking nutritious beverages like milk to prevent calcium deficiency and the minimum amount of water intake per age group.

# CAMPAIGN FOR WATER AND NUTRITIOUS BEVERAGES



30 mins

1. Instruct your students to join their groups and use the period to brainstorm ideas for more campaign materials and merchandise, this time related to Water and Nutritious Beverages.
2. They should again refer to the notes of their data gathering from Module 1, and look at their interviewees' responses that are related to water and beverages. Ask them the following questions, which may help them identify key messages for their campaign materials and merchandise:
  - a. What are the common / typical responses of your interviewees when asked what they know about water and nutritious beverages?
  - b. What concepts did your interviewees appear to lack knowledge about? What concepts do they need more information on?
  - c. Describe their habits when it comes to drinking water and nutritious beverages. Are they drinking the right amount of fluids each day?
  - d. What can we say to convince our community members to improve their fluid intake?
3. Remind the class that they can come up with banners, posters, brochures, flyers, and giveaways containing campaign slogans. Their materials and merchandise must increase their community's knowledge on the importance of drinking the right amount of water and nutritious beverages each day.
4. Allow them to decide what supplies they will need, and who will be responsible for bringing those supplies in the next class session. Before dismissing the class, go around to each group to make sure that each member of the group is clear on his or her assigned supplies.

## Lesson 2

The entire class session will be used for creating their final set of campaign materials and merchandise, this time related to Water and Nutritious Beverages. As each group works on their campaign materials, go around and ask each group how their materials and merchandise are connected to the information they gathered from their community.

Before dismissing the class, allow some groups to share what they have produced. At the end of the session, each group may place their finished products in their group's box. You may look through their boxes after class to assess each group's outputs.

### NOTE TO TEACHER

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