



For The Teacher

Middle Primary Years 3 & 4

Week 14

Title: Wonderful Water

Theme: Hydration

Overview

Students will explore the importance of hydration and the amount of fluid they require each day. They will also identify and examine the different types of drinks available to them and what are the best choices to consume for good health.

Time Required

50 minutes

Background information and possible discussion points

The human body contains an abundance of water. It is present in every cell in the body including skin, muscles, the brain and other organs. Water is a vital component of the cellular processes that occur to ensure the body functions at its best.

Every day, we lose water from our body when we breathe, go to the toilet, and sweat. Bleeding and vomiting can also cause fluid loss, but are much less common.

We need to replace our fluid losses with fluid intake. It is important to drink enough fluid each day to maintain the body's hydration level. If we don't drink enough, the body can become dehydrated. Dehydration can lead to headaches, dizziness, illness and poor concentration.

Athletes and people who are very active need lots more fluids because they sweat a lot. We all need to drink more when it's hot, compared to cooler weather, as we sweat more in the heat.

Fluid comes from many different foods and drinks. For example, fruit and vegetables contain some fluid, so does milk and yoghurt. Drinking is the most important way to get in enough fluid each day.

Fluid intake in children is variable. Many children do not recognise the need to consume fluid until they feel thirsty. Quite often children must be reminded to consume fluid. Research shows that children voluntarily drink more fluid when the drink is palatable, such as flavoured drinks compared to water.



The Nutrient Reference Values for Australia and New Zealand (2005) recommends:

Children aged 4-8 years require **1.6L water/day of which 1.2L should come directly from drinking fluids**

Boys aged 9-13 years require **2.2L water/day of which 1.6L should come directly from drinking fluids**

Girls aged 9-13 years require **1.9L water/day of which 1.4L should come directly from drinking fluids**

(NHMRC, 2005)

Learning Tasks - Introduction

Discuss with students the concept of hydration including;

- the parts of their body where fluid is found
- the ways they lose water from their bodies
- the ways they hydrate their bodies
- how much fluid they think they consume in a day

Learning Task 1 - How much is enough

Have students bring their water bottles to class. Have a measuring jug available so each child can measure the amount and number of times they need to fill and drink their bottle to meet their daily fluid needs.

Have students complete Table 1 on their student worksheet

Compare this to the Nutrient Reference Values for Australia and New Zealand (2005) Have students work out how their intake compares to the recommended daily fluid intake.

Learning Task - 2 Best fluids to drink

Ask students to name and list as many different types of fluid that they can think of. Examples include water, milk, juice, cordial, soft drinks, energy drinks.

Discuss the benefits of the fluids;

- **Water** is very hydrating and is the body's preferred fluid type;
- **Milk** is also hydrating and contains calcium to help strong bones;
- **Juice** is good but only a small glass occasionally, and 100% juice and with no added sugar (eating a piece of fresh fruit is better, and drinking a glass of water at the same time);
- **Cordial and Soft Drinks** contain too much sugar and are not appropriate fluids for good hydration or good health;
- **Energy Drinks** also contain too much sugar, additives, and caffeine, and can be very unhealthy and potentially dangerous for children.

Have students choose one fluid to compare to water, they research and list all the sugar and additives in this product. Use the ingredients list on the drink label to identify all the ingredients that the drink contains.





Use a poster format of the Australian Guide to Healthy Eating (AGHE) to visually identify where the above listed drinks fit according to the AGHE. Note: soft drink, energy drinks, cordial all fall into the “occasionally or small amounts” section.

Learning Task 3 - Water is best!

Students prepare a classroom poster that educates the reader on how much fluid to drink each day and the best types to have. Use pictures from magazines, drink packaging, etc. to create a colourful display.

Support materials and references

For Kids

- 1Seven article: [Top up your tanks](#)
- 1Seven article: [Soft drinks and Sugar](#)
- 1Seven article: [Healthy Snacks](#)

For Teachers & Parents

- 1Seven article: [Steer clear of soft drinks](#)
- 1Seven article: [Time to put the squeeze on juice](#)
- 1Seven article: [Soft drinks and sugar](#)

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The Australian Guide to Healthy Eating (AGHE) can be found at:

<http://www.health.gov.au/internet/main/publishing.nsf/Content/health-pubhlth-strateg-food-guide-index.htm>

Thinking Strategies

Bloom's Taxonomy

Remember	Understand	Apply	Analyse	Create	Evaluate
•	•	•		•	

Gardner's Multiple Intelligences

Verbal/ Linguistic	Bodily/ Kinesthetic	Musical	Logical/ Mathematical	Interpersonal	Visual/Spatial	Intrapersonal	Naturalist
•	•		•		•	•	

Edward De Bono's Six Thinking Hats

White Hat Information	Red Hat Feelings	Black Hat Judgement	Yellow Hat Benefits	Blue Hat Thinking	Green Hat Creativity
•		•	•	•	•

