



Dear Teacher:

The Healthy Kids Community Challenge is currently on its second theme, *Water Does Wonders*, which encourages kids and their families to drink more water. As a partner in the Healthy Kids Community Challenge, your school has chosen to take the *Healthy Kids School Pledge* this year. This pledge is an opportunity for your school to demonstrate its commitment to promoting a healthy, supportive environment for students and staff! The *Healthy Kids School Pledge* will last for the duration of the school year, with an opportunity to renew it annually.

By taking the *Healthy Kids School Pledge* this year, your school has committed to taking part in Water Month this October! Water Month is an important component of our Healthy Kids Community Challenge *Water does Wonders* action plan. I want to thank-you for your help in making water the beverage of choice for students at your school!

A variety of different activities will be taking pace during Water Month, including a Launch Party assembly, give-aways, announcements, a water bottle contest and classroom activities – this is where you come in! In order to make water month a success, we are asking that you include one Water Month classroom activity into your lesson plan for each week during the month of October. In order to support you in implementing these Water Month classroom activities, we have created this Water Month Teacher’s Guide and Classroom Activity Package. It contains key messages, activity ideas, teacher prompts, curriculum connections, and resources to help you in planning and executing Water Month classroom activities.

If you have any questions about Water Month, please do not hesitate to contact either myself or your designated Healthy Kids School Champion. Together, we can help to set every child on a path to success physically, socially, and academically!

Kindest regards,

A handwritten signature in black ink that reads "Emma Pillsworth". The signature is fluid and cursive, with a long horizontal line extending to the right from the end of the name.

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Attachments

Healthy Kids Community Challenge



Water Month 2016

Teacher's Guide & Classroom Activity Package



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About the Healthy Kids Community Challenge



Hastings and Prince Edward Counties are among 45 regions across Ontario taking part in the Healthy Kids Community Challenge (“The Challenge”). The Challenge unites communities in a collective effort to support the health and well-being of our children.

The Challenge is a key part of Ontario’s Healthy Kids Strategy, which is a cross-government initiative to support children’s health. Over a three-year period, provincial funding up to \$375,000 annually will be provided to Hastings and Prince Edward Counties to promote children’s health through physical activity, healthy eating, and other healthy habits.

About every nine months, the Ministry of Health and Long-Term Care will launch a new theme for The Challenge related to physical activity or healthy eating. Themes will guide the development of local programs, policies, and initiatives that promote and enable healthy habits.

Water Month Key Messages

The Challenge is now focusing on its second theme, *Water does Wonders*. This theme encourages kids and families to drink more water!

Why choose Water?

Water makes up more than half of a child's body weight! That means water is essential to keep their bodies working and growing properly. Water is also natural and free, making it the best choice for kids to stay hydrated and healthy. With water, there's no need to worry about sugar, calories, additives, preservatives, or caffeine. Let's make water the easy choice for kids – and keep them sipping throughout the day!



Dietary preferences are established between the ages of zero and four years old, laying the foundation for eating habits later in life. Research has shown that when children are used to consuming water at a young age, they are more likely to drink water later in life.

Why is it important to promote water consumption in your school?

Here are some of the most important reasons for helping kids to make healthy drink choices:

- Sugar-sweetened drinks are everywhere. Pop, fruit “punch”, sport drinks and many other drinks have a lot of sugar. Beverages account for almost half (44%) of kids' sugar intake every day! Too much sugar is not good for kids' health.
- The extra calories in sugary drinks can add up quickly. Excess sugar intake is associated with negative health outcomes such as an increased number of dental cavities and, among adults, an increased risk of heart disease and type 2 diabetes.
- Healthy kids have more energy to be physically active. Healthy drink choices will help children to build and maintain a healthy body and mind.
- Healthy kids perform better at school!

Water Month Classroom Activities Synopsis

Weekly classroom activities have been prepared to assist you in celebrating Water Month. Please use these as a guide to initiate conversations with your students about the importance of water and the health benefits. Please feel free to adapt the activities to best suit your students and learning environments. This may range from having quick conversations, connecting your classroom conversations to the school-wide challenges happening during Water Month (decorating challenge, water bottle challenge), or digging deeper by implementing the lesson plans from the additional resources provided in this package. The main goal is to help students learn about water, increase their water consumption, and to have fun celebrating all things water!

Curriculum Connections

Water Month Classroom Activities support the Health & Physical Education Curriculum, 2015 overall and specific expectations. Each week the students will progress from learning about the concept of water for health (***Understand Health Concepts***), to learning about healthy drinks and how to choose water or other healthy drinks (***Make Healthy Choices***), and to understand factors that may influence the choices they make (***Make Connections for Healthy Living***).

Living skills – personal skills, interpersonal skills, and critical and creative thinking – are embedded in the weekly activities. Students have opportunities to learn about themselves, to critically think about healthy drink choices, to connect and work with others, and to reflect and set goals.



Week 1: Why Water Does Wonders

Activity: School-Wide Decorating Challenge

Minds On

Initiate a classroom discussion to get students thinking about why we all need to drink water. Art projects can be used to help students visualize the importance of water. These art projects can also be displayed throughout the school to build excitement for Water Month!

Note to Teachers – Background Information

The goal of this week is to get a conversation started with students around the basics of water from a biological perspective. Use this activity to help students understand the importance of water for our bodies.

Key Messages to share with students

- Our bodies are made up of around 60% water
- Our bodies need water for many functions, including:
 - Moving nutrients and oxygen to cells
 - Controlling body temperature
 - Lubrication for all organs and tissues
 - Removing toxins and waste
 - Cognitive function
 - Moving joints and muscles
- Dehydration can have negative effects on how the body functions.
- When we feel thirsty, we are already in the first stages of dehydration.
- Some signs of dehydration are: thirst, dry lips and mouth, redness on skin, headaches, feeling tired or dizzy, trouble concentrating, muscle cramps, heart beating faster.
- Everyone needs different amounts of water – the amount you need is based on many things, including age, gender, body size, environment, and activity level.
- We need to drink more water when we are physically active, when it's hot outside, and when we are sick; as these things can make us lose more water.
- If you are drinking enough water, your urine should be pale yellow (like lemonade), not dark (like apple juice).

Teacher Prompts

- “Why do you think our bodies need water?”
- “What are some of the ways our bodies tell us we need to drink more water?”
- “What might happen if we don’t drink enough water?”

Action

- Ask students to use available art materials to create classroom posters or decorate the classroom door/bulletin board using the theme of *Why Water does Wonders*.
- Students can use words or pictures relating to the concepts identified in the group discussion at the beginning of the activity as part of their art projects.

Dig Deeper

Want to learn more? Here is a list of resources you can refer to for further support on this topic:

[Bright Bites Water at School Toolkit: Why Water Works \(pages 3-4\)](#)

[Eat Right Ontario – Facts on Fluids: How to Stay Hydrated](#)

[Sip Smart™ Ontario \(for Grades 3-7\)](#)

Home School Connection

[Water does Wonders Fact Sheet for Parents](#)

Week 2: What's in Your Drink?

Activity: Nutrition Facts Table

Minds On

Initiate a classroom discussion to get students thinking about what ingredients are in common beverages and what influences our beverage choices.

Note to Teachers - Background information

The goal of this week is to get students thinking about what common beverages contain, to teach them how to figure out what is in a specific drink, and to help them understand the factors that [influence their beverage choices](#).

Here is a list of resources you can refer to for further support on this topic:

[The Nutrition Facts Table](#)

[Using the Nutrition Facts Table: % Daily Value](#)

[How to Read the Nutrition Facts Table](#)

[Sugary Drink Sense](#)

Key Messages to share with students

- By reading the nutrition facts table, we can compare drinks and make healthier drink choices
- When reading the nutrition facts table on drinks, important things to look for are:
 - **The serving size** (may not always be the same as the package size) – all the information on the table is for this amount.
 - **The amount of sugar** – this is listed in grams; to figure out the number of teaspoons, divide the number of grams by 4 (1 teaspoon of sugar is 4 grams).
Note: There is no % Daily Value for sugar, as there is no recommended daily intake. It is advised to limit sugar where possible.
 - **The ingredient list** – ingredients are listed by weight (from most to least) and sugar can appear in many different forms in various spots on this list.
- There are many different names used for sugar, including: brown sugar, cane sugar, beet sugar, honey, molasses, brown rice syrup, high fructose corn syrup, dextrose, fructose, maltose, sucrose, fruit juice concentrates, maltodextrin, agave syrup, malt syrup, maple syrup, barley malt, cane juice, cane sugar.
- Our bodies digest all kinds of sugar the same way; no sugars are 'healthier' than others – the total amount of sugar in a drink matters more than the type.
- Even if a drink says, 'no sugar added', it may be high in natural sugar, like 100% juice.

Many things can influence the types of drinks we choose, including: media and advertising; celebrity culture; likes or dislikes; family budget; cost of foods; type of food available in different environments; busy schedules; and cultural practices or teachings.

Teacher Prompts

- “Can you name some common drinks?”
- “Where would we look to find out what’s in a drink? What would we look for?”
- “Does anyone know how to read the nutrition facts table? What about the list of ingredients?”
- “What are some of the things that can make us choose a particular drink?”
- “Why do you think these things influence our drink choices?”

Sensitivity Note: Many factors can influence beverage choices. While teaching students to think critically about and analyze beverage choices, it is important to note that they may not always have control over what they drink.

Action

Ask students to compare a variety of different drinks to see which ones are healthier options:

- Younger students can examine containers to figure out where to look to find out if there is sugar in a drink – look at the labels, ingredient lists, nutrition facts tables.
- Older students can use the nutritional facts tables from different drinks using available containers or looking the nutrition facts up on the internet) to see whether the serving size on the nutrition facts table matches size of the container, the number of teaspoons of sugar the drink contains, and how many sugars can be found on the ingredients list.

Dig Deeper

Want to learn more? Here is a list of resources you can refer to for further support on this topic:

[Bright Bites Water at School Toolkit: Why Water Works](#)

[Eat Right Ontario – Facts on Fluids: How to Stay Hydrated](#)

[Sip Smart™ Ontario \(for Grades 3-7\)](#)

[Resources for Teachers – Marketing and Consumerism](#)

Week 3: When it Comes to Thirst, Choose Water First!

Activity: Stop, Slow, Go

Minds On

Initiate a classroom discussion to get students thinking about what drinks fit into the STOP, SLOW, GO categories and why.

Note to Teachers – Background Information

The goal of this week is to get students thinking about which category (STOP, SLOW, and GO) different drinks fit into, and what the difference is between the drinks in each of these categories.

Key Messages to Share with Students

● **STOP drinks:** *Pop, diet pop, slushies/slurpees, fruit ‘drinks’ (fruit cocktail, fruit, beverage, fruit punch), sports drinks, vitamin water, and energy drinks.*

These are drinks that are high in sugar and/or other additives (like caffeine or artificial sweeteners) that can negatively affect our health; these drinks should be limited as much as possible.

● **SLOW drinks:** *100% fruit juice, chocolate milk, flavoured soy milk, and almond, rice, hemp, or flax beverages.*

These drinks can be high in natural or added sugar, and may not have the nutrients that children need to grow and develop. Children should aim to have no more than ½ cup of 100% juice per day, and no more than 3 servings of sweetened milk or plant-based beverages (almond, flax, hemp, rice, or coconut beverages) per week.

● **GO drinks:** *Water, milk (skim, 1%, or 2%), unsweetened fortified soy beverage.*

Water has no sugar, preservatives, additives, or caffeine. Kids should sip water throughout the day, every day. Low-fat milk and unsweetened fortified soy beverage are low in natural sugars and have no added sugar. To get enough vitamin D, 2 cups (500 ml) of either low-fat milk or unsweetened fortified soy beverage is recommended per day.

Note: Canada’s Food Guide recommends unsweetened fortified soy beverage as an alternative to milk as it contains added vitamins and minerals that make it a nutritionally adequate alternative.

Teacher Prompts

- “Last week we looked at some common drinks. What were some of the drinks we talked about? Can you think of any more drinks?”
- “What makes a drink healthy? What makes a drink unhealthy?”

- “Why do you think a drink would fit into the STOP category? What about the SLOW category? Why do you think a drink would fit into the GO category?”

Action

Use this information to run a STOP, SLOW, GO activity in your classroom. Create a list of drinks (using the beverages identified in the minds on activity and/or containers or drinks identified in the Week 2 activity), and organize these into the STOP, SLOW, and GO categories.

Dig Deeper

Want to learn more? Here is a list of resources you can refer to for further support on this topic:

[Bright Bites Water at School Toolkit: Why Water Works](#)

[Sip Smart Ontario™ Key Messages and Guide to Making Healthy Drink Choices \(Grades 3-7\)](#)

[Healthy Kids Community Challenge Hastings Prince Edward](#)

Week 4: Let's Make Water Work

Activity: Let's Keep It Going!

Minds On

Initiate a classroom discussion to get students thinking about what they learned from Water Month and how to keep the changes going in different environments.

Note to Teachers – Background Information

The goal of this week is to get students thinking about how to keep the momentum of Water Month going. Students can analyze the changes they have made and how they can keep themselves and others motivated to make water their beverage of choice.

Key Messages to Share with Students

- We all need water throughout the day
- Water is the natural choice for kids to stay hydrated and healthy
- The habits learned during Water Month can be continued for life
- It's never too late to start drinking more water and limiting sugar-sweetened beverages
- Some strategies to continue to drink more water and limit sugar-sweetened beverages:
 - Keep water on the counter or in the fridge at home
 - Have water with meals
 - Keep bringing a re-usable water bottle to school and sipping water throughout the day
 - Making flavoured water using the SipSmart™ Ontario recipes or creating new recipes
 - Reading drink labels to see what is in them and choosing healthier options

Teacher Prompts

- “What are some of the key things you learned this month about water?”
- “Did Water Month change the way you think about drinking water? Why or why not?”
- “Did you drink more water during Water Month? Why or why not?”
- “What are some of the things you can do school to make sure you're drinking enough water during the day?”
- “What could you do at home to help your family drink more water?”
- “What are some things we could do to keep our whole school thinking about and drinking more water?”

Action

- Water Month celebration – As a class, create flavoured water recipes or use the SipSmart™ Ontario recipes and have a party to celebrate the end of water month
Goal Setting Activity – Have students set a SMART personal goal regarding their daily water consumption
- Keep It Going Activity – Consider promoting water at upcoming school events throughout the year: parent nights, special assemblies, classroom parties, etc.

Dig Deeper

Want to learn more? Here is a list of resources you can refer to for further support on this topic:

[Bright Bites Water at School Toolkit: Why Water Works \(pages 3-4\)](#)

[Eat Right Ontario – Facts on Fluids: How to Stay Hydrated](#)

[Sip Smart™ Ontario \(for Grades 3-7\)](#)

[Sip Smart Ontario™ Flavoured Water Recipes](#)