



## LiveWell Kids Nutrition

Grade: 3rd

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:

- Learn that food contains water and is another way to get the water we need.

### Lesson Materials and Preparation – 20 minutes

- Chime (Found in classroom)
- Dry erase markers (Found in classroom)
- Visual Aid: “Percentage of 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](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 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 – the difference between the Nutrition Facts label and nutrition content claims)
- 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 – 10 Min.****SAY**

Today we are going to learn about other ways we can get the water we need. Afterward, 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.

- **Tell students that they should drink about 5 cups of water throughout the day**, especially when you have been physically active. Tell the class that there are 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 the students that drinking fruit juices such as orange juice or apple juice is another way to obtain water, but that juices also contain natural and/or added sugars and therefore, should be consumed in moderation (about 1-1.5 cups per day or 8-12 oz.) Reiterate to students that one standard cup of orange juice contains between 2 and 4 oranges, and that is why we stress fruit juice moderation. Ask the students if they would eat more than 4 oranges in one day.
- Use the **Visual Aid: "Percentage of Water"** to have an interactive discussion about the water content in different foods. Ask students what they notice about the foods that have higher percentages of water (these foods are either fruits or vegetables). Flip over the visual aid to have students guess the percentage of water in the foods on the sheet. The answers are as follows:
 

— Bread: 38%	— Strawberries: 92%
— Crispy Rice Cereal: 3%	— Pineapple: 87%
— Peanut Butter: 2%	— Chocolate Cake: 4%

### WORKSHEET ACTIVITY "Water Works"

#### SAY

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

#### DO

- Read through the directions of the workbook activity.
- Allow students to work in groups or pairs. (Optional)
- When students are finished, review the answers. The answers for the workbook activity are as follows:
 

— Cucumber: 96%	— Whole Wheat Bread: 38%
— Oatmeal cookie: 6%	— Grapes: 81%
— Pear: 84%	— Celery: 95%
— Crispy Rice Cereal: 3%	— Raisin: 15%
— Banana: 74%	

#### SAY

Great job everyone! Your work looks great! Remember that fruits and vegetables have more water content than processed foods and are much healthier for you.

### 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](http://www.bchd.org/lwk-resources)

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