



BACKGROUND

Water is an essential macronutrient for all living things. Many children do not drink adequate amounts of water, which can lead to fatigue, hunger, poor concentration, dental caries and other problems. Consumption of soda and sugar-sweetened beverages instead of water can promote obesity.

OBJECTIVES

Youth will

1. Learn the importance of water in good health.
2. Taste water of various temperatures, and with various flavors.
3. Understand how physical activity creates increased demand for water in the body.

STRATEGIES

1. Knowledge of water
2. Active learning
3. Awareness of water options
4. Stimulus Control

TIME NEEDED

60 minutes

- Water Vs. Soda Game (15)
- Water Taste Test (30)
- Evaporation discussion(10)
- Wrap Up (5)

GETTING READY

1. Gallon of distilled water
2. 5lbs. of ice, lemon juice, instant decaffeinated tea
3. Pitchers/Jugs
4. Water Bottles
5. Recipe cards
6. Game cards
7. Hula Hoops
8. Containers

HOP'N Club

Module 14: Wonderful Water Encore

1. Greeting/Opening Remarks: Children will be reminded of the many uses of water, and how water impacts our health.

2. Water or Soda? The students will use the information they have already learned about water to complete a sorting game. This game will also expand their paradigm of the importance of choosing to drink plenty of water.

3. Taste test: The students will taste water of various temperatures and flavors.

4. Evaporation discussion: The instructor will discuss evaporation in relation to sweating, breathing, physical activity, and dehydration.

5. Wrap Up: Leader will review information regarding water and health, with special emphasis on getting enough water to drink every day.

Fun on Your Own

The students will share their favorite water with their family and friends.

FREQUENTLY ASKED QUESTIONS

What if I don't like drinking water? There are many ways that you can make water more palatable or appealing. Try a slice of lemon or orange with your water, add ice, or use a fancy glass and crazy straw to drink it. Carrying your own personal water bottle is one way to get in the habit of having water always available to drink.

Module 14: Wonderful Water Encore

Activity 1: Water or Soda?

Objective:

The students will learn the importance of water in good health.

Materials:

Water and Soda Fact Cards
Water Pitcher and Soda Can Picture
Hula Hoops

Time:

15 minutes

Procedure:

The instructor will divide the students up into groups of 4 or 5. The students will line up with their backs to their groups hula hoops. The first student will turn around and run to their hula hoops; they will choose the first card and decide if the statement pertains to water or soda; after they have put their card in the corresponding hoop; they will run back and tap the shoulder of the next person in line. The next person in line will run to the hoops and make a choice: do they want to change the position of a card already in play or do they want to draw a new card and put it where they think it should go? This process will continue until all cards have been drawn and all members of that group are sitting down. If a card is in an incorrect position, the instructor will tell the group, "You have ___ incorrect." The group will stand up and continue playing; until all are correct. Groups that have 100% correct will join other groups still working until all are correct. The instructor will go over the answers with the group. This discussion will lead into the next activity.

Follow-up/ Assessment:

Modifications:

Module 14: Wonderful Water Encore

Activity 2: Taste Test

Objective:

The students will taste water of various temperatures, and with various flavors.

Materials:

Water in Pitchers

Lime Wedges

Lemon Wedges

Orange Wedges

Pineapple Slices

Lemon juice

Decaffeinated tea

Ice

Crazy Straws

Small cups (teeth brushing size)

Shopping list

Time:

30 minutes

Procedure:

The instructor will make various ingredients to make water more alluring available to the students. The students will be instructed to “invent” a water that they really like. The students will be encouraged to share their creations with each other. In addition to the ingredients, the students will also be presented with water of different temperatures and in different containers (glass, plastic, etc.)

Follow-up/ Assessment:

The students will a blank recipe card to write down their invention and share it with their family.

Modifications:

Module 14: Wonderful Water

Activity 3: Evaporation

Objective:

The students will understand how physical activity creates increased demand for water in the body.

Materials:

Water
Two liter bottle
2 10 ounce containers
4 ounce container
16 ounce container

Time:

10 minutes

Procedure:

The instructor will lead the students in a discussion about evaporation and water replacement using visuals to reinforce to the students exactly how much the amounts are.

- **People's bodies like to be at about 98.6 degrees Fahrenheit (37 degrees Celsius). But if you're out running around or exercising in warm weather, you can feel pretty hot. And sometimes you don't even need to be exercising - if the weather's warm enough, you can feel hot just sitting still.**
- **And that's where water comes in, by cooling you down with sweat. When your body generates a lot of heat, water comes up through your skin as sweat, and it evaporates into the air. (Evaporation happens when a liquid changes into a vapor - like when water boils and turns into steam.)**
- **As the sweat evaporates, it cools down your skin, which cools down your blood. When your blood is cooler, your insides become cooler, and your whole body cools down. It's like your body's own personal air conditioner!**
 - **On a regular day, your body loses 2 to 3 quarts of water - enough to fill a 2-liter soda bottle.**
 - **Replacing water:**
 - **1 to 2 hours before exercising:** 10 to 14 ounces of cold water (about a cup and a half, or 295 to 414 milliliters)

- **10 to 15 minutes before exercising:** 10 ounces of cold water (about a cup and a quarter, or 295 milliliters)
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- **While exercising:** 3 to 4 ounces of cold water every 15 minutes (about a half of a cup, or 89 to 118 milliliters)
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- **After exercising:** 2 cups (about half a liter) of cold water for every pound of weight loss through sweat and evaporation (this means about a cup or 2 for most kids; if it's a hot day you may feel thirsty enough to drink even more)

Follow-up/ Assessment:

Modifications:

Water

Soda

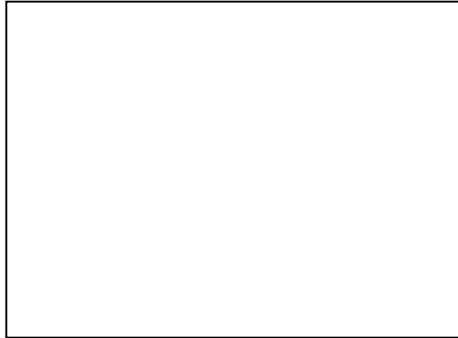
<p>Free.</p>	<p>Leads to unhealthy weight gain.</p>
<p>GO Drink.</p>	<p>Whoa Drink.</p>
<p>Found in Fruits and Vegetables.</p>	<p>Makes you lose water.</p>
<p>Main ingredient in blood.</p>	<p>Limit to 1 small glass a day.</p>

Helps body parts move.	Can cause cavities.
Makes things move.	Can make you feel sick.
Keeps you cool.	Can be found all over your school.

_____ 's Water

Ingredients

- _____
- _____
- _____
- _____
- _____
- _____



_____ 's Water

Ingredients

- _____
- _____
- _____
- _____
- _____
- _____



Module 14: Wonderful Water Encore

Introduction

1. Welcome students back to HOP’N Club. Say,

This is the fourteenth week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. We will continue to talk about water and will make our own flavored water today.

Water or Soda?

1. Divide the students up into groups of 4 or 5. Say,

The first student will choose the first card and decide if the statement pertains to water or soda; he will put his card on either the water or the soda pile. The next person in line will make a choice: do they want to change the position of a card already in play or do they want to draw a new card and put it where they think it should go? This process will continue until all cards have been drawn. If a card is in an incorrect position, the instructor will tell the group, “You have ___ incorrect.” The group will

continue playing; until all are correct. Groups that have 100% correct will join other groups still working until all are correct.

2. Circulate the room giving feedback.

3. Review the answers with the group.

Taste Test

1. Make various ingredients to make water more alluring available to the students. Say,

You all have an opportunity to “invent” a water that you really like. Please choose items and mix and match them to find flavors that you enjoy. When you finish, please share your favorites with your friends also use a recipe card to write down your favorite.

Evaporation

1. Lead the students in a discussion about evaporation and water replacement using visuals to reinforce to the students exactly how much the amounts are. Say,

People's bodies like to be at about 98.6 degrees Fahrenheit (37 degrees Celsius). But if you're out running around or exercising in warm weather, you can feel pretty hot. And sometimes you don't even need to be exercising - if the weather's warm enough, you can feel hot just sitting still.

And that's where water comes in, by cooling you down with sweat. When your body generates a lot of heat, water comes up through your skin as sweat, and it evaporates into the air. (Evaporation happens when a liquid changes into a vapor

- like when water boils and turns into steam.)

As the sweat evaporates, it cools down your skin, which cools down your blood. When your blood is cooler, your insides become cooler, and your whole body cools down. It's like your body's own personal air conditioner!

On a regular day, your body loses 2 to 3 quarts of water - enough to fill a 2-liter soda bottle.

Replacing water:

- *1 to 2 hours before exercising: 10 to 14 ounces of cold water (about a cup and a half, or 295 to 414 milliliters)*
- *10 to 15 minutes before exercising: 10 ounces of cold water (about a cup and a quarter, or 295 milliliters)*
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- *While exercising: 3 to 4 ounces of cold water every 15 minutes (about a half of a cup, or 89 to 118 milliliters)*
- *After exercising: 2 cups (about half a liter) of cold water for every pound of weight loss through sweat and evaporation (this means about a cup or 2 for most kids; if it's a hot day you may feel thirsty enough to drink even more)*

Review

1. Remind the students. Say,

I hope everyone made a flavored water they enjoyed. Please remember to write your

favorite down on a recipe card so you can make it at home and share it with your friends and family. So far at HOP'N we have been learning

2. Collect nametags.

