



EatHealthy

I eat (and drink) the best foods for my body every day.

6 ACTIVITY

A Drop in the Bucket

GRADE LEVEL:
Intermediate

TIME:
45 minutes

GROUPING STRUCTURE:
**Whole and small group/
independent/partner**

SUBJECTS:
English Language Arts
– listening, writing
language, and speaking
Health
Physical Education
Science



Objective

Students will define hydration and summarize factors to consider when making beverage choices.



Materials/Preparation

➔ Classroom Materials

- Crayons, colored pencils, and/or markers
- Scissors
- Blank paper (two sheets/student)
- Name tags or labels (one/student)
- Bucket (or small container)



➔ Provided in the Healthy Steps for Healthy Lives Kit

- MyPlate poster

➔ Before the Activity

- Post poster
- Prepare What's My Name labels by writing a beverage name on each badge
 - Important reminders
 - » Students should not be told the specific category, "beverages"
 - » Do not include a name badge for water, this is intentional



Opening the Activity

1. Give each student a What's My Name? label

Students should not be able to read their own name label.

2. Explain the directions for What's My Name on page 29 and play the game.



3. Have each student reveal who (or what) they are and discuss. What do they all have in common? They are all beverages.

4. Tell students that they are going to learn more about making healthy beverage choices. Have students remain standing.



Leading the Activity

5. Tell students that you asked them to remain standing because you now want them to try to rank themselves in order from the "most healthy" to "least healthy" beverage choice. Designate which end of the line is the "healthiest" and which is the "least healthy." Have students move around and discuss with each other until they think they are in the correct order.

What's My Name? Directions

1. The object of What's My Name is to guess the name of the food or drink name badge that you are wearing without looking at the label.
2. Your classmates will be able to see your name, but you will not.
3. You will walk around the classroom and ask your classmates "Yes" or "No" questions until you can figure out who or what you are.

Example questions: Am I a protein food? Am I a breakfast food? Am I a snack food? Am I usually cooked? Do you use a spoon to eat me?

Start by finding one partner, ask each other one "Yes" or "No" question and make one guess. If correct then stand in front of the room with your card facing out. If not, then find a new partner and repeat.

Names for What's my Name? labels

- Apple juice
- Orange juice
- Iced tea
- Lemonade
- Soda
- Whole milk
- 2% milk
- 1% milk
- Skim milk
- Chocolate milk
- Fruit punch
- Strawberry milk
- Strawberry milkshake
- Fruit and yogurt smoothie
- Vegetable juice
- Juice box
- Hot chocolate
- Coffee
- Hot tea
- Energy drink
- Diet soda
- Pineapple juice
- Chocolate milkshake
- Vanilla milk shake
- Decaffeinated coffee
- Grape juice
- Cranberry juice
- Sports drink

6. Discuss the order they have placed themselves in and why.

- Did you think about any tips from the MyPlate poster as you were determining your order?
- Call attention to the poster and discuss the pictures and messages that have to do with healthy beverages.
 - Eat (or drink) foods from the five food groups every day.
 - Know your limits with added sugar, salt, and solid fats.
- Beverages that should be chosen more often should be toward the "most healthy" side of the line and beverages that should be chosen less often should be toward the "least healthy" side of the line.

4. You may meet with up to 10 partners (you may repeat a partner once if needed).
5. After 10 guesses if you still haven't figured out who you are, then have your last partner tell you.
6. At the conclusion of the game, you should be standing in the front of the room with your cards facing out.



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continued

6
ACTIVITY

7. Give students a chance to check and reorder their line.

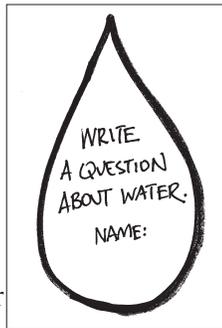
Comment on the line order and suggest possible changes if necessary.

- There is no exact answer without comparing the amount consumed, ingredients, and nutrition facts, but generally speaking drinks with added sugar and other unnecessary ingredients should be limited.
- The point of the activity is to show that some beverages are healthier than others and we should be making thoughtful decisions when determining what to drink.

8. Introduce water as a beverage choice.

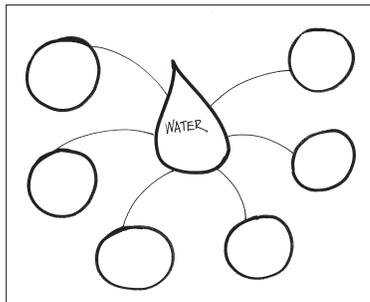
- Ask students if they notice any beverages missing from the line.
- Ideal response: Water is missing.
- Where would water go in the line? Does the poster tell us anything about water?
- The poster tells us to choose water over sugary drinks.

9. Have students return to their seats and give each student a blank piece of paper. Draw a water droplet in the center of your paper.



- Inside the droplet, record a question about water, write your name, and cut out the droplet.
- Walk around the room and collect droplets in a bucket.

10. Have students create a Water Droplet Graphic Organizer. Give students another piece of blank paper and have them draw another smaller droplet in the middle of the page and write the word “water” inside.



11. Tell students that they are going to use their organizers to create concept webs about water as you discuss information with them.



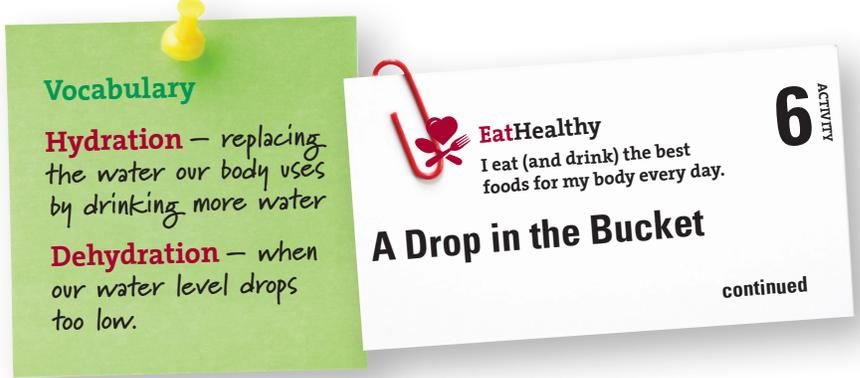
They will need to take good notes, because they will be using the information later on in the activity. Every time an important key idea about water is discussed, students should write the idea on their paper and connect it with a line to the water droplet in the center.

12. Ask students why they think it is important to drink water.

- Ideal responses: Most of our body is made of water; Water helps food move through our digestive track; Water takes the good things from the foods we eat and takes them where they need to go in our body; Water keeps our bodies the right temperature; We need to replace the water we lose from sweating.

13. Discuss the importance of drinking water.

- Water is an essential nutrient.
- We need water to survive because our bodies are made mostly of water.
- In our vital organs (e.g., heart, lungs, brain) there is a lot of water, which allows them to function correctly.
- The water in our body also lubricates our bones and joints so that we can move more easily.
- Without water we could only survive for a few days.



- Water helps move nutrients to cells in our bodies and aids in the removal of waste.
- Every day our body loses water through normal activity.

14. Ask students how much water they think they should drink every day.

- The amount of water we need to drink every day depends on age, amount of physical activity, outside temperature, and health.
- The recommendation for your age is about nine to ten servings (or a total of 2.2 – 2.4 liters) every day.
- One serving of water is an 8-ounce glass.
- We lose water every day by sweating, breathing, and going to the restroom. We replace this water by eating and drinking.
- Try to drink more water when you are losing water through sweat by being active or when you are hot.
- Our body regulates its temperature through the release of water. When we play sports or participate in moderate or vigorous physical activity we sweat, which is our body's way to lower our body temperature.
- Drink water before, during, and after being physically active.
- Feeling thirsty is one of your body's signals that you need more water. You won't always feel thirsty when you need water. You should try to drink the recommended amount of water throughout the day, even if you are not very thirsty.

Signs of dehydration

- A feeling of thirst
- Tiredness, headache, lack of concentration
- A reduction in muscle tone



15. Ask students if they think that other liquids count as a serving of water.

- Answer: Yes. Drinking water, water in beverages, and water contained in food all contribute to total water intake, but some are better choices than others.
- Milk, juice, and even soup broth count toward the amount of water we need every day. Some drinks have other health benefits as well.
- Call attention to the MyPlate poster. It tells us that we should choose water over sugary drinks and that it is important to know your limits with added sugar, salt, and solid fats. Added sugars and fats load foods and drinks with extra calories you don't need. Remember, plain water comes in many convenient forms and is an essential nutrient with no extra calories.

16. Point out the picture of water on MyPlate.

- The picture shows water being served in a glass. What other ways is water provided or served?
- Possible responses: From a water fountain; From my kitchen sink; From a water dispenser; From my refrigerator: It comes in bottles.
- Water is an excellent choice for a grab and go drink to have on hand. You can take it with you and have it available when you need it. You can carry water with you in your backpack. It is also readily available anywhere you go where you may want something to drink (e.g., restaurants, movie theatres, vending machines, concession stands, convenience stores, and school lunches).

- Challenge students to think of a location/place where water isn't a beverage choice. Why do you think students your age may choose a soda over a water? What is the better choice and why?



Closing the Activity

17. Review the information you have shared with the class about water by having students answer the questions on the water droplets that you collected in the bucket prior to leading the discussion.

- Divide the students into four teams and have students sit together with their graphic organizers.
- Pass around the bucket and have each team member take a question.
- Have teams work together to answer the questions using their graphic organizers and record the answers on the back of each question.
- Have a member from each team read the questions and answers that they came up with to the whole class. Provide assistance and clarify answers as needed.
- Questions and answers that have already been shared by another team can be skipped.



Modifications/Extensions

- Reinforce concepts learned with a class bulletin board. Give students a blank piece of paper and ask them to draw another water droplet the same size as the first one they drew. Inside of the droplet, they should record a goal, important tip, or piece of advice about drinking water. Have students cut out the droplets. Post droplets on a bulletin board and give students a chance to read the advice.



- Extend the learning by having students create visual displays of the amount of added sugar in various beverage choices. Students can select the beverages to include and create a poster board or other display that would remind their peers to make healthy beverage choices. Have students conduct research to determine the average amount of sugar in various beverage choices (i.e., plain water, milk, 100% no sugar added juices, fruit flavored drinks, sodas).

Average amount of sugar found in a serving of common drinks

Beverage	Calories	Sugar
Bottled Water	0	0 teaspoons
Sports drinks	110	6 teaspoons
Sweetened Teas	130	7 teaspoons
Lemonade	140	9 teaspoons
Soda	150	10 teaspoons
100% Fruit Juice	100	5 teaspoons
Fruit flavored drinks	70	4 teaspoons
Low-fat Milk	100	2 teaspoons

- Make the closing more interactive by playing a quiz style game with the student's water droplet questions. Assign point values and keep a tally chart on the board for team points.
- Extend the learning by having students study ways to recycle packaging from on-the-go beverages (i.e., water bottles and juice boxes).
- Integrate art and music by having students create and perform short plays, musicals, or skits for younger students about hydration. Students could work with the art teacher to create the scenery for the play.
- Extend the learning by having students use their water droplet organizers to write informational essays about water and hydration.