



## Grade 7 Sample Lesson Plan: Nutrition and Physical Activity – Hydration

### Objectives/Goals

- Students will understand the importance of being hydrated.
- Students will analyze added sugar content of various beverages
- Students will demonstrate advocacy skills to encourage other teens to drink healthy beverages.

### Materials

- 1 – PowerPoint - Hydration
- 2 – Plastic buckets (from the dollar store) – 2 per group (about 12 total)
- 3 – Measuring cups (1 per group) – about 6 total one cup
- 4 – Measuring teaspoon – about 6 total
- 5 – Sugar
- 6 – Handout – Drinks & Added Sugar

### Procedure

#### Step 1

- A – Begin with the PowerPoint on Hydration. Tell the class *today we will be learning about the health benefits of drinking water, the amount of fluid you need every day, the signs and symptoms of dehydration, and understanding how much sugar is added to many common drinks.*
- B – Slides 2-4 get students to self-reflect on their own health behaviors with questions such as:
  - *What are some “more healthy” beverages you have consumed in the last day or so?*
  - *What are some “less healthy” beverages you have consumed in the last day or so?*
  - *On a scale of 1-10, how healthy do you consider your nutrition habits to be in terms of beverages you consume?*
- C – Slide 5 shows an image of a sports car. Ask, *why do I have an image of a sports car on the screen?*

- Students might say...*it is important to put good fuel into a car like that, and it's important we fuel our bodies with "good fuel" to optimize our performance, cars like that usually are taken good care of, we should do the same with our bodies, etc.*

### Step 2

- A – Next, show slide 6 and have students respond to the prompt...*How does nutrition impact your capability of being a healthy teenager?* Write ideas on the board. Some ideas might include:
  - Food impacts mood, focus, and attention.
  - Gives us energy to think
  - Gives us energy to be physically active
  - If we put less healthy food/drink into our bodies, we will have more risk for poor metabolic health (high cholesterol, diabetes, etc).
  - Food can impact anxiety levels, perception of stress, and our mental outlook.
- B – Next, show slide 7 and have students think about the prompt – *So, how do I know what to drink?* Write ideas on the board. After some ideas, you can show slide 8 which shows the recommendations from Harvard's Healthy Eating Plate. It suggests drinking water, tea or coffee (with little or no sugar), limiting milk/dairy to 1-2 servings/day and juice (1 small glass/day) and avoiding sugary drinks.

### Step 3

- A – To introduce the idea of hydration, show the 4 min Hydration Rap
- B – After the song, get students to discuss or brainstorm answers to key the following key questions.
  - *Why drink water?*
    - It makes up 60-70% of our body weight
    - We need water to: cool our bodies, help w/digestion, absorb & carry nutrients, remove waste & repair the body, and cushion for organs & joints
    - Our body loses water each day
    - Skin
    - Breathing
    - Urine
  - *Which healthy foods and drinks provide water to our diet?*
    - Foods like soup, vegetables & fruit (about 20%)
    - Fruits such as watermelon, grapes, oranges and apples contain a high amount of water.
    - Veggies such as cucumbers, peppers, lettuce & tomatoes provide a high amount water.
    - Drinks (about 80%) - healthy drinks include water, milk, 100% vegetable or fruit juice (no more than ½ cup per day)
  - *How much water should you drink every day?* Before revealing the answer to this question, have groups guess how much water using two buckets (one full of water, one empty) and one cup (measuring cup). Have students transfer the amount of water from one bucket to the other for how many cups they think they should drink per day on average. Answer: about 7-10 cups. If you do not have

the time or enough equipment, you could have one student demonstrate at the front of the room this activity. You could discuss here how physical activity, body size, and heat/sweat loss can make this number fluctuate.

- *What is dehydration?*
  - When our body does not have enough fluid.
  - It happens when we do not drink enough, or if we lose too much fluids (physical activity, hot weather, or both)
  - It can make it difficult for us to focus, decrease physical performance, and over heat (stress on body)
- *How do I know if I am drinking enough?*
  - Usually by the time we are thirsty, we are already dehydrated
  - The color of your urine (dark = drink more fluids)
  - If dehydrated, you might feel thirsty, tired, cranky, dizzy or light-headed
- *Ways to avoid dehydration...*
  - Drink beverages with meals and snacks throughout the day
  - Carry a water bottle so you can drink anywhere
  - Drink extra fluids before, during, and after physical activity.
  - Watch for signs of dehydration

#### Step 4

- A – Drinks and Added Sugar Activity – Give groups of students a copy of the Handout – Drinks & Added Sugar. You can print the slides from the PowerPoint without the answers (all odd numbered slides 17-46) and display them around the room for students to view them and make their guesses using the handout “Drinks and Added Sugar”. Or, you could project the slides to the screen and have them guess as you go through the list while using the same handout. Give students about 5-10 mins to go around to each drink and make a guess.
- B – Before revealing the answers, tell the class *According to the American Heart Association (AHA), the maximum amount of added sugars you should eat in a day are: Men: 150 calories per day (37.5 grams or 9 teaspoons); Women: 100 calories per day (25 grams or 6 teaspoons)*
- C – Reveal the answers using the PowerPoint and projecting the images of each one and the amount of added sugar. You might entertain some guesses and make this somewhat of a contest for the group who can guess the closest. Optional – You could demonstrate in a powerful visual way the amount of teaspoons of added sugar by scooping the number of teaspoons (using a teaspoon measure cup and real sugar) of sugar from one bowl to another (use a clear storage container so students can see). It will amaze them how much added sugar is in most beverages.

#### Assessment Idea

Healthy Drinks Advocacy Poster

#### References

- [Hydration Rap](#)
- Harvard Health Publishing – [Your Brain on Food](#)

**Handout**

The next page includes a handout for the lesson. The handout is designed for print use only.

## Drinks and Added Sugar

Go around to each item and take a guess as to how much added sugar (teaspoons) is in each item.

Fact: 1 teaspoon = 4 grams of sugar

Beverage	Added Sugar (in teaspoons or tsp)
Water	
1% Milk	
Unsweetened Soy Beverage	
Unsweetened Orange Juice	
Chocolate Milk	
Flavored Soy Beverage	
Fruit Flavored Drink	
Iced Slush - Large	
Iced Coffee Slush - Large	
Sweetened Iced Tea - 1 bottle	
Sugar Sweetened Pop - 1 can	
Sugar Sweetened Pop - 1 bottle	
Sugar Sweetened Fountain Pop - Large	
Sports Drink - 1 bottle	
Energy Drink	
Vitamin Enhanced Water - 1 bottle	

**Recommendation:** According to the American Heart Association (AHA), the maximum amount of added sugars you should eat in a day are:

Men: 150 calories per day (37.5 grams or 9 teaspoons)

Women: 100 calories per day (25 grams or 6 teaspoons)

**Reflection**

***What surprised you the most about drinks and added sugar? Is there anything you will do differently in terms of beverage consumption as a result of this activity?***

***How many drinks were over the daily limit for added sugar?***

## Healthy Drinks Advocacy Poster Assessment

**DIRECTIONS:** Young teens often make the less healthy choice when it comes to added sugar in drinks they consume. But in this activity, you're going to use positive peer pressure to educate teens to make a more healthy choice and raise awareness about the health risks of too much added sugar.

### Step 1: The Message

What would you like younger teens to know about hydration and beverage recommendations? What do you want them to know about added sugars in drinks?

Find and list at least ONE credible source that gives a supporting fact or statistic to make your message more valid.

Pick one benefit or specific idea to focus on, and brainstorm catchy or memorable ways to relay your message. (It should be no longer than a sentence or two.) Circle the one you decide to use.

### Step 2: The Audience

What specific group within the our school community would benefit from hearing your message?  
*Examples could include: athletes, a particular sports team, students who buy beverages from the cafeteria or vending machines, energy drink consumers, etc.*

### Step 3: The Design

Using Canva.com, you'll pick a social media template and create a simple poster for your message. Print out a copy to submit to your teacher AND email a digital copy as well.

## Health Advocacy Poster Rubric

**Standard 8:** *Demonstrates the ability to advocate for personal, family & community health*

**8.12.2 -** *Demonstrate how to influence and support others to make positive health choices.*

**8.12.4 -** *Adapt health messages and communication techniques to a specific target audience*

	Beginning	Approaching	Meeting	Exceeding
<p><b>Poster Message</b></p> <p>8.12.2</p>	<p>Poster message is not clear and does not focus on one topic regarding hydration benefits and/or limiting added sugar. Does not demonstrate how to influence others to make positive health choices.</p> <p>The message takes a negative approach and focuses only on restrictions than suggestions.</p>	<p>Poster message is somewhat unclear and may or may not focus on one topic regarding hydration benefits and/or limiting added sugar. Work cited is not clear or not cited. Somewhat demonstrates how to influence others to make positive health choices.</p> <p>The message has an unclear approach and focuses only on restrictions than suggestions.</p>	<p>Poster message is clear, focusing on one topic regarding hydration benefits and/or limiting added sugar. Includes ONE work cited supporting fact or claim. Adequately demonstrates how to influence others to make positive health choices.</p> <p>The message takes a positive approach and focuses on suggestions rather than restrictions.</p>	<p>In addition to Meeting criteria:</p> <p>Explanation is extremely clear, focused and inspiring. Convincingly demonstrates how to influence others to make positive health choices. Poster looks professionally done.</p>
<p><b>Poster Design</b></p>	<p>The project was not aimed at the intended audience and the message was hard to understand by most.</p> <p>The project and message were not visually appealing and eye-catching. Little time was spent on the layout of the poster.</p>	<p>The project may be aimed at the intended audience but the message may be hard to understand by some in our high school community.</p> <p>The project and message were presented in a way that was somewhat visually appealing and eye-catching. More time could have been spent on designing the layout of the poster.</p>	<p>The project is aimed at the intended audience, and the message could be clearly understood by anyone in our high school community.</p> <p>The project and message were presented in a way that was visually appealing and eye-catching. It was clear time was spent on designing the layout of the poster.</p>	<p>In addition to Meeting criteria:</p> <p>Poster's images and visuals support the message very clearly. Is appreciated by all students and faculty in our high school community.</p> <p>Was extremely clear that extra time was spent designing poster layout.</p>
<p><b>Target Audience</b></p> <p>8.12.4</p>	<p>No target audience identified</p>	<p>Target audience is very broad and/or does not directly relate to our high school community</p>	<p>Target audience identified specific to our high school community with one subset group identified (ex: specific team, group of students)</p>	<p>In addition to meeting criteria:</p> <p>More than one subset group is identified. If applicable to topic, YRBS data or some other relevant fact from credible source is used to identify target audience</p>

