

Wonderful Water

Learning Objectives

- I can explain why water and healthy food choices are important for the body. (SOL 3.1)

3.1 The student will explain that health habits and practices impact personal growth and development.

Nutrition

- Explain the importance of water and healthy food choices for digestion and body function.

Teacher Notes

- Hydration: One ounce of water per two pounds of body weight (person who weighs 80 pounds should drink 40 ounces of water a day). Recommended number of ounces of water per day = half the number of pounds a person weighs.
- Healthy Drink Choices: Help your body move, grow and be healthy.
- Water: A clear liquid that has zero calories and contains no sugar. Water represents 50 to 75 percent of a person's body weight and regulates body temperature. The body primary loses water through urination and perspiration but replenishes needed water through eating and drinking. Daily water requirements are six to eight cups of water a day.
- Unhealthy Drink Choices: Contain too much sugar and calories. Examples include: sports drinks, sodas, juice drinks and energy drinks. Caffeine drinks
- Dehydration: When your body doesn't have enough water in it. Not having enough water can make you slow, tired, and sick and your brain might not work as well.
- Importance of water:
 - To help your blood carry oxygen to all your body parts.
 - To help your body fight off illness.
 - To help your body digest food or break it down.
 - To help our body sweat so we can cool down.
 - To regulate body temperature.

Lesson Steps

Step 1 (Engage learners/access prior knowledge)

- Question and answers- The teacher will start the discussion explaining that students need 6-8 cups a water a day to stay hydrated. Ask the students what ideas they have to drink enough water in a day. Example answers: With every meal and throughout the day. When it's warm outside. When you're exercising or playing sports. When your mouth is dry and you're thirsty.

Step 2 (New information – direct instruction/teacher-facilitated learning)

- Introduce what hydration is; use the discussion from the question and answer time to start the explanation on what it is and why we need to stay hydrated.
- Watch the video explaining hydration. <https://www.youtube.com/watch?v=31F0laJjyy8>
- Have students turn and talk to share a time when they needed hydration.

Step 3 (Application – how student will apply/practice new learning)

- Hydration Station Tag Game
 - Materials needed: 2 noodles for taggers, 2 pennies for hydration station students, 2 cards with hydration facts on them.
 - Pick two students to be taggers and 2 students to be hydration station students who un-tag, these students need an index card or paper with hydration facts and good choices for keeping hydrated (water, non-sugary drinks, etc.).
 - All students scatter in the playing area. On go students move around in various ways (jogging, skipping, etc.) trying to avoid being tagged.
 - If tagged they freeze and wait for a hydration station student to go up to them to un-freeze them by asking for a hydration fact or good choice to drink. Once they get a correct answer the frozen student becomes the new hydration station student and the other student is free to go.
 - Play continues for 2-4 minutes. At that time have students get a drink and switch taggers.
 - Play multiple times.

Assessments

- Students answers during the tag game should show understanding of the objective.

Extensions/Connections

- Why drinking water is the way to go:
<https://kidshealth.org/en/kids/water.html?WT.ac=ctg#catfood>

Handout