

Thirsty for Health!

Tchin-tchin Activity Kit

N°1



ASSOCIATION
QUÉBÉCOISE DE LA
GARDE SCOLAIRE

SOUTENIR
REPRÉSENTER
MOBILISER



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québécoise sur la problématique du

Une initiative parrainée par l'Association pour la santé publique du Québec

Activity Kit

This kit provides suggestions for 7 different activities. School daycares can decide how many and which ones to use according to their respective programs and resources along with the main educational objectives of the participating school daycare.

These activities are about drinking water and staying hydrated:

- Thirsty for Health! (discussion)
- H₂w0w! (decorating drinking fountains and water containers)
- Mouth-Watering! (flavoured water tasting session)

These activities are physical games featuring water:

- Kindergarten and Elementary School (Grade 1):
 - Thirsty Camels
 - Guard the Blue Gold
- Elementary School (Grades 2 & 3):
 - Water Thieves
 - Flags and pennants



About the *Thirsty for Health!* campaign

The ***Thirsty for Health!*** campaign encourages all children to drink water regularly as the main way to stay hydrated.

In the Elementary Schools, there are 3 parts to the campaign:

- The ***Tchin-tchin Challenge*** during lunchtime and during the week for “***Canada Water Week***”.
- The ***Tchin-tchin Activity Kit*** for students attending school daycare services.
- Tips for the parents to use at home.

WE THANK YOU!

The “**Association québécoise de la garde scolaire**” and **Quebec Coalition on Weight-related problems** would like to thank you for your constructive feedback, comments and advice:

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- Emmanuelle Dumoulin, Dt.P., Project Manager Health promotion and prevention, Heart and Stroke Foundation of Canada
- Mr. Érik Guimond, Physical Education and Health Teacher, Educational Advisor and member of the board of directors of “Fédération des éducateurs et éducatrices physiques enseignants du Québec”
- Claire Pelletier, Dt.P.
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- Mr. Michel Lucas, RD, Associate Professor and researcher, Université Laval

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ORIGINAL CONCEPT OF ACTIVITIES

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EXPERTISE

Pedagogical skills for the students:

- Develop language and knowledge.

Professional expertise put forward by this activity:

- Produce activities focusing on cognitive development.

EDUCATIONAL INTENTIONS

- At the end of this activity, each student will be able to understand the hydration phenomenon.

AGE GROUP

Multiple-ages.

DURATION

20 to 30 minutes.

REQUIRED MATERIALS

- Large sheets of paper (or cardboard) and markers to write down student suggestions.
- Glass of water for each student (or full water bottles before an activity begins).

Preparation

- Print the image of “Water in the human body”. Alternately, you can have the students draw a human figure (see Variations).
- We recommend reading these brief articles to help you prepare to answer questions on healthy hydration:
 - *Boire à la source* (Extenso, 2016)
 - *Qu’est-ce qu’on boit?* (Extenso and AQGS, 2017)
 - *Ideas for drinking more water* (Weight Coalition and AQGS, 2017)

IMPORTANT: If you can't answer a question during the activity, make a note of it so you can do research with the help of the students for another period.

Instructions

1. Read or have a student read the “Did you know?” text out loud (see next page). You can also divide the text into sections to get a bunch of students involved.
2. Get the students to take a drink of water.
3. Ask them to share (individually or in teams) something about drinking water that makes them feel good. If they struggle, use the list below to help them think of something. Write the answers down on a large sheet of paper so everyone can see.

Examples of answers:

- It quenches your thirst.
- It's refreshing.
- When I drink water, I don't get a headache during the day.
- Cold water wakes me up when I feel sleepy.
- It makes me feel good.
- Etc.

4. Congratulate the students for thinking of all these good reasons to drink water. You can display the list if you want for the rest of the week.
5. For the older students have a second brainstorming session. This time, ask them to share their tips and ideas for remembering to drink water more often.

Examples of answers:

- Don't wait until you're thirsty before you drink.
- Drink water between meals.
- Bring a water bottle to class.
- Use the drinking fountain after gym class or recess.
- At home, keep a pitcher of water in the fridge.
- At suppertime, put a pitcher of water on the table for refills.
- Add some ice cubes to water to make it nice and cold.
- Serve water in nice glasses or with a fancy straw.

Variations:

- Before reading the text, get the students to draw the outline of a figure and colour in the spaces they think water may appear in the body.
- Older students can write their ideas down themselves.



DID YOU KNOW?

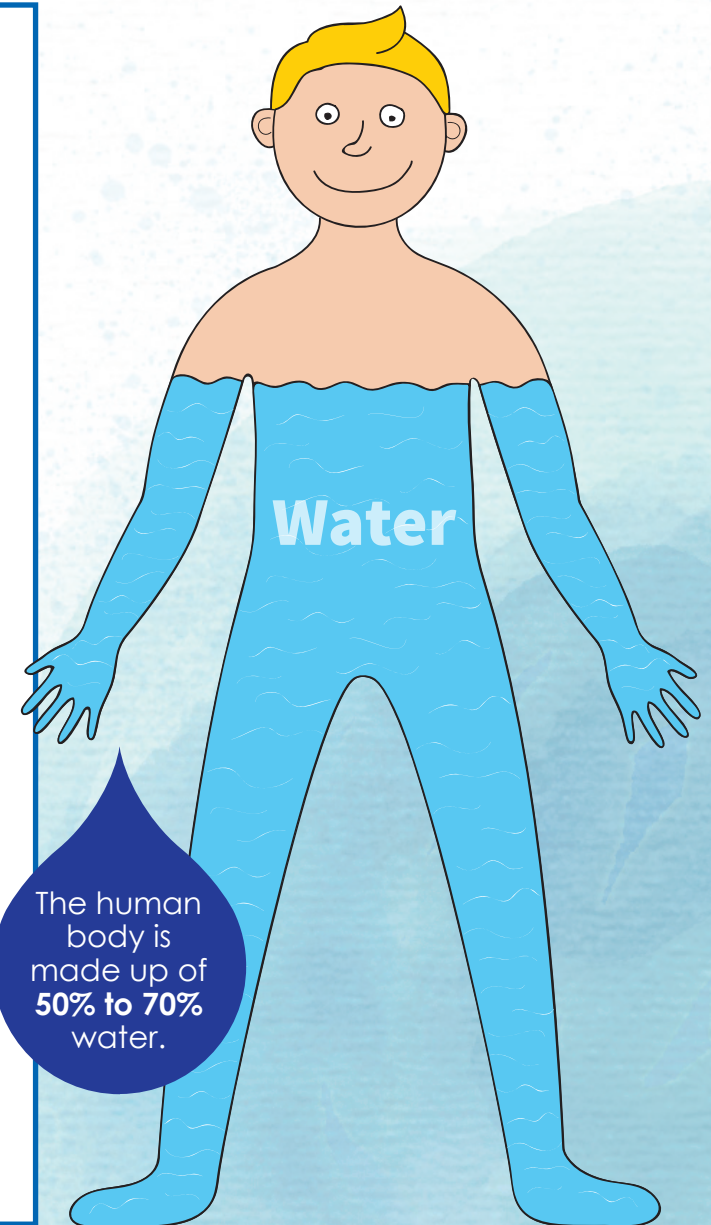
Your body contains a lot of water. It's in your mouth, your muscles, your blood, your stomach, around your brain, in your skin cells, and everywhere else. In fact, your body is around 70% water! It's like everything from your armpits to the tip of your toes is all water (show image *)!

Getting enough water is essential for your body to function properly and do things like digest food, grow, keep warm in winter, cool off in summer, eliminate waste, and to even think.

Throughout the day, your body naturally loses water when you sweat, breathe (moisture in the air you exhale), and (obviously) when you go to the bathroom! That's why it's important to hydrate regularly and replace the water you lose. Remember that the amount of water you need increases when you're physically active because you lose more water.

There is water in the food you eat, especially fruits and vegetables, so you should eat them often. Other beverages, like milk, also contain water, but that isn't enough. You have to drink water too. Your body will love it if you drink a few nice glasses of water every day. That's its favourite drink!

* The image representing how much of the body is made of water was created by [Les Ateliers cinq épices](#) for their cooking and nutrition workshop. We thank them for letting us use it.





EXPERTISE

Pedagogical skills for students:

- Develop creativity.
- Develop fine motor skills.

Professional expertise put forward by this activity:

- Planning and organizing of activities focusing on cognitive development.
- Planning and organization of activities focusing on psychomotor development.

EDUCATIONAL INTENTIONS

- At the end of this activity, each student will have done a DIY project on the theme of water.

AGE GROUP

Multiple-ages.

DURATION

30 minutes.

REQUIRED MATERIALS

- Pencils, scissors, glue.
- Cardboard and other decorative material.

Instructions

Making water more noticeable is a good way to remember to drink more of it. This activity involves a project to decorate and showcase the school's water fountains.

Here are a few ideas:

- Create decorations to showcase the school's water fountains (ex.: cardboard water drops or footprints leading to fountains - **Note:** Laminate them if they will be placed on the floor rather than the walls.
- Make signs with catchy slogans about water.
- Note: For the younger students, it might be easier to make stencils for them to colour and cut out.

Additional activity: Decorate glasses or refillable water bottles. Make sure you have permission from the parents if the students are using water bottles they brought from home.

- For example, you can take a transparent glass and get the students to create a drawing to tape to the glass, facing inward so it can be seen through the water.
- Ice cubes in different shapes or with small fruit inside can be made ahead of time (put some blueberries, raspberries, or cherries in each section of an ice cube tray before filling it with water and putting it in the freezer). The students can add the cubes as the finishing touch to a lovely glass of water they reward themselves with after completing the activity.

Did you know that commercial water bottles are only used once? They are not designed to be washed and reused, because the plastic can degrade. Therefore, they are not a good choice for a decorating project. Also, they are not very environmentally friendly.





EXPERTISE

Pedagogical skills for students:

- Develop knowledge.
- Develop cooperation.

Professional expertise put forward by this activity:

- Planning and organizing of activities focusing on cognitive development.
- Planning and organization of activities focusing on social development.

EDUCATIONAL INTENTIONS

- At the end of this activity, the students will be able to describe a food in three senses (taste, smell and sight).

AGE GROUP

Multiple-ages.

DURATION

20 to 30 minutes.

REQUIRED MATERIALS

- A glass for each student.
- 4 pitchers (3 for flavoured water, 1 for plain water). If the pitchers are transparent, cover them with opaque pieces of cardboard so the students can't see the fruit inside (or pour the water in the glasses somewhere the students can't see).
- Fruit selection to make flavoured water (see *Recipes*).
- 1 tasting sheet for each student (for kindergarten and Elementary school, use a single card).

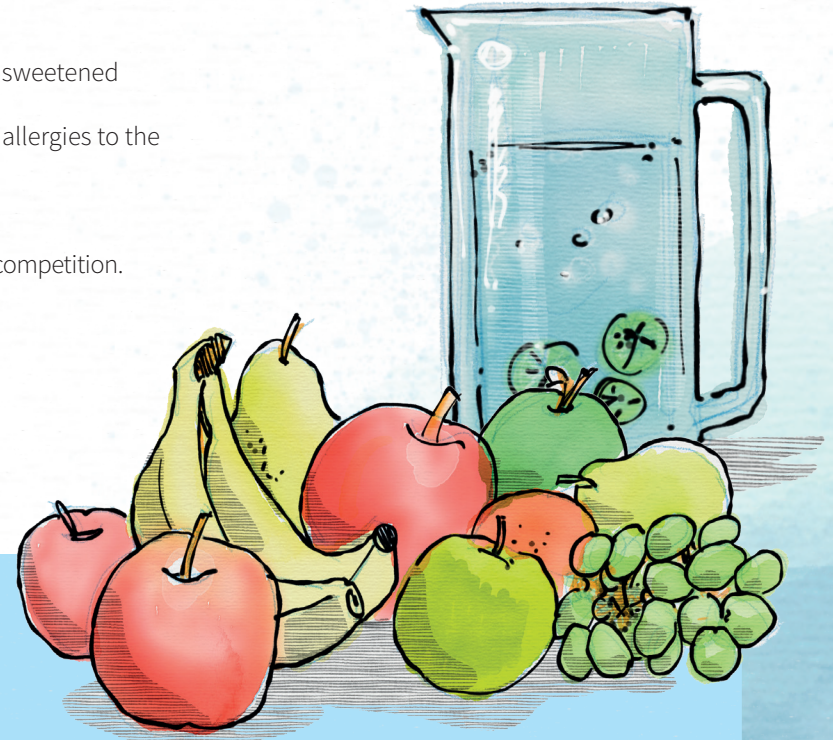
Project summary

Make at least three different recipes of unsweetened flavored water.

*Make sure the students do not have any allergies to the fruits and herbs used to flavour water.

Scenario

Ask the students to judge a flavored water competition.



RECIPES

Add 1 cup of fruit pieces (fresh or frozen) to 4 cups of water. Place the pitchers in the refrigerator for 15 minutes to let the flavours infuse the water. If you are using frozen fruit, let the flavoured water sit at room temperature.

Suggestions:

- Tropical: mango or pineapple.
- Melon: one or a combination of honeydew, cantaloupe, and watermelon.
- Refreshing: cucumber and mint leaves.
- Berry tasty: strawberries.

NOTE: You can use any other fruits or herbs you desire. However, avoid citrus fruits (ex., lemon, lime, orange, grapefruit), which raises the acidity of water and can damage teeth by eroding enamel. Commercial powder or liquid flavouring forms are too acidic and cause irreversible damage to tooth enamel. With homemade options, citrus-free flavored water: no need to worry, just have fun!



MOUTH-WATERING!

ACTIVITY 3 (PART 2)



Instructions

- Serve a glass of plain or flavoured water to each student (just water, no fruit). Serve only one type of water at a time.
- Ask the students to use their sense of sight, smell, and taste to:
 1. Describe how the water looks on their tasting sheet.
 2. Identify how the water smells and write it down.
 3. Try to guess the flavour of the water without tasting it.
 4. Taste the water and describe the flavour on their tasting sheet.
 5. Make a note of their overall appreciation by drawing the corresponding face.
- Repeat steps 1 to 5 with each type of water, including the plain water.
- Share their observations and preferences as a group. For Kindergarten and Elementary school Grade 1 students, the activity can be done uniquely with discussions orally, get them to use their senses; their feelings and the effects it had on them.







Variations

- The tasting activity can be stretched out over several days by sampling one or two flavours per day. Remember to sample the plain water the same way every day.
- Prepare the water with the students and do the tasting an hour later.

Get the students to be as specific as possible in their descriptions:

- What can you tell by looking at your glass?
- Is the water coloured?
- Does the water have a smell? What does it remind you of? What is your guess?
- When you taste it, is it sweet or salty?

Tasting sheet¹

SAMPLE NUMBER	MES OBSERVATIONS			MY RATING		
	COLOUR 	SMELL 	TASTE 			
1						
2						
3						
4						

¹ The tasting sheet is available for printing at the end of the *Activity Kit*.



GUARD THE BLUE GOLD (ACTIVE GAME)

ACTIVITY 4

EXPERTISE

Pedagogical skills for students:

- Develop cooperation, relationships with their peers.
- Develop global motor skills.

Professional expertise put forward by this activity:

- Planning and organization of activities focusing on social development.
- Planning and organization of activities focusing on psychomotor development.

EDUCATIONAL INTENTIONS

- At the end of this activity, the students will have worked with their peers and developed cooperation strategies.

AGE GROUP

Kindergarten and Elementary School Grade 1.

DURATION

20 to 30 minutes.

LOCATION

Gym or outside.

REQUIRED MATERIALS

- 3 closed water bottles*.
- 2 foam balls.

* If the bottles fall too easily, you can fill them to about $\frac{1}{4}$ with water. Don't use the student's own water bottles for this activity.

Introduction

Have you heard of blue gold? What is it? Why do we call water "blue gold"?

- Explain that water is often referred to as "blue gold" and that it's a treasure they must protect during the game. Select a student to be the first guardian and ask him to stand in the centre of the circle.

Instructions

- Get the students to stand and form a circle.
- Arrange 3 water bottles in a triangle pattern in the centre of the circle, placing them about 30 cm apart.
- Appoint a guardian to protect the water by keeping the bottles from getting knocked over by a ball. The students forming the circle take turns rolling a ball on the ground using just their hands to try and knock over the bottles. The guardian tries to block the ball to protect the blue gold. The guardian can use their hands and feet. If the block is successful, the guardian sends the ball back to a random student in the circle. A student who manages to knock over a bottle becomes the guardian, and the last guardian joins the circle.

Variations

- Increase the level of difficulty by making the circle wider.
- Add one or more balls.
- Add more guardians.

IMPORTANT: Get the students to bring their water bottles to stay hydrated during this activity.





THIRSTY CAMELS (ACTIVE GAME)

ACTIVITY 5

EXPERTISE

Pedagogical skills for students:

- Develop cooperation, collaboration with their peers.
- Develop overall motor skills.

Professional expertise put forward by this activity:

- Planning and organization of activities focusing on social development
- Planning and organization of activities focusing on psychomotor development.

EDUCATIONAL INTENTIONS

- At the end of this activity, the students will have worked with their peers and developed cooperation strategies.

AGE GROUP

Kindergarten and Elementary School (Grade 1).

DURATION

20 to 30 minutes.

LOCATION

Gym or outside.

REQUIRED MATERIALS

- 10 empty water bottles.
- 5 jerseys or other distinctive markers.

Introduction

- To quench their thirst, the camels must get all the bottles in the starting area without getting stung (touched) by the mosquitoes.

Instructions

- Choose 5 students and give them each a jersey. They will be the mosquitoes. The other students are camels.
- Put the mosquitoes on one side and the camels on the other.
- Place 2 water bottles about 3 meters apart in front of each mosquito so the mosquito and bottle form a triangle shape.
- At the starting signal, the camels have to go get the bottles and carry them back to their side without getting stung (touched) by a mosquito. A camel can only carry one (1) bottle at a time.
- The mosquitoes can spread out in any way they want to try and sting the camels carrying bottles (but not empty-handed camels). A camel who gets stung is considered “injured”. He has to give the bottle to the mosquito and go touch a wall (or other appointed spot) to get back into the game. The mosquito brings the bottle back to its own zone before returning to the game.
- The game ends when all the bottles are on the camel side. Then, pick other students to be the mosquitoes for the next round.

Variation

- Each camel starts the game carrying a bottle, and the mosquitoes try to get their bottles by stinging them. When a camel loses a bottle, he becomes a mosquito and joins that side until all the camels have been stung.

IMPORTANT: Get the students to bring their water bottles to stay hydrated during this activity.





WATER THIEVES (ACTIVE GAME)

ACTIVITY 6

EXPERTISE

Pedagogical skills for students:

- Develop cooperation, collaboration with their peers.
- Develop overall motor skills.

Professional expertise put forward by this activity:

- Planning and organization of activities focusing on social development
- Planning and organization of activities focusing on psychomotor development.

EDUCATIONAL INTENTIONS

- At the end of this activity, the students will have worked on the relationship with their peers and developed cooperation strategies.

AGE GROUP

Elementary School (Grades 2 & 3).

DURATION

20 to 30 minutes.

LOCATION

Gym or outside.

REQUIRED MATERIALS

- 1 bottle for every 2 students.

Introduction

This game is played in teams of 7 to 10 (depending on the number of students) the first team to rack up 25 points wins. Every bottle is worth 1 point.

Instructions

- Divide the students into 2 equal teams.
- Assign a number to each player on the first team, and then assign the same numbers to each player on the opposing team.
- Arrange the players in 2 lines, with the players with the same number facing each other. Keep a distance of at least 5 meters between the two lines.

1 2 3 4 5 6 7 8 9 10



1 2 3 4 5 6 7 8 9 10

- An educator loudly calls out a number.
- The players with that number rush toward the bottle placed between them and try to get it back to their team's side without getting tagged by their opponent. The player who doesn't get the bottle can still score a point by tagging the player with the bottle before he reaches their side.

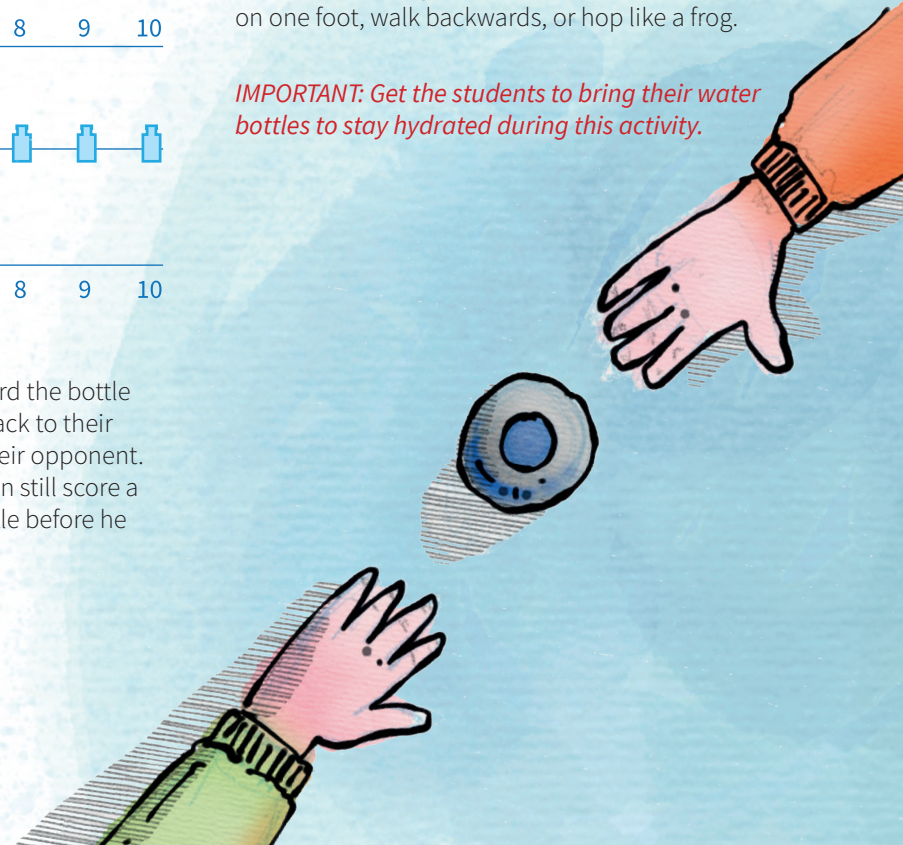
- Once everyone understands the game, call out more than one number at a time.
 - You can designate a word that means all the numbers (ex., *infinity*). Count all the bottles collected by each side and attribute a point to the side with the most bottles. In the event of a tie, each team gets 1 point.

Important: Before starting the game, remind the players to be careful not to run into each other.

Variation:

- Define different ways of moving to get the bottle. Instead of running, you could make the students hop on one foot, walk backwards, or hop like a frog.

IMPORTANT: Get the students to bring their water bottles to stay hydrated during this activity.





FLAGS AND PENNANTS (ACTIVE GAME)

ACTIVITY 7

EXPERTISE

Pedagogical skills for students:

- Develop cooperation, collaboration with their peers.
- Develop overall motor skills.

Professional expertise put forward by this activity:

- Planning and organization of activities focusing on social development
- Planning and organization of activities focusing on psychomotor development.

EDUCATIONAL GOALS

- At the end of this activity, the students will have worked with their peers and developed cooperation strategies.

AGE GROUP

Elementary School (Grades 2 & 3).

DURATION

20 to 30 minutes.

LOCATION

Gym or outside.

REQUIRED MATERIALS

- 1 bottle per team (2 to 4).
- Jerseys or other distinctive markers to identify the teams.
- 3 flags per player (the type used for flag football if you have them).
- 1 tub or bucket per team (of 2 to 4 players) to hold extra flags.
- Whistle.

Introduction

The game involves stealing the other team's bottle as many times as possible. Each steal is worth 1 point. The team that accumulates the most points during the game wins.

Instructions

- Divide the students into 2 to 4 teams depending on the number of students. Each team should have no more than 10 players. Identify the teams using jerseys or some other distinct marker.
- Divide the playing area so each team gets a zone (1 team in each corner if there are 4 teams or a team on either side if there are 2 teams).
- Every player tucks 1 flag in each sock, leaving half of it out to lie on the ground. Flags must not be held in place by the side of the shoe.
- Place a bottle (the "pennant") and a bucket (the "pool") in each team's zone.
- Extra flags go into a team's pool (in a pile or in a bucket).

Based on the amount of time available, determine the game's duration or set a number of points to get before the game ends (a chronometer or Timekeeper could help players keep track).

How to play

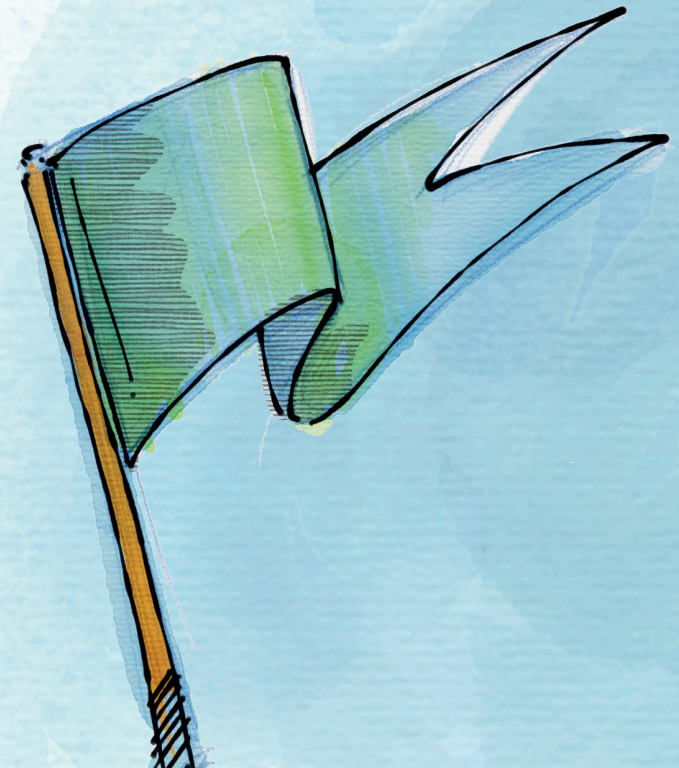
- Each team starts the game close to their pennant.
- At the start signal, the players try to steal their opponent's bottle without losing their own flags.
 - If a player manages to bring an opposing team's bottle back to his own zone with at least 1 flag in his sock, their team gets 1 point. When the game is stopped (whistle), all bottles are put back in the starting position, and the players return to their zones before the game resumes.

- A player who loses both flags must return to his zone to get a new flag from his team's pool. If that player was carrying a bottle. He has to return it to the starting position before going to his own zone. If there are no more flags in the pool, the player must wait until his team steals one from an opponent.
- A player who takes an opponent's flag must bring the flag to his team's pool.

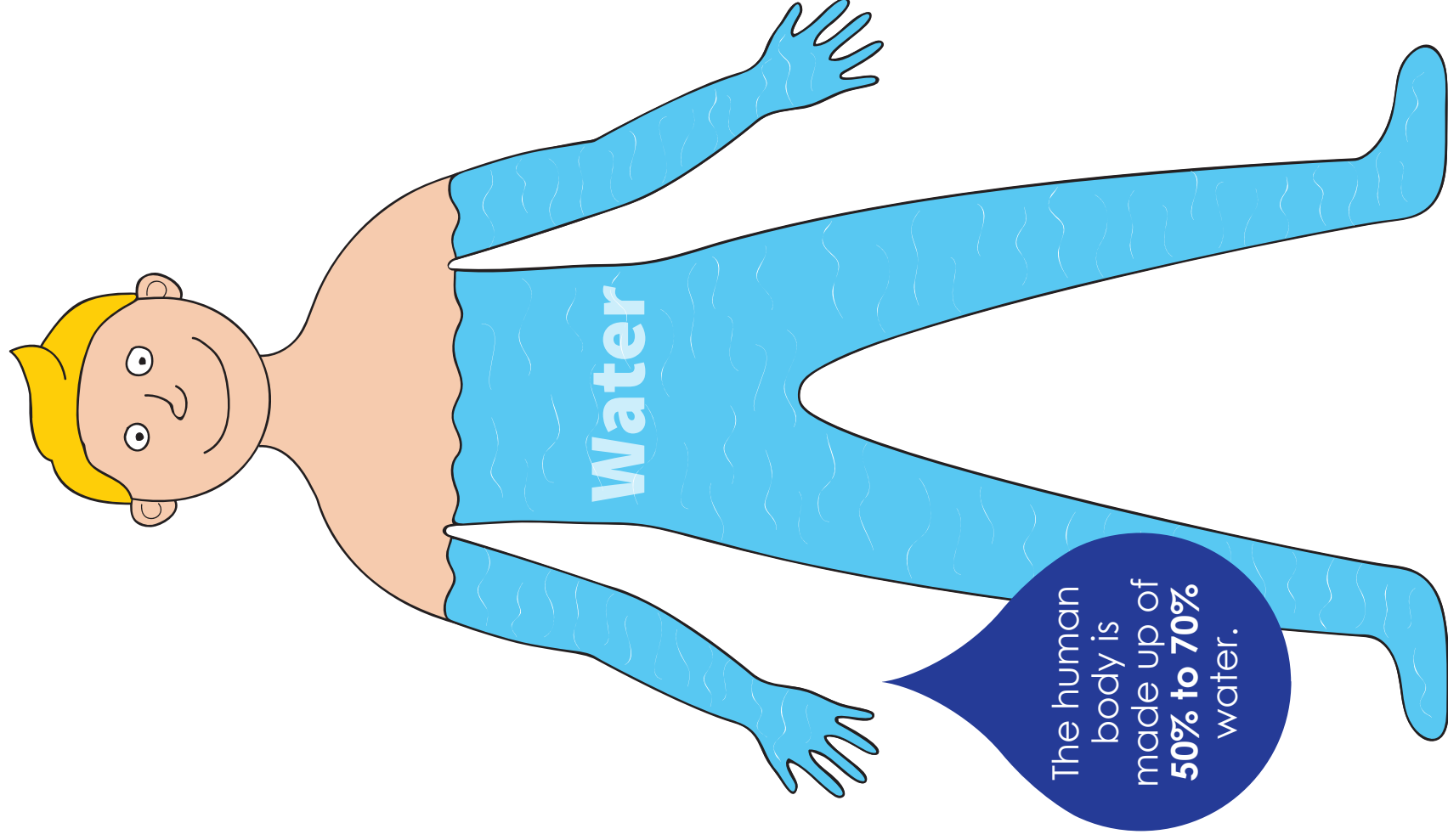
Variation

- Give each team more than one bottle to extend the game.

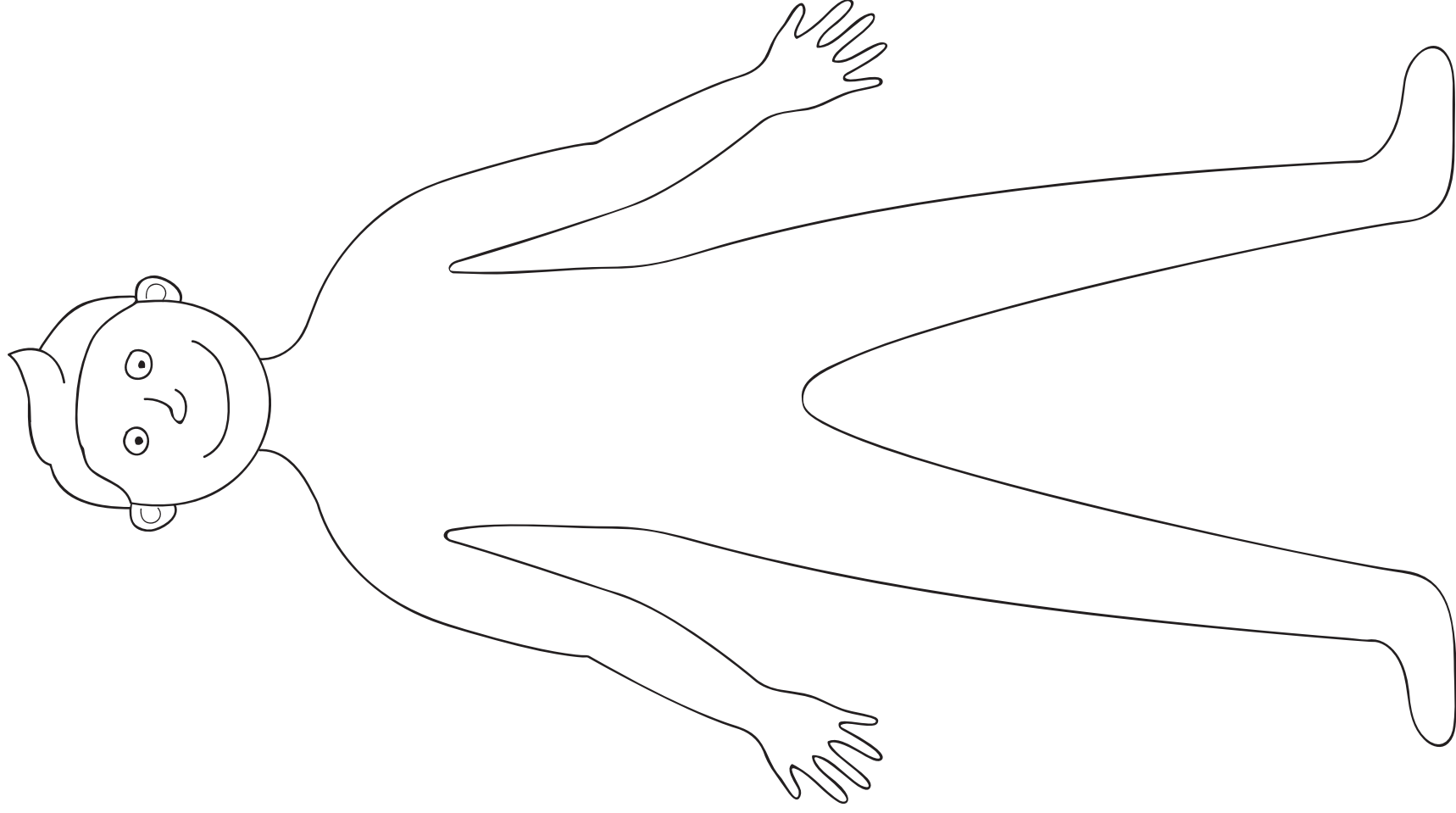
IMPORTANT: Get the students to bring their water bottles to stay hydrated during this activity.



Water in the **Human** body



Water in the **Human** body



Tasting sheet

SAMPLE NUMBER	MY OBSERVATIONS			MY RATING
	COLOUR 	SMELL 	TASTE 	  
1				
2				
3				
4				

Tasting sheet

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