



WATER: Our Everyday Beverage

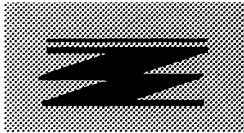
Purpose: Reinforce the choosing of water and Everyday Beverages instead of regular pop, and setting a goal to choose Everyday Beverages to drink.

Lesson Objectives - Students should be able to:

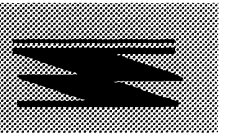
- list at least three Everyday Beverages
- explain why they would choose an Everyday Beverage instead of regular pop or another beverage with a lot of sugar.

Lesson Outline

Part A Activities	Time (approx.)	Student Materials	Teacher Materials
1. Storytelling and Discussion	15	Navajo Nation Map	Cassette Player Overhead Projector Theme Music Cassette A Tiny, Little Snail Cassette Story Visual
2. Introduction - Everyday Beverages	15	Pathways Page 8	
3. Water and Everyday Beverages	15	Team Directions Sheet Poster Supplies (glue, markers, sugar cubes, poster paper, plastic cups)	Overhead Projector Visual Aid D



Activity 1 Storytelling and Discussion



A. Prepare students for this lesson.

1. Turn on the Pathways Theme Music cassette.
2. Instruct students to form a story circle around you, if space allows.
3. Tell students that they will hear a Dine' (Navajo) story about how important it is to drink water to be healthy.
4. Turn off the Pathways Theme Music cassette.

B. Read aloud the following story, *A Woman is Chosen for the Hall of Fame*.¹



That morning, Amanda and Daryl got a letter from their Navajo Nation Pen Pals.

They wrote that Ryneldi Becenti, a Navajo, was inducted into the American Indian Athletic Hall of Fame. It was exciting to know that this young woman had been chosen.

"Look at her record," gasped Amanda. "She got a basketball scholarship to go to college. She earned a Bronze Medal on the USA women's team at the World University Games. Now,

she is trying to join a professional women's basketball team."

"She sure sounds like a winner!!" said Daryl.

Daryl and Amanda shared the news with Grandpa. He smiled and talked about long ago and how women were healthy and physically active. He said, "They were swift and strong runners. Some were better than the men. Why, some were even said to be able to join the men in battle."



¹Flesh-Kincaid Grade Level 4.77

Listening, Daryl finally asked, “Grandpa, How did the people really live? Did they ever get hungry or thirsty when they were so healthy?”

Grandpa sat back in his chair and closed his eyes to that long ago time. Soon, he opened his eyes and spoke.

He began, “Long ago, the world was not perfect. Your Great-Great-Grandparents had problems just like today. Old age, sickness, poverty and hunger roamed the world and bothered everyone. People have always had to make choices about how to live.”

“Did people get thirsty?” asked Amanda.

“Yes,” responded Grandpa. “At times, there was terrible thirst because the water dried up or was bad.”

He continued, “I was told by the Navajo people that when this world was young, there were no trees, no creeks, or rivers of water. The only water was in a lake

and it was muddy. It was so dry everywhere because it had not rained.”

“Wasn’t there an ocean?” spoke up Daryl. “Yes, but the water in the ocean was too salty to drink,” replied Grandpa. “The people knew that they had to find pure water. Both people and plants need water to live. Without water, we suffer. Everyone searched far and wide to find pure water.”

Just then, Grandma called out, “Supper’s ready, come and eat.”

Amanda said, “Grandpa, can you tell us how the Navajo people found water after we eat?”

“I will,” said Grandpa. “Now, let’s see what delicious food Grandma fixed for us. And, don’t forget to drink some water with your supper.”

After supper, Grandma, Daryl, and Amanda sat around Grandpa. He felt refreshed and didn’t need any reminding to finish his story.

C. Tell students that they are going to hear a Navajo story about their search for water and how important it is to have water.

1. Explain that water is precious and is needed to nourish our bodies.
2. Encourage students to drink water while they are eating or after playing or just when they are thirsty.

Week 5 — Part A

3. Share with students that they will learn about **Everyday Beverages** in the next activity and to remember that **water** is at the top of this list.

Teacher Note: A script of this story is located in the manual at the end of this week.

D. Play the cassette tape, “A Tiny, Little Snail.”²

E. Discuss the story with students using the following questions:

- Ask if anyone can describe the type of water that is not good to drink?

Answer: Muddy water, salty water from the ocean, or water that has water bugs, green moss and weeds in it.

- Could people live without water?

Answer: No. Our bodies need to have water. Just like plants, we have to give water to our bodies.

- What is an easy way that you can be sure to get enough water for your body?

Answer: Drink plenty of water during each day.

- Have students locate the Navajo Nation map in their *Pathways Folder* and determine how many states can be found in and near the Navajo Nation.

Answer: Utah, New Mexico, Arizona, and Colorado. This area is known as the Four Corners because the state boundaries touch each other.

² *Flesh-Kincaid Grade Level 4.77*



Activity 2

Introduction to Everyday Beverages



- A. Distribute **Pathways Page 8: Beverages That Beat Pop** to each student, and state that this page includes a list of great **Everyday Beverages** that have little or no sugar and little or no fat.
1. Read aloud (or ask a student/s to read aloud) the **Everyday Beverages** on this list.
 2. Emphasize that **water is still their best choice to drink when they are thirsty.**
 3. State that water is at the top of the list because it should always be the first choice for everyone.
 4. Point to the **Water Rap** on the sheet, and ask all the students to repeat together the rap that they learned last year.

**When you're thirsty,
Here's what to do –
Choose water to drink.
It's best for you!**

- B. Encourage students to think about this rap when they are choosing a beverage to drink, so they will remember that water is still their best choice.

Activity 3 Water and Everyday Beverages

Teacher Note: If possible, identify one or two beverages that are popular among students and add them to this activity.

- A. Explain to students that they will do an activity to figure out how many grams and teaspoons of sugar are in different beverages.
- Point to the beverages that have been selected for this activity.

Gatorade	Bottled water
Cola	Sugar-Free Kool-aid
Hi-C Fruit Punch	Other Beverages
Diet Pop	
 - Ask students to think about which of these beverages has the most sugar and which has the least amount of sugar.
 - Emphasize that students will read a Nutrition Label to find out how many grams and teaspoons of sugar are in each beverage.
 - Stress that every four grams of sugar is equal to about 1 teaspoon of sugar or one sugar cube.
- B. Display **Visual Aid D - 12 oz. Can of Regular Pop** and point out to students the line on this sample beverage label which is “Total Carbohydrates” and beneath it is “Sugars” which is a form of carbohydrate.

Week 5 — Part A

1. Ask students to read the number that is beside the word “Sugars” on this sample label.
2. Point out that there is a letter “g” beside this number and this letter stands for “grams” to show that sugar is measured in grams.
3. Ask students to **divide** the number of grams of sugar in a serving size **by the number four** to find the number of teaspoons of sugar.

46 grams of sugar divided by 4 equals 11 1/2 teaspoons

- C. Explain that each *Pathways Team* will figure out the teaspoons of sugar in one or more beverage(s).
1. Distribute to each team the **Team Directions Sheet: Amounts of Sugar in Everyday and Sometimes Beverages**.
 2. Provide each team with one or more cans or bottles of the selected beverages so that everyone will have an opportunity to find the amount of sugar.
 3. Remind students that each sugar cube is about one teaspoon of sugar and that they can find the number of teaspoons through **dividing the grams in a serving size by the number four**.
 4. Allow time for each team to figure out how many grams and teaspoons of sugar are in one serving of their beverage(s) and then fill in their sheet with these numbers.

Week 5 — Part A

- D. Ask students to count out the number of sugar cubes that represent the teaspoons of sugar in a beverage and place these sugar cubes in a clear plastic cup.
 - 1. Provide each team with a marker, a box of sugar cubes, and 2 clear plastic cups.
 - 2. Ask teams to use their marker to write the name of the beverage on the cup.
- E. Call on each team to present both the grams and the amount of sugar in their beverage so that everyone can complete their sheet with these numbers.
 - 1. Ask students to identify the beverages listed which have very small amounts of sugar (less than 4 grams or one teaspoon per serving).
 - 2. Ask students to identify those beverages which have more than 4 grams of sugar and which one has the most sugar.
 - 3. Remind students that if they drink two servings of a beverage, then they will be drinking twice as much sugar, likewise three servings will be three times as much sugar.
- F. Explain to students that each team will make a poster display to show others how much sugar is in these beverage(s).
 - 1. Give teams their supplies for making a poster which includes glue, markers, and a sheet of poster board.

2. **Optional:** Tell students they can do “sound-bites” such as slogans to promote their favorite **Everyday Beverage**.
 3. State that the poster will be displayed in the school cafeteria or gym so that everyone can see how much sugar there is in these beverages.
- G. Give sufficient time for teams to complete their poster display showing the name of each beverage, the label, and the number of sugar cubes which represent the sugar in that beverage.
- H. Tell students the posters will be displayed on a certain date and allow students additional time, if necessary, to complete their posters.
- I. **Encourage students to choose beverages with less sugar and remind them that water is their best choice when they are thirsty.**

Reminder:

- ✓ Take notes regarding these activities on the Interview Form at the end of this lesson.
- ✓ Check with Food Service about the beverages/supplies ordered for the class taste-testing and the Family Pack in the next lesson.
- ✓ Encourage students to do Exercise Breaks **outside of school time**.



WATER: Our Everyday Beverage

Purpose: Provide an opportunity for taste-testing Everyday Beverages.

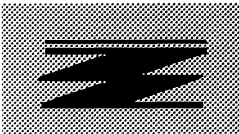
Lesson Objectives - Students should be able to:

- name the beverage best to drink when thirsty.
- explain why some beverages are called “Everyday Beverages.”

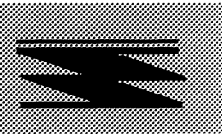
Lesson Outline

Part B Activities	Time (approx.)	Student Materials	Teacher Materials
1. Taste-Test Everyday Beverages	25	Pathways Page 9 Beverages/Supplies* Team Directions Sheet	Cassette Player
2. Goal Setting #3	10	Pathways Page 10	
3. Family Pack	10	Week Four Sticker Individual Story Stick Family Pack: Week Five Snack Bag Snack Pack Foods	Return Box
4. Summary of the Week	5	Stop! Think and Discover	

* See **Food Service** section of this manual for requisition forms.



Activity 1 Taste-Testing Everyday Beverages



Teacher Note: Prior to this activity, determine what flavors of chilled diet pop will be available for taste-testing. Identify one or two additional beverages, if applicable, which are Everyday Beverages to add to this activity. Also, plan time to have students wash their hands well with soap and water prior to doing this activity.

A. Prepare students for this lesson.

1. Turn on the Pathways Theme Music cassette.
2. Tell students that they will be taste testing diet pop and, if applicable, the 1-2 other Everyday Beverages.
3. Turn off the Pathways Theme Music cassette.

B. Tell students that **water is a great beverage for the health of their body and it is really the best choice when they are thirsty.**

1. Stress that often people choose to drink regular pop or other beverages that have added sugar instead of drinking water.
2. State that drinking these beverages is all right some of the time, but they are not **Everyday Beverages.**

C. Distribute **Pathways Page 9: Taste-Testing Everyday Beverages** to each student.

1. Explain that today they will be taste-testing some beverages that are better choices than regular pop.
2. Point out the two diet pop lines on their sheet, and tell students to write down the names of the flavors of the diet pop that they will be tasting today.
3. **Optional:** They can taste 1-2 other beverages and list these as Other Everyday Beverage #1 and Other Everyday Beverage #2.

D. Explain the procedure for taste-testing these beverages.

1. Point out the overall location of the beverages and the supplies for taste-testing.
2. Instruct students to take turns in getting their samples of diet pop or have teams go together to each beverage location.

E. Instruct students to fill in the back of **Pathways Page 9** after they finish tasting each beverage and discuss the reaction of students using these questions:

- Which diet pop did you like the most?

Answer: Answers will vary.

- Why are these beverages called **Everyday Beverages**?

Answer: Because they contain no sugar or less sugar than regular pop.

Week 5 — Part B

- F. Encourage students to choose water or diet pop instead of drinking regular pop or other beverages with added sugar.

- G. Divide the class into their *Pathways Teams*, and explain that they will make up new lines for the Water Rap or other beverages on their **Everyday Beverages** list.
 - 1. Distribute the **Team Directions Sheet: Raps for Everyday Beverages** to each team.

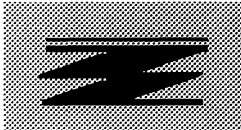
 - 2. Tell them to use this sheet to write down their raps or rhymes about drinking **Everyday Beverages** instead of regular pop or other beverages with added sugar.

 - 3. Have team members work together or as partners on these raps, and ask each team to choose a recorder/s to write down their raps on the team sheet.

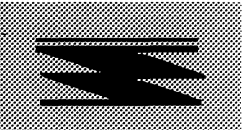
 - 4. Provide time for students to work on their raps.

- H. Call on each team to read their raps or any additional lines they added to the **Water Rap, as time permits**.
 - 1. Congratulate students on all the great raps they wrote today.

 - 2. Collect the **Raps for Everyday Beverages** sheets and display them in the classroom or hallway.



Activity 2 Goal Setting #3



- A. Announce to students that they are now going to set their third goal in fourth grade Pathways.
- B. Distribute **Pathways Page 10: Fourth Grade Goal #3** to each student.
1. Hold up a Goal Sheet and explain that their third Pathways goal will be to choose to drink an **Everyday Beverage** instead of drinking regular pop or other beverages containing a lot of sugar.
 2. Point to the front of the goal sheet, and ask students to follow as you read aloud the Goal Statement, **I plan to drink an Everyday Beverage at least two of the times when I usually drink regular pop.**
 3. Explain that each student should think of three times when they drink regular pop or another beverage with added sugar and write these times on their goal sheet.
 4. State that they should then set a goal to drink an **Everyday Beverage** that is on their **Beverages That Beat Pop** list.
 5. Tell students that the **Goal Date** is the first Pathways class next week, and give them the date of that class.

Teacher Note: Tell any student who reports that they NEVER drink regular pop or other beverages with added sugar that they should just write down the Everyday Beverage that they like to drink.

Week 5 — Part B

- C. Tell students that they will now pair up with their **Pathways Goal Partner** in order to help each other to reach this third goal.
 - 1. Point out the Pathways Goal Partner line on the goal sheet, and remind students that after they discuss their goals with their partner, they should sign each other's sheet to show that they are going to encourage each other to reach their goal.
 - 2. Point out the **Goal Check** on the back side of their sheet, and explain that they do not fill in this box until **after** they reach their goal.
 - 3. Give students time to fill in their Goal Statement and discuss their goal with their partner.
 - 4. Monitor students to be sure they understand this activity.
- D. Tell students the goal you set for yourself and ask your Pathways Goal Partner to sign his/her name to show that they will help you to reach your goal.
- E. Tell students that they will be checking their goal during the first Pathways class next week.
 - 1. Remind students to be a good Pathways Goal Partner and encourage their partner to really try to reach the goal that they set.
 - 2. Tell students that everyone who reaches their goal will receive a **Goal #3 sticker** to add to their Story Stick.

The header graphic consists of a central black rectangle with the text "Activity 3 Family Pack" in white. On either side of this rectangle is a grey rectangular area containing a stylized, abstract graphic of a person's legs and feet in black.

Activity 3 Family Pack

- A. Remind students to continue to bring back their return card and place it in the Return Box.
1. Give a sticker to those students who brought back a signed **Return Card Week 4** to put on their Story Stick.
 2. Have students place this sticker on their Story Stick.
 3. Remind students that each time they bring back a return card, a sticker will be pasted on their Story Stick to show that their family has completed the activity for that week.
- B. Emphasize to students that they encourage their families to participate in the Family Pack activities.
1. Ask students if their family enjoyed setting a Family Physical Activity Goal and ask for a volunteer(s) to share what they did for their family goal.
 2. Tell students that they should encourage their family to be physically active and to use the Everyday Snacks list to help them eat healthy snacks.
- C. Distribute **PATHWAYS FAMILY PACK: Week Five** and one bag to each student and tell them to write their name on the front of the envelope.

1. Emphasize that the items in the envelope to be taken home include the following:
 - *“A Tiny, Little Snail,”* a Navajo story
 - Beverages That Beat Pop, the Everyday Beverages List
 - Information Sheet on the amount of sugar in pop
 - Return Card for signature by a family member and the student
 2. Instruct students to put their Family Pack envelope in the bag, and then add the Everyday Beverage selected by your Pathways site to share with their family team.
 3. Urge students to refrigerate the beverage until they serve it to their family team.
- D. Remind students that they will receive a **Special Reward** if they complete and bring back three or more **Return Cards**.



Activity 4 Summary of the Week



- A. Review with students their Pathways activities during this week.
1. Point to **Reaching Our Goals!** on the Pathways Story Stick and tell students to **remember** to complete their goal and to tell you if they are having any problem in reaching this goal.
 2. Encourage students to drink water when they are thirsty and to choose **Everyday Beverages** like diet pop when they want a beverage other than water.

B. Tell students to **Stop! Think and Discover** what they did during Pathways this week.

1. Have students take out their **Stop! Think and Discover** sheet from the *Pathways Folder*.
2. Ask students to write a word or phrase or draw a picture that represents what they discovered within **Week 5**.
3. Allow time for students to complete this activity.

C. Point to the Pathways Story Stick and review the following items with the class.

1. Emphasize the statement “Everyday Beverages” and stress that **water** is at the top of the list.
2. Have students recall the Pathways Nations and name a story that was told from that nation.

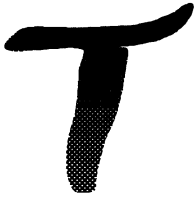
Reminders:

- ✓ Take notes regarding these activities on the Interview Form at the end of this lesson.
- ✓ Write letters to the Food Service staff and any “room parents” thanking them for providing assistance in completing the taste testing and the Family Pack activities.
- ✓ Encourage students to do Exercise Breaks **outside of school time**.

Week 5

A Tiny, Little Snail

(Adapted from Navaho* Folk Tales by Francis Newcomb)



he Navajo people knew that they had to find tó¹ (water) to drink or they would die. They would not live long if they drank the muddy water that was around them.

They heard that under the lower world mountains in the ocean was a beautiful, clear and pure tó biyaazh³ (spring water). This was what they needed to survive.

There was a gathering of all the people. They talked about how to reach the tó biyaazh and how to bring back the precious to.

An elderly man took his necklace of white shell beads and wound the necklace around and around his hand. Then, he added pitch from the pine tree to seal any holes. Now, the necklace had become a tóshjeeh³ (water bottle).

People were asked to volunteer for this dangerous trip as the ocean was big and salty. Right away, Brown Otter and a Gray Beaver said they wished to go.

Everyone cheered for them.

After a long wait, Otter and Beaver returned to the shore. It was hard to recognize them at first. They were covered with water plants.

Finally, Otter slowly spoke, "We are so sorry. We were so happy to find these new water plants to eat that we forgot what we were to do."

There was a big, loud groan heard among the people. Again, they sought volunteers. This time, two young men, Hosteen Turtle and Hosteen Frog stepped forward. Each one was admired for being a very strong swimmer.

Together, they dived into the ocean. After several days, they finally appeared. They were cramped and weary after their long swim.

Frog's eyes bulged and he couldn't straighten his back. Turtle had broken his shell and had glued the pieces back any old way. They were both so exhausted that they just lay on the ground.

Everyone was anxious to be the first to have a taste of water. They



* Navajo is the official spelling as legislated by the Navajo Nation Council. Prior to this act, the spelling was Navaho.

¹ Tó (Toh) Water, liquid

² Tó biyaazh (Toh bi-yaa-zi) Spring Water, an offspring of Water

³ Tóshjeeh (Toosh-jeeh) Water bottle, made with pine tree pitch

crowded around the white shell water bottle. "Phew," a loud gasp was heard as everyone backed away. Someone said, "This water stinks. No one can drink it. Why, it is full of water bugs, weeds, and green moss. This water is bad."

Now, everyone grew silent because the people were sure to suffer without water. Their strongest swimmers had failed. They could not think of what to do next.

In that long silence, a small, little voice was heard, "Let me try."

Turning towards this voice, they saw a tiny, little snail. Everyone burst out laughing at this offer by the snail. Ha! Ha! How could such a tiny, little snail succeed? Nevertheless, they finally tied the tóshjeeh on the back of the snail.

Snail moved his tiny feet so very slowly and very carefully. When he reached the ocean, his feet dragged through the deep mud. Yet, the tiny snail refused to stop. He walked until he had found the lower world mountains.

On the land, the people grew tired of waiting for the tiny snail to return. At last, they decided that a water monster must have eaten the snail. They told each other that it was no use to wait any longer. So, they went back to their homes.

After a long, long time, the little snail

slowly came out of the ocean. He looked around but there was no one to greet him. The little snail became sad and hung his head. He felt so tired and weary.

Gaining a little strength, the snail decided to find the people. He walked slowly along a dry path and moved with tiny steps up a big, steep hill.

As the tiny snail climbed the hill, his burden seemed to be getting lighter and lighter. Stopping to look back, he saw a hole had been made in the tóshjeeh as he dragged it over the dry ground. Suddenly, he saw that all the tó had trickled onto the ground.

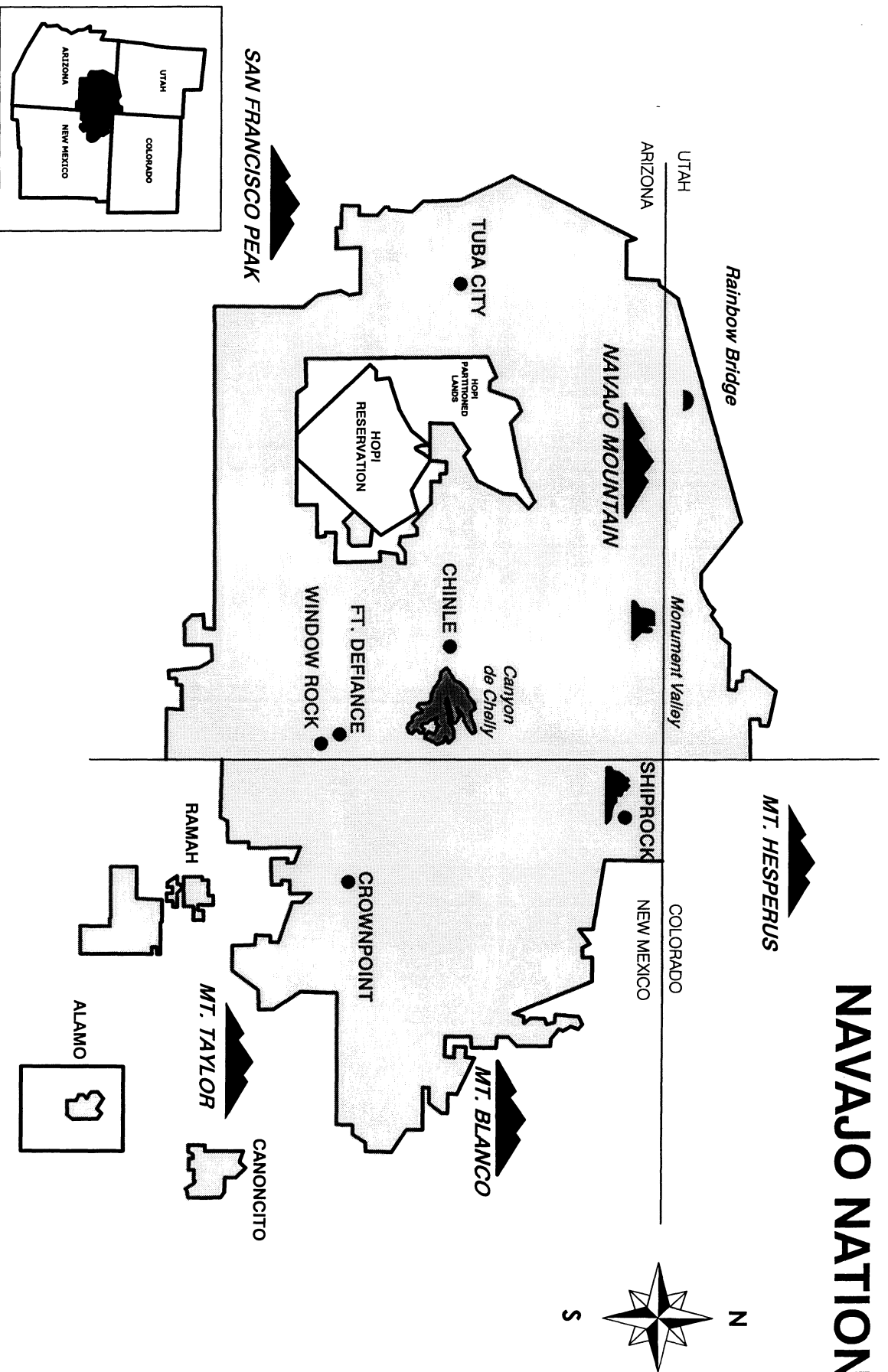
Snail was ashamed and sad when he saw this. It had been such a long journey! How could he have come all that way just to lose every drop of tó?

He stopped walking and started crying. He was miserable! Then, he climbed right into the tóshjeeh and pulled a blanket over the opening. He was sad that he had failed.

As he slept, the little snail heard someone singing outside. He peeped out and saw a crowd of people. They were calling out snail's name and thanking him with their songs.

He couldn't believe what he saw! The trickle of water from the tóshjeeh had turned into a big river of tó that moved towards the ocean. Lakes and springs were all over the land. Now, there was pure and sweet water for everyone to drink.

NAVAJO NATION



Beverages that Beat Pop



Water Rap



Water

When you're thirsty.
Here's what to do.
Choose water to drink.
It's best for you!

Diet Pop



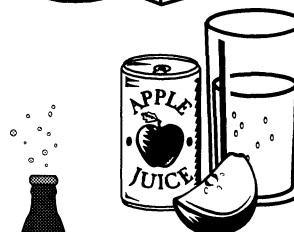
Sugar-free Kool-Aid



Skim or 1% Milk

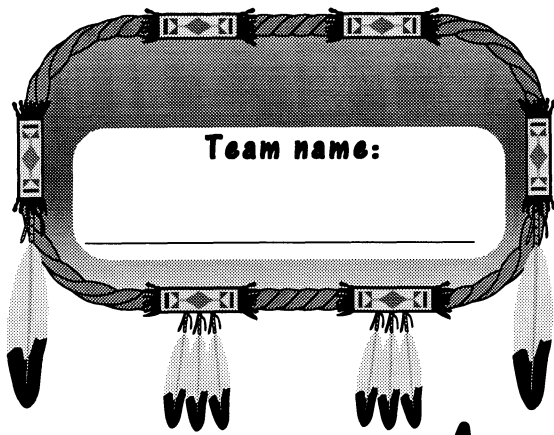


100% Fruit Juice



Sparkling Water





Amount of Sugar in Everyday and Sometimes Beverages

Directions:

For each beverage listed below write down:

- the size of 1 serving.
- the number of grams (g) of sugar in 1 serving.
- the number of sugar cubes that would equal the amount of sugar in the beverage.

Remember, 4 grams of sugar = 1 teaspoon of sugar or 1 sugar cube.

Beverage	1 Serving Size (according to label)	Grams (g) of Sugar	Number of Sugar Cubes
Gatorade			
Cola			
Hi-C Fruit Punch			
Diet Pop			
Bottled Water			
Sugar-Free Kool-Aid			
Regular Kool-Aid			

Taste-Testing Everyday Beverages



Diet Pop #1: _____

Diet Pop #2: _____

Other Everyday Beverage #1: _____

Other Everyday Beverage #2: _____

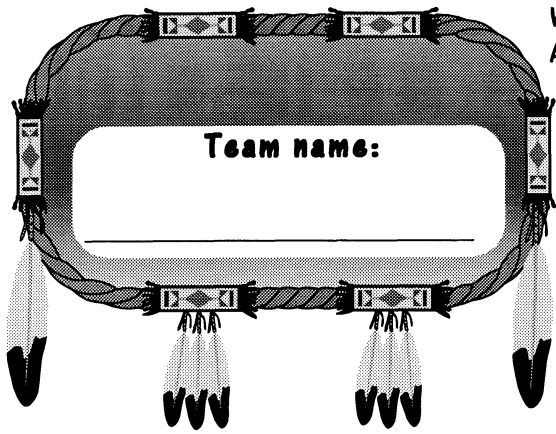
Which diet pop did you like the best?

Why? _____



Which other beverage did you like the best?

Why? _____



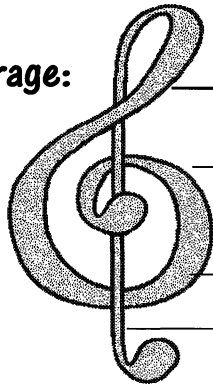
Week 5-B
Activity 1

Team members:

Directions

Raps for Everyday Beverages

Everyday Beverage:



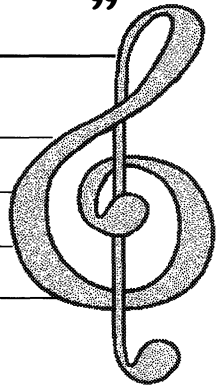
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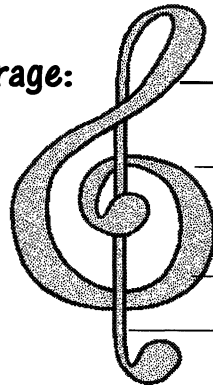
Everyday Beverage:

“

”



Everyday Beverage:



“

”

Fourth Grade Goal #3



Three times when I usually drink pop or other beverages containing a lot of sugar are:

1. _____
2. _____
3. _____

I, _____, now set the following goal:
(fill in your name)

I plan to drink an Everyday Beverage at least 2 of the times when I usually drink pop.

The Everyday Beverage I plan to drink is: _____

(fill in the Everyday Beverage you will try to drink)



I will drink this Everyday Beverage before the first Pathways class next week: _____

(fill in the goal date)

(your signature)

(signature of goal partner)



★ GOAL ✓

☐ **Yes! I DID IT! I reached my Goal #3.**

I drank the Everyday Beverage _____
instead of pop, _____ times.
(fill in number)

(fill in the Everyday Beverage
you drank instead of pop)

(your signature)

(signature of goal partner)

**Everyday
Beverages
are great!**

