



LiveWell Kids Nutrition

Grade: 2nd

Module 4: Water

Length of Lesson: 30 minutes

Objectives

Module Objectives:

- Increase knowledge of benefits of drinking water.
- Increase water consumption & decrease sugar-sweetened beverage consumption.
- Increase knowledge related to alternative sources of water.

Grade Level Learning Objectives:

- Identify ways in which our body loses water.
- Learn how water is needed to replenish the body.

Lesson Materials and Preparation – 20 minutes

- Chime (Found in classroom)
- Dry erase markers (Found in classroom)
- Visual Aid: “Benefits of Drinking Water”/ “Losing Water”

Preparation:

- ✓ Ask your teacher to have students sitting at their desks before starting the lesson. All activities can be done with the students at their desks.
- ✓ Let your teacher know you would like support with classroom management prior to the lesson.
- ✓ Ask your teacher what cues or words they use to get the students’ attention.
 - Ex. Waterfall, waterfall. Shhhhhh.

Food Tasting: Lemon and Cucumber Water

Food List & Supplies

- | | | |
|---|--------------------------|------------------------|
| • Water jug | • Cucumber (1 per class) | • Dixie cups |
| • Water (obtain from school drinking fountain or refillable water bottle station) | • Lemon (1 per class) | • Food handling gloves |
| | • Knife | |
| | • Cutting board | |

Preparations and Servings: (2 oz. cup of water per student)

1. Put on food handling gloves and cut cucumber and lemon into small slices.
3. Pour water into water jug and add cucumber and lemon and let sit for at least 20 minutes.
4. Pour water ½ full into Dixie cups and serve.

Food Allergen

Please check with the teacher for any known food allergy and provide appropriate substitute.

Report your lesson as delivered by going to http://bit.ly/LiveWellNutrition_19-20 or scan the QR code below:



Did You Know?**Some fun and healthy facts about water:**

- A human's body is made of 60-70% water.
- Children should drink at least 5 cups of water each day.
- On average, you cannot live longer than 3 – 5 days without water.
- We lose water when we exercise, breathe, use the bathroom and sweat.
- It's important to drink water before AND after physical activity.
- Estimates vary, but each person uses about 80-100 gallons of water per day.

Some fun and healthy facts about cucumber and lemon:

- Cucumbers contain Vitamin B, Folic acid and are made up of 95% water.
- Lemon is a good source of Vitamin C which is good for your immune system and skin.
- Lemons can help curb bad breath.
- Lemons are a high-energy food. An experiment that involves attaching electrodes to a lemon can create a battery that produces electricity. Several lemon batteries can power a small digital watch. What other food have you tried in a LiveWell Kids lesson that can be used as a battery? (Brussels sprouts)

INTRODUCTION AND MINDFUL BREATHING – 2 Min.**SAY**

Hi everyone. My name is _____ and welcome to another LiveWell Kids Nutrition Education lesson. First, we will start with a mindful breathing exercise.

DO

- Ask the students to sit quietly at their desks and place their hands on their bellies. Tell students to turn on their “mindful bodies.” Remember “mindful bodies” are still and relaxed.
- Explain to your class that you will ring the chime and they will close their eyes and take several slow, deep breaths in through their noses and then slowly let the breath out through their mouths. During this time they should focus on their breath and feel it rise and fall in their bodies.
- Tell them that after 30 seconds you will then ring the chime again and they are to keep their eyes closed until they can no longer hear the sound of the chime. When they can't hear the sound of the chime, they will then open their eyes.
- Ring the chime and practice mindful breathing with the students for 30 seconds by taking slow breaths.
- At the end of the 30 seconds, ring the chime again to end the exercise. Tell the students to slowly open their eyes when they no longer hear the chime. Ask a few students to share their experience.

PREVIOUS LESSON REVIEW – 1 Min.**DO**

- Ask the class who remembers what the last lesson was about. (Food Labels & Marketing – how to recognize examples of healthy and unhealthy foods in media advertisements)
- Remind the class that the front of packaged foods may be misleading. We might think a food is healthy when it really is not.

NUTRITION EDUCATION – 15 Min.**SAY**

Today we are going to learn a little bit about ways to use water to keep us clean and safe. After that, we'll try a tasty and healthy beverage.

DO

- Review the importance of water with students. Tell them that water makes up most of our body weight (about 60-70%) and that for our body to work properly, we need to consume water every day.

- Remind the class that they should be drinking 5 cups of water per day. There are also certain foods that contain water and that eating these foods is another way to make sure we're getting the water that our body needs.
- Tell students to breathe in and out. Let them know that even though they couldn't see it, they lost a little water by breathing.
- Use the **Visual Aid: "Losing Water"** to brainstorm with the class some other ways in which we lose water. The examples are listed below:
 - When we are physically active and sweat
 - When we use the restrooms
 - Tears/when we sneeze
- Ask the students to describe what happens to them when they haven't had enough water during the day. Tell students that when they feel thirsty, that is their body's way of telling them it needs more water.
- Remind students that water is a limited resource and that it is important to save water when we can. Brainstorm some ways we can save water. Some examples are listed below:
 - Turning off the water when washing hands/brushing teeth
 - Taking shorter baths or showers
 - Fix leaky faucets, running toilets and broken sprinklers
- Use **Visual Aid: "Benefits of Drinking Water"** to review points about the benefits of drinking water with the class.

WORKSHEET ACTIVITY

SAY

Okay everyone, we are going to do an activity in our worksheets. For this, you will need either a pen or a pencil.

DO

- Read through the directions of the worksheet activity. Students will be acting out words related to water use. Pick 1-2 students to act out the correct word. The class can guess. When the correct word has been mentioned out loud, students can fill in their worksheets.
- Review the answers with the class:
 1. Sweat
 2. Recess
 3. Breathe
 4. Water
 5. Save

SAY

Great job everyone! Your work looks great!

PHYSICAL ACTIVITY BREAK – 3 Min. (Optional)

The physical activity break is optional and can be implemented at any point in the lesson. Please use child appropriate music for this section.

SAY

Now we will take a few minutes to do a physical activity break. Just like eating good foods, our body needs regular physical activity to keep us healthy and happy.

Warm-Up:

- March in place
- Shoulder rolls

Moves:

- The Celebration
- Warrior Lift
- Criss-Cross

Cool-down:

- Slowly march in place
- Raise arms above head and take a deep breath (3 times)

MINDFUL TASTING – 5 Min.

Opening:

SAY

Since we know that nourishing our body with healthy food is good for us, today we are going to have a mindful tasting.

Remember that during this we should:

- Be respectful to food: please be open minded and try and take at least one bite.
- If you don't like the food, remember **"Don't Yuck My Yum!"**
- Use all of your senses.

DO

- Start with a mindful breathing exercise: sit tall and relax the shoulders.
- Ask them to close their eyes, breathe in slowly through the nose and slowly out through the mouth.
- Have students interact with the food using all of their senses. Engage them with the following questions.

See:

- What is the food's name?
- How is it grown? On a tree, bush, vine or underground?
- Notice the size, shape and color of the food.

Smell:

- Slowly smell the food. Does the scent remind of you a place, a person or experience?
- How would you describe this scent? Does it smell sweet, strong or spicy?

Touch:

- Use your finger and touch the food. Does it feel soft, spongy, hard or slippery?
- How does it feel in your hand? Heavy or light?

Taste and Hear: (Have students wait until after they swallow to share their experiences.)

- Take a bite of the food and let it sit on your tongue. Pay attention to how it feels in your mouth.
- Bite slowly and chew just a few times but don't swallow, notice the flavors. Is it sour, bitter, sweet, salty?
- Do you hear anything? Is the food crunchy or squishy? Is it making any noise when you chew?
- Keep chewing slowly several times but do not swallow yet. Does the taste change as you chew? When you're ready to swallow, feel the food going down into your stomach. Can you feel the food moving down your body?

Reflection

- Have students share their experiences. Have them put their thumbs up if they liked the food and thumbs sideways if they are not sure. Remind them that it may take several times of trying a new food before they may like it.
- Thank students for their attention and remind them to mindfully eat at their next meal and to show their families how to mindfully taste their food. Ask them to tell their families about their food tasting and to try this food at home, maybe in different ways.

REFLECTION – 3 Min.

SAY

Thank you, class. I hope you enjoyed your lesson today! As I clean up, I would like you to take out your worksheets and write something that you learned today. You will have a couple of minutes to complete this.

DO

- Once the students are finished writing their reflections, tell them to take home their worksheets to share with their families.
- Thank the students, teacher and classroom aide (if applicable) for their time.
- Return all materials to your school's LiveWell area.

Education Standards

LiveWell Kids applies California Health Education and Common Core standards in each lesson. For more information, please visit our website at www.bchd.org/lwk-resources

Report your lesson as delivered by going to http://bit.ly/LiveWellNutrition_19-20 or scan the QR code:

