



Hydration: Dehydration Lesson Plan

Audience: Students ages 9 years and older

General program objective: Participants will demonstrate an understanding of the importance of staying hydrated.

Specific program objective: Participants will identify dehydration as a reason to stay hydrated.

Behavior change strategy: Self-Efficacy

Educational activities:

- 1) **Elicit**—ask the students what they know about staying hydrated every day.
- 2) **Explain**—play the provided video for the students.
- 3) **Expand**—have the students reflect on the information provided in the video
- 4) **Exit**—have the students set a goal for staying hydrated over the next week.

Length of time to complete: 10-15 minutes, depending on length and depth of conversation

Materials Required:

- Note paper and writing utensils
- Multi-media display (e.g. computer monitor, projector, or SmartScreen)
- Access to the internet and YouTube: <https://youtube.com/shorts/ZpQHvFy5L3o>
- Optional: clear cups, marker, and water

Procedure:

- 1) Ask the students what they already know about staying hydrated every day (they can write their thoughts, answer in small groups, or discuss as a class):
 - *Think about a time you have been outside on a hot day. Did you feel different than if you were inside with air conditioning?*



- *Why do we have to make sure we get fluids every day?*
 - *Where do our body's fluids go?*
 - *Besides sweating or going to the bathroom, how else does the body lose fluids?*
- 2) Introduce the short-form video and play for the students.
 - 3) Ask the students to reflect on the video (they can write their thoughts, answer in small groups, or discuss as a class):
 - *What is "Invisible Fluid Loss?"*
 - *How does the climate affect your hydration needs?*
 - *When do you think you might lose the most fluids through breathing or being outside?*
 - *How can you make sure you are hydrated enough each day?*
 - 4) Have the students write a SMART goal for staying hydrated over the next week. Remember, this means the goal is Specific, Measurable, Attainable, Relevant, and Time-Bond.
 - Example: I will drink one bottle of water each day after lunch to stay hydrated.

Further enrichment:

Do the evaporation experiment! Have each student write their name on a cup and pour some water into it. Make sure the cup is on a solid surface and the water is still before drawing a line to mark the water level. Have each student pick a place outside to leave their water cup for a few hours. Later, see how much water has evaporated from the cup. Did some students lose more or less? Why?

Notes: