

Water & The Body

Length	60-90 minutes
Materials Required	<ul style="list-style-type: none"> ● Video or audio clip of guided water meditation, such as: https://www.yogajournal.com/meditation/water-meditation-releasing-stress/ (6 min) ● Spoken word poetry about water, such as: https://youtu.be/hDDbjMPW4oA ● Video interview with The Roctors band (2:47) (see Writing Water Curriculum Project website for YouTube link) <ul style="list-style-type: none"> ● Related link to referenced NPR story: “The brain science behind deciding to drink when you’re thirsty is pretty complicated” by Jon Hamilton of <i>All Things Considered</i>: https://www.npr.org/2022/01/26/1075881033/the-brain-science-behind-deciding-to-drink-when-youre-thirsty-is-pretty-complica (3 minute listen)
Lesson Focus	To deepen writers’ understanding of the relationship between water and the human body
Learning Goals – Writing	Learn about the function of water in the body and connecting with our bodies
Learning Goals - Water	To understand why and how the human body relies on water, how water functions within the body, the relationship between water and thirst, and how we can use water to connect with others
Water Prompt #1 (15-20 min)	<ul style="list-style-type: none"> ● Ask writers to get comfortable in their seats and become aware of their bodies ● Listen to the guided water meditation ● Discussion: reflect on how it made them feel–what images came up? How did your body feel? Identify those feelings in your body. ● Writing prompt: If you could be any body of water, what would you be? A strong, fierce ocean? a calm lake? A rushing river? A trickling stream?

<p>Writing Prompt #2 (15-20 min)</p>	<ul style="list-style-type: none"> ● Water is a “vital nutrient to the life of every cell and acts as the first building material for life” <ul style="list-style-type: none"> ○ Essentially, water is the basis of life. Without water, there is no life—to the point where even our cells and thus our bodies are made of water. <ul style="list-style-type: none"> ■ https://www.usgs.gov/special-topics/water-science-school/science/water-you-water-and-human-body#overview ○ Our bodies also rely on water to cleanse and maintain our bodies. ● Writing: What does it feel like when water moves through your body? What sensations does it give you? What does it feel like when there is water versus when there is a lack of water in your body? ● This is a good moment to have writers get up, walk around (flow!) and get back to writing... After the guided meditation they may be relaxed. The little flow around the room can be stimulating!
<p>Writing prompt #3 (10 min)</p>	<ul style="list-style-type: none"> ● Listen to the spoken word poem about water. ● Writing: What did you notice about the poets’ experience with water? <ul style="list-style-type: none"> ○ Have you ever experienced a lack of access to water? How did that feel in your body? ○ Next, write an ode to water—what do you appreciate about water?
<p>Writing prompt #4 (20 minutes)</p>	<ul style="list-style-type: none"> ● Listen to NPR’s Jon Hamilton’s “The brain science behind deciding to drink when you’re thirsty is pretty complicated” by Jon Hamilton of <i>All Things Considered</i>: https://www.npr.org/2022/01/26/1075881033/the-brain-science-behind-deciding-to-drink-when-youre-thirsty-is-pretty-complicated (3 minute listen) ● As you listen, keep track of what Yuli Oka, biology professor at Caltech, identifies as the “checkpoints” the body tracks to make sure we drink enough water in a day, but not too much.

	<ul style="list-style-type: none"> ● After listening, review your list of “checkpoints.” What stands out to you? What surprises you? (2 minutes) ● Watch the video of the interview with The Roctors, paying attention to how Dr. Eric Stevens describes who tells us how much to drink—and why. (3 minutes) ● Write an Owner’s Manual for water and your body. Include the following instructions: <ul style="list-style-type: none"> ○ Safety Instructions: How much water is too much for you in a day? How much is too little? How do you know? ○ Assembly Instructions: What is your preferred method of ingesting water? Do you have a favorite water bottle and/or do you take in water through foods? ○ Installation Instructions: What is your water of choice? Tap water? Bottled water? Room temperature or cold? ○ Setup Instructions: Do you drink water while sitting down or on the go? ○ Normal Operations: How much do you usually drink in a day? ○ Troubleshooting: How do you know when you are/are not thirsty? Do you ever retain water and/or feel bloated? Do you ever feel dried out? What do you do? ○ Service Locations: What are some of your favorite places to hydrate/quench your thirst? ○ If time, share your manual with another writer.
<p>Wrap-up and Ideas for Next Time</p>	<ul style="list-style-type: none"> ● Ask writers which of these pieces was their favorite to work on and have a few share their responses. ● Invite writers to keep working on any of these draft pieces.

This lesson plan is free to download and use. The Writing Water Curriculum Project (WWCP) was developed in 2021-2022 with support from The Colorado Water Center at Colorado State University and in collaboration with interns at the Community Literacy Center. Special thanks to Emily Iskin, our graduate research assistant and expert in fluvial geomorphology, who provided essential consultation in water science and created original water-inspired art for the WWCP webpage.