Teacher Manual Module 1: Water and You!

Fun Learning Activities for Student Health

Teacher Name:
Welcome to FLASH (Fun Learning Activities for Student Health)!

In the United States, more and more teenagers are developing type 2 diabetes than ever before.

Type 2 diabetes is a disease that prevents the body from using food in the right way; this causes the amount of sugar in the blood to be too high. High blood sugar is unhealthy and can cause problems for your body.

For more information about type 2 diabetes, see the Questions and Answers section at the end of your Teacher Manual or Workbook on pages 59 and 60.
Introduction

Welcome to FLASH (Fun Learning Activities for Student Health)! FLASH is an integrated set of brief, scripted sessions to promote physical activity and healthy eating and drinking behaviors, and enhance the goals of the HEALTHY program. FLASH is designed to help students overcome barriers to healthy nutrition and physical activity practices. Materials are minimal, as most FLASH sessions are self-contained. You have the Teacher Manual and each student has a Student Workbook. The preparation and materials necessary for each session are indicated on the first page of the session. HEALTHY study staff will assist you in your preparation as needed. Please ask them if you have questions or need help with sessions.

FLASH begins with a self-assessment to establish a baseline. This is followed by activities that involve problem solving and scripted discussion points that promote maximum participation from all students in both ‘thinking and doing’. Students gain knowledge about the importance of healthy behaviors, are challenged to make healthy choices, and identify and overcome barriers that limit healthy behaviors in a fun, interactive classroom format.

Each module has its own Manual and Workbook that address a specific behavior or theme. The modules and sessions progressively deliver knowledge, skills, and concepts across grades 6 to 8:

- Module 1 ‘Water and You’ is for delivery in the latter half of 6th grade.
- Module 2 ‘Let’s Be Active’ is for delivery in the first half of 7th grade.
- Module 3 ‘Let’s Eat Healthy’ is for delivery in the latter half of 7th grade.
- Module 4 ‘Let’s Be Balanced’ is for delivery in the first half of 8th grade.
- Module 5 ‘Healthy For Life’ is for delivery in the latter half of 8th grade.

Activities in Your Classroom

- FLASH is designed to enhance cooperative skills, such as listening and communicating, problem solving, decision making, sharing, team building, and working together to adopt healthy behaviors.
- There are 8-10 FLASH sessions per module.
- Each of the sessions are designed to take no more than 30 minutes.
- The 1st session begins with an introduction and self-assessment.
- The 2nd and 3rd sessions are done in pairs (2 students).
- Starting with the 4th session, students work in groups of 2-5.
- Sessions 8 and 9 involve a creative experience, culminating in session 10 with presentations to the class.
- The last session—session 10—concludes with another self-assessment.
- Between sessions, the FLASH Workbooks are stored in a box in the classroom. Prior to the first FLASH session, HEALTHY study staff will write students’ names on their Workbooks.

How to Present FLASH

- Select a time for FLASH each week. The timing is up to you. You may want to adopt some FLASH cue or ‘device’ to designate weekly FLASH time, e.g., hang a sign or pennant, start by turning a flashlight or the room lights off and on.
- Select student pairs who will work together during sessions 2 and 3.
- Select groups of 4 or 5 students who will work together during sessions 4 to 10.
- Select a FLASH student leader for each group.
- Deliver only one session at a time and not more than one session per week unless there
are unusual circumstances.

1-2 students in each class have been chosen to act as ‘student peer communicators’—in this Manual they are referred to as SPC although in your school they might use a different term. The SPC can help you with simple tasks like doing “the FLASH cue” or distributing and collecting materials. The SPC also reads a brief ‘News FLASH’ at the beginning of sessions 2-10 that remind the rest of the students what they learned in the last session. If the SPC is absent, then you may select another student or do the task yourself.

For each session:

- Announce the start of FLASH time.
- Have the SPC help with the FLASH cue.
- Have the SPC read the News FLASH.
- Read the printed instructions or script to the class.
- Have students complete the activity during the allotted time period.
- Complete the Teacher FLASH Delivery Form, which is on a tear-out page at the end of each session. This form records the time the FLASH session started and the time it ended. You will also be asked to indicate what barriers you encountered, if any. This information will help the study staff work with you to make delivery smoother and more successful.

Each week, the Teacher FLASH Delivery Form will be removed from the Teacher Manual and collected by HEALTHY study staff. At the end of the module, self-assessment pages from student Workbooks will be removed and collected by HEALTHY study staff. Then Workbooks will be returned to the students to keep, and you may keep your Teacher Manual.

**How to Complete the Teacher FLASH Delivery Form**

- At the start of teacher instructions for each session, you will be reminded to turn to the form page for that session and enter the time of day you started the session, i.e., you announced ‘FLASH time.’ The time recorded is just before any movement, events, or tasks related to the session have taken place—the first task is typically to take out and distribute the materials required for the session.
- Teacher instructions for the session will end with a reminder to record the time you ended the session. The time recorded is just after the completion of all tasks related to the session—the last task is typically to collect and store the FLASH Workbooks.
- Finally, indicate whether you encountered any barriers or problems during delivery of this session. Some possible barriers/problems are already listed, or you may write in your own.

Sessions may be attended by HEALTHY study staff to monitor student participation and level of engagement and enjoyment. Classes to be monitored will be selected on a random basis, but study staff will coordinate observation dates and times with you in advance. In addition, study staff may ask to meet with you to talk about your experiences with the program. Your experiences will help us understand how the program worked in your class and how we might make it work even better.
Goals:
- To learn what you usually drink.
- To learn if you are drinking enough water, or if you need to drink more water.
- To learn if you are drinking too much soda or other drinks with added sugar.

Preparation and materials:
- FLASH Workbook for each student.

Instructions to teacher:
- Go to page T-5 and enter the time of day you announce the start of FLASH time to your class.
- Distribute a FLASH Workbook to each student.
- Then TEACHER READS ALOUD:
  - “You should have a FLASH Workbook. Check to see that your name is written on its cover. Our school is part of a special program in the United States that is testing ways to help students your age be healthier and decrease your chances of getting type 2 diabetes. To help you understand how you can stay healthy, you will complete a FLASH session about once each week. There are 10 sessions in this Workbook.”
  - “In the United States, more teenagers are developing type 2 diabetes than ever before. Type 2 diabetes is a disease that prevents the body from using food in the right way and causes the amount of sugar in the blood to be too high. High blood sugar is unhealthy.”
  - “You can learn more about type 2 diabetes in the Questions and Answers section at the back of your FLASH Workbook on page 59. We are learning that if you drink more water and milk and less drinks with added sugar, you are less likely to gain too much weight and develop type 2 diabetes.”
  - “Open your FLASH Workbooks to page 3. This is the first session called, What Do You Drink?”

   - “The goals of today’s first FLASH activity are to learn what you usually drink, to learn if you are drinking enough water, and to learn if you are drinking too much regular soda or drinks with added sugar.”
   - “Now, follow along as I read the points under Introduction in your Workbooks on page 3.”
   - “If you drink more water and fewer drinks with added sugar, you are less likely to gain weight. More weight can mean more diabetes.”
   - “Drinks with added sugar are those that have sugar added to them during processing - like regular soda, fruit flavored drinks, and sports drinks.”
   - “Common words for “added sugar” are high fructose corn syrup, sucrose and fructose.”
   - “Drinks with added sugar are like liquid candy, and they are just as bad for your health as candy.”
   - “Some drinks use artificial sweeteners instead of sugar to make them taste sweet. Aspartame™ (as’partame), Splenda™, and NutraSweet™ are the names of some artificial sweeteners. Drinks that use artificial sweeteners might call themselves ‘diet’ or ‘lite’ or ‘lo-cal’ (for low calorie) or ‘sugar free’. These drinks do not have added sugar.”
   - “So is it clear to you what we mean when we talk about drinks with added sugar?” (Ask for examples. Take a moment to get agreement and address any remaining questions.)
   - “It can get pretty complicated. You have a lot of choices when deciding what to drink. For many reasons, the best choices for your
body are water and nonfat, skim, 1% milk or soymilk with calcium.”

- “You need to understand what is in other drinks so that you can make smart choices. Smart choices are healthy choices. These FLASH activities are going to help you learn about what you drink. The first FLASH activity will help you find out how much water and how many drinks with added sugar you usually drink.”

- “Now look at page 3 where it says Instructions, and you see the symbol that says ‘Student reads.’ (Call on a student to read the instructions on page 3 of the Student Workbook.) The chart on page 4 lists statements about drinking different beverages. Next to the statements are 3 boxes in columns. Check the box with the column heading that best describes what you drink during an average week.”

- Follow along as student reads on page 3 of the Workbook.

- Monitor students’ progress. When most have finished the activity on page 6, then read the final points.

- TEACHER READS ALOUD:
  - “One of the reasons for doing these FLASH activities is to help you learn what you usually drink. During the next few weeks, you will learn about the benefits of drinking water and nonfat, skim and 1% milk. You will also learn how important it is to limit the amount of drinks with added sugar you have like regular soda, fruit flavored drinks and sports drinks.”
  - “Now we will collect your FLASH Workbooks and store them for next time. Good job!”

- Go to page T-5 and enter the time of day the class completes all the tasks of FLASH. Also indicate if you encountered any barriers delivering this session.
SESSION 1: WHAT DO YOU DRINK?

GOALS:
- To learn what you usually drink.
- To learn if you are drinking enough water, or if you need to drink more water.
- To learn if you are drinking too much regular soda or other drinks with added sugar.

INTRODUCTION:
- If you drink more water and fewer drinks with added sugar, you are less likely to gain weight. More weight can mean more diabetes.
- Drinks with added sugar are those that have sugar added to them during processing – like regular soda, fruit flavored drinks and sports drinks.
- Common words for “added sugar” are high fructose corn syrup, sucrose and fructose.
- Drinks with added sugar are like liquid candy, and they are just as bad for your health as candy.
- Some drinks use artificial sweeteners instead of sugar to make them taste sweet. Artificially sweetened drinks might call themselves ‘diet’ or ‘lite’ or ‘lo-cal’ (for low calorie) or ‘sugar free’. These drinks do not have added sugar.
- The best beverage choices are water and nonfat, skim, 1% milk, or soy milk with calcium.
- FLASH activities will help you learn about what you drink. The first FLASH activity will help you find out how much water and drinks with added sugar you usually drink.

INSTRUCTIONS:
- The chart on page 4 lists statements about drinking different beverages. Next to the statements are 3 columns of boxes. Check the box with the column heading that best describes what you drink during a usual week.
- Complete the chart by placing an ‘X’ in the box that describes how often you do that activity. The choices are: never, on 1 to 3 days a week, or on 4 or more days a week during a normal week.
- The first statement is an example. If I drink a carton of nonfat, skim, 1% milk or soy milk with calcium with lunch 2 days a week, then I put an ‘X’ in the middle box in the column for 1 to 3 days a week.
- This information will help us to see our behavior now and to set goals.
- First answer all the questions. Then add up the number of red boxes, yellow boxes and blue boxes. Write those numbers on the boxes at the bottom of the page.
- On the next page, we will circle the beverage we drink most, and on page 6, we will use answers from pages 4 and 5 to see how healthy our drinking is. Everyone should begin on page 4.
### Session 1: What Do You Drink?

Mark the answer that best describes the number of days you do each activity in a normal week. For each item, make an ‘X’ in the box.

<table>
<thead>
<tr>
<th>Activity</th>
<th>never</th>
<th>1 to 3 days a week</th>
<th>4 or more days a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE: I drink a glass or carton of nonfat, skim, 1% milk or soy milk with calcium with lunch.</td>
<td></td>
<td>![X]</td>
<td></td>
</tr>
<tr>
<td>After playing hard, I drink water.</td>
<td></td>
<td>![X]</td>
<td></td>
</tr>
<tr>
<td>When I want something to drink, I have a fruit flavored drink. (Do not count artificially sweetened drinks.)</td>
<td></td>
<td>![X]</td>
<td></td>
</tr>
<tr>
<td>I drink 5 or more glasses of water a day.</td>
<td></td>
<td>![X]</td>
<td></td>
</tr>
<tr>
<td>I drink 1 or more cans or bottles of regular soda a day. (Do not count diet soda.)</td>
<td></td>
<td>![X]</td>
<td></td>
</tr>
<tr>
<td>I drink milk that is nonfat, skim, 1% milk, or soy milk with calcium.</td>
<td></td>
<td>![X]</td>
<td></td>
</tr>
<tr>
<td>I drink fruit flavored drinks with at least one meal.</td>
<td></td>
<td>![X]</td>
<td></td>
</tr>
<tr>
<td>When I want something to drink, I have water.</td>
<td></td>
<td>![X]</td>
<td></td>
</tr>
<tr>
<td>When I want something to drink, I have regular soda. (Do not count diet soda.)</td>
<td></td>
<td>![X]</td>
<td></td>
</tr>
<tr>
<td>I drink just one small glass of 100% fruit juice a day.</td>
<td></td>
<td>![X]</td>
<td></td>
</tr>
<tr>
<td>I drink sports drinks when I am thirsty.</td>
<td></td>
<td>![X]</td>
<td></td>
</tr>
</tbody>
</table>

Add up the blue, yellow and red boxes and write your totals in the three boxes. Not counting the example...

- How many blue boxes did you check? 🟦
- How many yellow boxes did you check? 🟤
- How many red boxes did you check? 🟧
Circle the one beverage that you drink most of the time.

- nonfat, skim, 1% milk, or soy milk with calcium
- 2% or whole milk
- water
- flavored water or artificially sweetened fruit drink, like Crystal Light
- 100% fruit juice (like orange, apple, or grape)
- regular soda
- sports drink
- fruit flavored drink
- diet soda

Now go to the next page and see how HEALTHY what you drink is.
Session 1:

What Do You Drink?

Start at the bottom of the glass and color in one section for every yellow box you checked on page 4 and two sections for every blue box you checked. As a bonus, fill in one extra box if you circled that you drink water most of the time on page 5.

How much of the water glass did you fill?

Healthy Flash:
To be healthy, it is recommended that teens
■ drink water and nonfat, skim, 1% milk, or soy milk with calcium throughout the day.
■ limit drinks with added sugar.

Way to go! Water is your life force—keep it up! You are drinking healthy beverages—your body thanks you!

Good—you are drinking some healthy beverages! Can you drink fewer drinks with added sugar and more water?

Rethink your drink!
Try to limit those drinks with added sugar. Drink more water and other healthy beverages. You can do it!

If you finish early, go to pages 55 to 58 and try some other fun activities.

Wrap-up:
During the next few weeks, you will learn about the benefits of drinking water and nonfat, skim, 1% milk or soy milk with calcium, and how important it is to limit the amount of drinks with added sugar you have like soda, fruit flavored drinks, and powdered drinks.
Teacher Name: ____________________________________

Session delivered:  
☐ No ➔ explain: ________________________________________
☐ Yes ➔ continue

Date: ___ ___ / ___ ___ / ___ ___ ___ ___

Time started: ___ ___ : ___ ___  ☐ AM ☐ PM

Time ended: ___ ___ : ___ ___  ☐ AM ☐ PM

Did you encounter any barriers or problems during delivery of this FLASH session?
☐ No  ☐ Yes ➔ check all that apply

☐ not enough time to complete the activity
☐ disruptive student behavior
☐ student confusion over instructions
☐ teacher confusion over instructions
☐ inadequate materials to do activity
☐ language or grammar (communications) issues
☐ school-wide interruption, e.g., fire drill, announcement
☐ other ➔ explain: ____________________________________

STOP
Session 2: When do you need water?

Goals:
- To learn about dehydration.
- To learn that you need water even when you are not thirsty.
- To learn that you need to drink water throughout the day.

Preparation and materials:
- Go to page T-9 and enter the time of day you announce the start of FLASH time to your class.
- FLASH Workbook for each student.
- The session starts with the News FLASH.
- Students individually review their answers from last session’s self-assessment.
- For this session, students work in pairs. Use a method that works for you to assign students to pairs.

Instructions to teacher:
- Distribute Workbooks with help from the SPC.
- SPC READS ALOUD the News FLASH:
  - “The HEALTHY study recommends drinking 5 glasses of water each day.”
- Then TEACHER READS ALOUD:
  - “Last week, you filled out a table listing what you drink. Look back at your answers on page 6 and see if you were drinking enough water and if you were drinking too many drinks with sugar added.”
  - “One of the ways to increase your water level is by drinking more water. Today you are going to learn more about why your body needs water and about your sense of thirst. You will learn how to keep from getting dehydrated. Being dehydrated means that your body doesn’t have enough water to work properly.”
  - “Now turn to page 7 for session 2.”
  - “Our bodies are mostly water. Water helps blood flow through our bodies and bring vitamins, minerals, protein, fat, sugar, and oxygen to our muscles and organs. Our bodies are losing water all of the time—when we breathe, sweat, or go to the bathroom. When we don’t drink enough water, we can become dehydrated. When we are dehydrated, our bodies can’t function well because our muscles, organs, and brain don’t get enough blood.”
  - “Today you are going to work with a partner to learn more about the importance of drinking water to prevent dehydration.”

- Have students get in their pairs.
- Then TEACHER READS ALOUD:
  - “For the first activity you will answer four questions. Work together with your partner to decide on the correct answer, and when you agree circle your answer. There may be more than one right answer for some questions.”
  - “For the second activity you have to figure out a cryptogram. A cryptogram is a coded message where one letter substitutes for another letter. You will decode the message and read the answer.”
  - “Start the activity on page 9 now and go on to the second activity when you finish it.”
- When students complete the activities, ask one or more students to read the next few points aloud. These are on page 11 of the Student Workbook.
- STUDENT READS ALOUD:
  - “When you feel thirsty, your body is already dehydrated! When you are dehydrated, you can’t perform at your best.”
  - “Don’t rely on your thirst to tell you how much water your body needs when you play sports or do other physical activities. It is a good idea to drink water before, during, and after the game or activity.”
  - “Be sure to drink extra water when it’s hot outside in order to keep from getting dehydrated!”

- TEACHER READS ALOUD:
  - “Good job everyone! Now we’ll collect your FLASH Workbook in the FLASH box.”
- Go to page T-9 and enter the time of day the class completes all tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
SESSION 2:

WHEN DO YOU NEED WATER?

GOALS:
- To learn about dehydration.
- To learn that you need water even when you are not thirsty.
- To learn that you need to drink water throughout the day.

NEWS FLASH:
- The HEALTHY study recommends drinking 5 glasses of water each day.

INTRODUCTION:
- Our bodies are mostly water.
- Water helps blood flow through our bodies and bring vitamins, minerals, protein, fat, sugar, and oxygen to our muscles and organs.
- Our bodies lose water all of the time—when we breathe, sweat, or go to the bathroom.
- When we don’t drink enough water, we become dehydrated. When we are dehydrated, our bodies can’t function well because our muscles, organs, and brain don’t get enough blood.
- Today, you will work with a partner to learn more about the importance of drinking water to prevent dehydration.

INSTRUCTIONS:
- For the first activity you will answer four questions. Circle each answer you believe is correct. Work together and agree on your answer. Circle the same answer. There may be more than one answer for each question.
- For the second activity you have to figure out a cryptogram. A cryptogram is a coded message where one letter substitutes for another letter. You will decode the message and read the answer.
1. Why should I care if my body is dehydrated?
   (a) It lowers my energy level.
   (b) It reduces my ability to smell.
   (c) It can reduce my strength.

2. If my body was dehydrated, I might feel...
   (a) dizzy when I stand up.
   (b) that I can’t exercise as hard.
   (c) that I can’t think as well.

3. How can I avoid dehydration?
   (a) Drink water before, during, and after physical activity.
   (b) Don’t wait until I feel thirsty to drink.
   (c) Ignore water fountains.

4. What can make dehydration worse?
   (a) Brushing my teeth.
   (b) Warm weather.
   (c) Physical activity.

When you have agreed on what you think are the correct answers, turn the page to see how you did.
ANSWERS:
Why should I care if my body is dehydrated?
(a) It lowers my energy level. (You will have less water in your body to bring nutrients and oxygen to your muscles and organs.)
(b) It reduces my ability to smell.
(c) It can reduce my strength. (About 70% of your muscles are made up of water. Your muscles need water to work properly.)

If my body was dehydrated, I might feel...
(a) dizzy when I stand up. (Because you have less water in your blood, you could have lower blood pressure and less blood flowing to your brain, so you could become dizzy.)
(b) that I can’t exercise as hard. (The blood flow to your muscles decreases so you can’t be as active.)
(c) that I can’t think as well. (You have less blood flow to your brain.)

How can I avoid dehydration?
(a) Drink water before, during, and after physical activity. (The extra boost of water helps! Try it!)
(b) Don’t wait until you feel thirsty to drink water. (By the time you feel thirsty, you are already a little dehydrated.)
(c) Ignore water fountains. You should try to get water whenever you can.

What can increase dehydration?
(a) Brushing my teeth.
(b) Warm weather. (It causes you to sweat, which removes water from your body.)
(c) Physical activity. (Just like being in warm weather, physical activity causes you to sweat which removes water from your body.)
SESSION 2:
WHEN DO YOU NEED WATER?

A coded message, or cryptogram, is written below. The key to the code is given in the boxes. For example, if there is an O in the coded message, then the key shows that O stands for the letter A. Place the letter A on the line above the O code letter.

After you decode the message, read what it says.

<table>
<thead>
<tr>
<th>Code</th>
<th>Code</th>
<th>Code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = K</td>
<td>H = W</td>
<td>O = A</td>
<td>V = S</td>
</tr>
<tr>
<td>B = N</td>
<td>I = Y</td>
<td>P = F</td>
<td>W = L</td>
</tr>
<tr>
<td>C = O</td>
<td>J = U</td>
<td>Q = Z</td>
<td>X = Q</td>
</tr>
<tr>
<td>D = X</td>
<td>K = V</td>
<td>R = D</td>
<td>Y = B</td>
</tr>
<tr>
<td>E = M</td>
<td>L = R</td>
<td>S = G</td>
<td>Z = H</td>
</tr>
<tr>
<td>F = E</td>
<td>M = T</td>
<td>T = J</td>
<td></td>
</tr>
<tr>
<td>G = P</td>
<td>N = C</td>
<td>U = I</td>
<td></td>
</tr>
</tbody>
</table>

Decode the message:

Y I M Z F M U E F I C J P F F W M Z U L V M I,
I C J O L F O W L F O R I R F Z I R L O M F R !

Nice job cracking the code!

Cryptogram Answer: By the time you feel thirsty, you are already dehydrated!

If you finish early, go to pages 55 to 58 and try some other fun activities.

WRAP-UP:
- When you feel thirsty, your body is already dehydrated! When you are dehydrated, you can’t perform at your best.
- Don’t rely on your thirst to tell you how much water your body needs when you play sports or do other physical activities. It is a good idea to drink water before, during, and after the game or activity.
- Be sure to drink extra water when it’s hot outside in order to keep from getting dehydrated!
Teacher Name: _____________________________________

Session delivered:  
- No ➔ explain: _____________________________________
- Yes ➔ continue

Date: ___ ___ / ___ ___ / ___ ___ ___ ___
Time started: ___ ___ : ___ ___  
- AM  
- PM
Time ended: ___ ___ : ___ ___  
- AM  
- PM

Did you encounter any barriers or problems during delivery of this FLASH session?
- No  
- Yes ➔ check all that apply
  - not enough time to complete the activity
  - disruptive student behavior
  - student confusion over instructions
  - teacher confusion over instructions
  - inadequate materials to do activity
  - language or grammar (communications) issues
  - school-wide interruption, e.g., fire drill, announcement
  - other ➔ explain: _____________________________________

For study use only
Field Center ID:__________
School ID:______________
Classroom ID:___ ___ ___ ___
Session 3: Hydrating your body

Goals:
- To increase your knowledge of the benefits of drinking water.
- To learn why water is important for your body.
- To learn the reasons for drinking less regular soda and other drinks with added sugar.

Preparation and materials:
- FLASH student Workbooks.
- The session starts with the News FLASH.
- For this session, students work in pairs. Use a method that works for you to assign students to pairs.

Instructions to teacher:
- Go to page T-13 and enter the time of day you announce the start of FLASH time to your class.
- Have students get in their pairs.
- Distribute Workbooks with the help of the SPC.
- SPC READS ALOUD the News FLASH:
  - “Our bodies are losing water all the time, so we need to drink water all day.”

Then TEACHER READS ALOUD:
- “Last session we learned about dehydration and that if you wait until you feel thirsty to drink water, you have waited too long. Being dehydrated can affect how you feel, how you think, and how you move and play.”
- “Now turn to page 13 of your FLASH Workbook.”
- “Last week you learned about dehydration. Who can tell me what happens to your body when you don’t drink enough water?”

- Call on students to answer. Possible answers are: your muscles aren’t as strong, you can feel dizzy, you may not be able to think as well.
- Then TEACHER READS ALOUD:
  - “Those are good answers. Our bodies are made up mostly of water. In fact, about two-thirds of your body and about 85% of your brain is water. Water is what you need to think, play, and stay healthy.”
  - “Today there are two brief activities. During the first activity, you will work together with your partner to decide if statements about water are true. Check your answers and then go on to the second activity.”

- Monitor the students’ progress, and when students have completed the activities, then read the final three points.
- TEACHER READS ALOUD:
  - “You have learned a lot about water and soda today. Remember, regular soda is a drink with added sugar. In your FLASH Workbooks on page 18, write down two new things that you learned today.”

- After waiting for a moment TEACHER READS ALOUD:
  - “Who can tell me what you learned?”
- Call on three students to answer and TEACHER READS ALOUD:
  - “Nice work! Now, let’s put your FLASH Workbooks back in the box.”
- Go to page T-13 and enter the time of day the class completes all tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
GOALS:
- To increase your knowledge of the benefits of drinking water.
- To learn why water is important for your body.
- To learn the reasons for drinking less regular soda and other drinks with added sugar.

NEWS FLASH:
- Our bodies are losing water all the time, so we need to drink water all day.

INTRODUCTION AND INSTRUCTIONS:
- Our bodies are mostly water. In fact, about two-thirds of your body and about 85% of your brain is water.
- Water is what you need to think, play, and stay healthy.
- Today there are two brief activities. During the first activity, you will work together with your partner to decide if statements about water are true. Check your answers and then go on to the second activity.
WATER FACTS: TRUE OR FALSE?

T   F  Delivers energy to your muscles.
T   F  Strengthens your teeth and hair.
T   F  Helps your taste buds work better.
T   F  Helps your body function better.
T   F  Replaces what you lose in sweat during physical activity.
T   F  Helps cushion your brain.
T   F  Helps your hair grow.
T   F  Helps your heart function.
T   F  Helps control your body’s temperature.
T   F  Helps you get rid of waste products from your body.
T   F  Makes up most of your body.
T   F  Makes your bones stronger.
T   F  Makes you more alert.
T   F  Makes your nose run.

When you have agreed on what you think are the correct answers, turn the page.
ANSWERS TO WATER FACTS: Check what you marked down.

- **Delivers energy to your muscles.** TRUE: Water helps blood bring nutrients and oxygen to muscles.
- **Strengthens your teeth and hair.** FALSE.
- **Helps your taste buds work better.** TRUE: Saliva (spit) is mostly water. You need it to dissolve your food and activate your taste buds.
- **Helps your body function better.** TRUE: All body parts need water to work their best.
- **Replaces what you lose in sweat during physical activity.** TRUE: Your body loses water all day and you lose it faster when you are active.
- **Helps cushion your brain.** TRUE: The fluid that surrounds and protects your brain is mostly water.
- **Helps your hair grow.** FALSE.
- **Helps your heart function.** TRUE: It can help your heart beat stronger.
- **Helps control your body's temperature.** TRUE: Sweat is made up mostly of water and cools the body.
- **Helps you get rid of waste products from your body.** TRUE: Water makes urine which is used to get rid of waste from your body.
- **Makes up most of your body.** TRUE: Water makes up about two-thirds of your body.
- **Makes your bones stronger.** FALSE.
- **Makes you more alert.** TRUE: Water brings more blood to your brain so you think better.
- **Makes your nose run.** FALSE.

How did you do? Your body needs water. It is the best drink for many reasons—if you didn’t know that before, you do now!
WORK TOGETHER TO CIRCLE “T” BY THE STATEMENTS ABOUT DRINKING SODA THAT YOU THINK ARE TRUE AND “F” BY THE STATEMENTS ABOUT DRINKING REGULAR SODA THAT YOU THINK ARE FALSE.

SODA FACTS: TRUE OR FALSE?

T   F  Helps strengthen your bones and muscles.
T   F  Can make it hard to sleep.
T   F  Is all natural.
T   F  Tastes sweet.
T   F  Can cause cavities.
T   F  Has protein.
T   F  Has vitamins and minerals.

When you are done, turn the page.
ANSWERS TO SODA FACTS: True or False?

- Helps strengthen your bones and muscles. FALSE: Soda does not have calcium or protein that your bones and muscles need.
- Can make it hard to sleep. TRUE: Soda with caffeine can keep you awake at night.
- Is all natural. FALSE: Soda is full of artificial ingredients like fake flavors and colors—just look at the label! [graphics design note: include mock-up of label with artificial ingredients highlighted]
- Tastes sweet. TRUE: Some sodas taste sweeter than others, but all are loaded with sugar.
- Can cause cavities. TRUE: There are about 12 teaspoons of sugar in a can of soda. That sugar can stick to your teeth and can cause cavities.
- Has protein. FALSE: Drinks like nonfat, skim, 1% milk or soy milk with calcium are good sources of protein.
- Has vitamins and minerals. FALSE: Drinks like milk and some 100% fruit juices contain vitamins and minerals.

Did you know your soda facts?

WRAP-UP:

You have learned a lot about water and soda today. Remember, regular soda is a drink with added sugar. Write down two new things that you learned today:

1. ________________________________________________________________________________________________
2. ________________________________________________________________________________________________

If you finish early, go to pages 55 to 58 and try some other fun activities.
SESSION 3: HYDRATING YOUR BODY
Teacher FLASH Delivery Form for FLASH Module 1 Session 3

Teacher Name: _________________________________________

Session delivered:  ❑ No ➔ explain: ________________________________
                  ❑ Yes ➔ continue

Date: ___ ___ / ___ ___ / ___ ___ ___ ___

Time started: ___ ___ : ___ ___ ❑ AM ❑ PM

Time ended: ___ ___ : ___ ___ ❑ AM ❑ PM

Did you encounter any barriers or problems during delivery of this FLASH session?
❑ No  ❑ Yes ➔  check all that apply
   ❑ not enough time to complete the activity
   ❑ disruptive student behavior
   ❑ student confusion over instructions
   ❑ teacher confusion over instructions
   ❑ inadequate materials to do activity
   ❑ language or grammar (communications) issues
   ❑ school-wide interruption, e.g., fire drill, announcement
   ❑ other ➔ explain: ________________________________
Session 4:
Rethink your drink

Goals:

■ To help you understand the difference among beverages.
■ To learn why water is the best choice to drink.
■ To learn why drinks with added sugar are not the best choice.
■ To choose your own Rethink Your Drink goal.

Preparation and materials:

■ Go to page T-17 and enter the time of day you announce the start of FLASH time to your class.
■ FLASH Student Workbooks.
■ The session starts with the News FLASH.
■ For this session, students work in groups of 2-5 with one group leader. This same group will stay together through the rest of the FLASH sessions. Use a method that works for you to assign students to groups and identify a group leader.

Instructions to teacher:

■ Distribute Workbooks with help from the SPC.
■ SPC READS ALOUD the News FLASH:
  ■ “Every part of our body needs water—our brains, hearts, muscles, and even our skin. It’s best to drink water throughout the day.”
■ Form groups and identify a leader.
■ Then TEACHER READS ALOUD:
  ■ “As you just heard, water is important for our bodies. In the last session you learned facts about water and soda. Today we are going to learn more about other kinds of drinks.”
  ■ “Please turn to page 19 of your FLASH Workbook. Today you will learn why some beverages are healthier than others, and which drinks to choose to get the most nutrients for your body.”
  ■ “Nutrients are in your food and your drinks, add value to your diet, and help your body grow and function properly.”
  ■ “What comes to mind when you hear the term drinks with added sugar?”
■ Call on two people to answer and TEACHER READS ALOUD:
  ■ “For our FLASH sessions, drinks with added sugar include regular soda, fruit flavored drinks, and sports drinks. There may be other drinks with added sugar you can think of—for example, many of us add sugar to our coffee or tea.”
  ■ “Some drinks—like 100% fruit juice—have natural rather than added sugar.”
  ■ “Drinks with sugar have a lot of calories. Drinking large amounts can lead to weight gain. This includes drinks with added sugar and also natural sugar drinks like 100% fruit juice. We do need the vitamins and minerals that are in 100% fruit juice, but we still need to be careful about how much we drink because we don’t need all the sugar.”
  ■ “Milk is another drink that is good for us because it has protein, vitamin D, and calcium that can strengthen muscles and bones. It is better to drink milk that is nonfat, skim, 1%, or soymilk with calcium. These kinds of milk have less fat, and fat is high in calories.”
  ■ “For this activity, you will work in your small group. Your group leader will take over now and read the instructions on page 20 of the FLASH Workbook.”
  ■ “After you complete this FLASH activity, continue on the True/False questions on page 23.”
Monitor students' progress with the two activities.

Circulate and answer questions but allow the groups to work on their own and discuss their answers.

Groups that finish early can go on to the additional activities on pages 55 and 58.

When students are finished with the activities, then TEACHER READS ALOUD:

- “Today you learned why some drinks are better than others, and again we see that water is the best drink. Do you have any questions?” (Allow time for questions and answers.)

- “Now we’re going to set a personal goal about choosing healthier drinks.”

- “What is a goal? (Allow time for students to answer.) A goal is something you want to do or achieve. It’s a change you want to make. You might write it down. You check every day or every week to see if you’re achieving your goal. It’s helpful to ask a friend to remind you of your goal.”

- “For example, let’s say I drink a lot of regular soda. My goal might be to drink one less soda each day and drink a glass of water instead. I write that down. I tell you my goal. Tomorrow, you ask me, ‘Did you meet your goal today?’”

“In the middle of page 25 you will see four different goals listed. Choose one of those four goals for yourself and write it on the tear-out bookmark that you’ll take with you as a reminder. Tell others in your group what goal you chose. When you see your group members throughout the week, ask them if they are meeting their goal. Don’t make your friends feel bad if they aren’t meeting their goal, just encourage them to keep trying.”

Have group members choose a goal, write it down, and tell others in their group their goal. When group members have written their goals and torn out their book marks, then TEACHER READS ALOUD:

- “Group leaders please collect the FLASH Workbooks for your group and put them in the box.”

- “Great job!"

Go to page T-17 and enter the time of day the class completes all tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
SESSION 4:
RETHINK YOUR DRINK

GOALS:
- To help you understand the differences among beverages.
- To learn why water is the best choice to drink.
- To learn why drinks with added sugar are not the best choice.
- To choose your own Rethink Your Drink goal.

NEWS FLASH:
- Every part of our body needs water—our brain, heart, muscles, and even our skin. It’s best to drink water throughout the day.

INTRODUCTION AND INSTRUCTIONS:
- Today you will learn why some beverages are healthier than others, and which drinks to choose to get the most nutrients for your body.
- Nutrients are in your food and your drinks, add value to your diet, and help your body grow and function properly.
- For our FLASH sessions, drinks with added sugar include regular soda, fruit flavored drinks, and sports drinks. There may be other drinks with added sugar you can think of—for example, many of us add sugar to our coffee or tea.
- Some drinks—like 100% fruit juice—have natural rather than added sugar.
- Drinks with sugar have a lot of calories. Drinking large amounts can lead to weight gain. This includes drinks with added sugar and also natural sugar drinks like 100% fruit juice. We do need the vitamins and minerals that are in 100% fruit juice, but we still need to be careful about how much we drink because we don’t need all the sugar.
- Milk is another drink that is good for us because it has protein, vitamin D, and calcium that can strengthen muscles and bones. It is better to drink milk that is nonfat, skim, 1% milk, or soymilk with calcium. These kinds of milk have less fat, and fat is high in calories.
- For this activity, you will work in your small group. Your group leader will take over now and read the instructions on page 20 of the FLASH Workbook.
Follow along as the group leader reads aloud.

For this activity, we will work together to decide how often we should drink different types of drinks.

- If the drink has little or no sugar or fat calories and helps our bodies work draw a line to the green circle, meaning A HEALTHY Choice—Drink All You Want.

- If the drink has a lot of calories from added sugar and no nutrients like vitamins and minerals draw a line to the red circle meaning Rethink Your Drink and try to make a healthier choice.

- For other drinks draw a line to the yellow circle meaning Think Before You Drink. These might be drinks with less sugar but no vitamins, or drinks that have sugar and vitamins.

The group should work together to agree on our answers, and when the group agrees, turn the page and take turns reading what it says about each of the drinks.
Sometimes—don’t drink or only once a day

- 2% or whole milk
- water
- nonfat, skim, 1% milk, or soy milk with calcium
- 100% fruit juice (like orange, apple, or grape)
- fruit flavored drink, like Crystal Light
- flavored water or artificially sweetened fruit drink
- diet soda
- regular soda

Drink Away—choose these healthy drinks any time during the day, as much as you want.

When the group has drawn lines for each drink, turn the page to see how you did. Take turns reading aloud what it says about each drink.
Take turns reading about the drinks.

- nonfat, skim, 1% milk or soy milk with calcium are high in protein, vitamins and calcium for your bones
- regular sodas (not diet) are high in sugar and artificial ingredients
- fruit flavored drinks are high in sugar and have no or very little real fruit juice
- sports drinks have a lot of added sugar
- 100% fruit juices (like orange, apple or grape) are high in natural sugars but are better than regular sodas because they are high in vitamins
- 2% or whole milk is higher in fat than skim, 1% milk or soy milk
- artificially sweetened fruit flavored drinks or flavored water, like Crystal Light don’t have sugar
- diet sodas are sweetened with chemicals instead of sugar

When the group has read all the answers, go on to the True/False activity on the next page.
SESSION 4: RETHINK YOUR DRINK

Everyone mark your answers on your own.

WORK ON YOUR OWN TO DECIDE WHETHER THESE STATEMENTS ARE TRUE OR FALSE

1. T F When I am thirsty, the best drink to choose is a drink with added sugar like regular soda.
2. T F Drinking water helps my body get rid of wastes.
3. T F My body is made up mostly of water.
4. T F Drinking clear beverages like lemon-lime soda or ginger ale is like drinking water.
5. T F I should drink water throughout the day.
6. T F Drinking sports drinks is the best way to prevent dehydration.
7. T F I should drink as much 100% orange juice as I can.
8. T F 100% fruit juice has the same amount of sugar as regular soda.

When your whole group is finished, take turns reading the questions out loud and then have the group leader read the correct answers on the next page.
ANSWERS:

1. **FALSE**: Being thirsty is a sign that your body has lost water and you are becoming dehydrated. Drink water to put back what you have lost.

2. **TRUE**: Water creates more urine, which gets rid of your body’s waste products.

3. **TRUE**: About 66% or two-thirds of your body weight is water.

4. **FALSE**: It doesn’t matter what color the drink is. Regular soda is not the same as water. In fact, clear sodas contain a lot of sugar that your body doesn’t need.

5. **TRUE**: You lose water throughout the day so you need to drink water throughout the day.

6. **FALSE**: Unless you are exercising hard for more than an hour, you do not need what’s in sports drinks.

7. **FALSE**: You should only drink a small glass or about ½ of a cup of 100% fruit juice a day.

8. **TRUE**: Even though it’s natural sugar, 100% fruit juice has the same amount of sugar—but the juice also has vitamins and minerals. Because of the high amount of sugar in juice, it is better to eat the fruit than drink the juice.

If you finish early, go to pages 55 to 58 and try some other fun activities.
Personal Goal for Choosing Healthier Drinks:

For this activity, we will work together to decide how often we should drink different types of beverages.

- Today you learned why some drinks are better than others, and why water is the best drink.
- Set a personal goal about choosing healthier drinks.
- A goal is something you want to do or achieve. It’s a change you want to make. Choose one goal that you would like to try to achieve this week. Write that goal on the tear-out bookmark that you’ll take with you as a reminder.
- Tell your group what you chose. When you see your group members throughout the week, ask them if they are meeting their goal. Don’t make your friends feel bad if they aren’t meeting their goal, just encourage them to keep trying.

Goals for Choosing Healthier Drinks

- 5 glasses of water tomorrow.
- 1 more glass of water than I usually drink tomorrow.
- 1 less soda than I usually drink tomorrow.
- 1 less fruit flavored drink with added sugar than I usually drink tomorrow.

Wrap-Up:

Today you learned why some drinks are better than others, and again we saw that water is the best drink.

Healthy Goal Number 1

I choose to drink:

Healthy Goal Number 2

I choose to drink:
Teacher Name: _____________________________________

Session delivered: ❑ No ➔ explain: ____________________________________
❑ Yes ➔ continue

Date: ___ ___ / ___ ___ / ___ ___ ___ ___

Time started: ___ ___ : ___ ___  ❑ AM  ❑ PM

Time ended: ___ ___ : ___ ___  ❑ AM  ❑ PM

Did you encounter any barriers or problems during delivery of this FLASH session?
❑ No  ❑ Yes ➔ check all that apply
❑ not enough time to complete the activity
❑ disruptive student behavior
❑ student confusion over instructions
❑ teacher confusion over instructions
❑ inadequate materials to do activity
❑ school-wide interruption, e.g., fire drill, announcement
❑ other ➔ explain: ____________________________________
Session 5: Quench your thirst!

Goals:
- To learn how to identify and overcome barriers to drinking healthy beverages.
- To create a list of places that you can get water at school and when you are not at school.

Preparation and materials:
- FLASH Student Workbooks.
- The session starts with the News FLASH.
- For this session, students continue to work in the groups of 2-5 that they formed last week.

Instructions to teacher:
- Go to page T-21 and enter the time of day you announce the start of FLASH time to your class.
- Have students get into their groups.
- Distribute Workbooks.
- SPC READS ALOUD the News FLASH:
  - “Last session we each chose a goal. Think to yourself if you tried to meet that goal. Think to yourself if you reached that goal. Always remember to choose water when you want something to drink.”
  - “Now turn to FLASH session 5 on page 27 of your Workbooks and follow along as I read under where it says Introduction.”
  - “It’s important to make healthy choices.”
  - “Today, you are going to learn about how to figure out solutions to problems that may keep you from meeting your healthy goals.”
  - “Work in the same group as last time.”
  - “First, turn to page in the box on page 28 and work together to list where you can get water when you are at school and when you are not at school.” (Give students a few minutes to complete.)
  - After the students have completed their lists, call on a few students to say what they wrote.
- TEACHER READS ALOUD:
  - “Now that you know where to get water, you’re going to work on ways to drink more of it.”
  - “Each group will choose a problem listed in the Problem Box on page 28 or come up with another reason that might keep a 6th grader from drinking water. These problems can get in the way when we are trying to reach a goal, like drinking more water. You have 1 minute to choose a problem from the list or create a new one.” (Wait 1 minute.)
  - “Now each group needs to come up with a way to solve the problem. Work together and talk about this, and write down what you would do to solve this problem on page 29. In 5 minutes I will call on groups to present their problem and tell the class one of their best solutions to the problem.”
  - When students have had 5 minutes to solve the problem, read the next points.
  - Call on the group leaders to present the problem and the group’s best solution.
- TEACHER READS ALOUD:
  - “Great job coming up with solutions to the problems. Do you see how this strategy can help you make healthy choices?”
  - “In FLASH you’ve learned a lot about how water helps your body and why water is a better choice than drinks with added sugar, like regular soda, fruit flavored drinks and sport drinks. Look back at the water glass that you did in the first FLASH session..."
on page 6 and see where you can make healthier choices. Choose a goal from the list on page 25 in session 4 or think up your own goal. Select a goal that you want to do and that you think you can do. Write it on the other tear-out bookmark on page 25 and read it to your group. Use the bookmark as a reminder about your goal. I will ask you about whether you met your goal at the next FLASH session.” (Give time to do this.)

- “Group leaders please collect the FLASH Workbooks from your group and put them in the FLASH box.”

- Go to page T-21 and enter the time of day the class completes all tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
SESSION 5:

QUENCH YOUR THIRST!

GOALS:
- To learn how to identify and overcome barriers to drinking healthy beverages.
- To create a list of places that you can get water at school and when you are not at school.

NEWS FLASH:
- Last session we each chose a goal. Think to yourself if you tried to meet that goal. Think to yourself if you reached that goal. Always remember to choose water when you want something to drink.

INTRODUCTION AND INSTRUCTIONS:
- It’s important to make healthy choices.
- Sometimes, barriers or problems make it hard to make healthy choices.
- Today, you are going to learn about how to figure out solutions to problems that may keep you from meeting your HEALTHY goals.
- Work in the same groups as last time.
- In the illustration on page 28, list where you can get water when you are at school and when you are not at school.
- Choose a problem listed in the Problem Box or come up with another reason that might keep a 6th grader from drinking water. These problems are barriers that get in the way when we are trying to reach a goal.
- Work together and talk about this, and write down what you would do to solve this problem.
**Problem Box: What Keeps 6th Graders from Drinking Water?**

Where to get water when I am at school:
1. vending machine
2. _______________________
3. _______________________
4. _______________________
5. _______________________
6. _______________________

Where to get water when I am not at school:
1. at home from the faucet or tap
2. _______________________
3. _______________________
4. _______________________
5. _______________________
6. _______________________

- □ Don’t want to.
- □ Don’t like the taste.
- □ Friends drink sports drinks or soda.

OR

Write your own problem:
SOLUTION BOX:
HOW CAN THIS PROBLEM BE SOLVED?

- First, think of 5 ways to solve the problem and write them down.
- Second, put a check by the solution that your group thinks is the best.

You have 5 minutes to come up with your best solution. Then you will share it with the class.

1. 

2. 

3. 

4. 

5. 

SECOND PERSONAL GOAL FOR CHOOSING HEALTHIER DRINKS:
- Water is a better choice than added sugar beverages like soda and fruit punch.
- Check the water bottle in the first FLASH session on page 6 and see where you can make healthier choices.
- Choose a goal from the list on page 25 in session 4 or think up your own goal.
- Write your goal on the other tear-out bookmark on page 25 and read it to your group.
Session delivered:  
☐ No ➔ explain: ________________________________________
☐ Yes ➔ continue

Date: ___ ___ / ___ ___ / ___ ___ ___ ___
Time started: ___ ___ : ___ ___ ☐ AM ☐ PM
Time ended: ___ ___ : ___ ___ ☐ AM ☐ PM

Did you encounter any barriers or problems during delivery of this FLASH session?
☐ No  ☐ Yes ➔ check all that apply
☐ not enough time to complete the activity
☐ disruptive student behavior
☐ student confusion over instructions
☐ teacher confusion over instructions
☐ inadequate materials to do activity
☐ language or grammar (communications) issues
☐ school-wide interruption, e.g., fire drill, announcement
☐ other ➔ explain: ____________________________________
Session 6: HEALTHY tracker

Goals:
- To compare different ways of remembering behaviors.
- To see the benefits of recording a behavior.

Preparation and materials:
- FLASH Student Workbooks.
- The session starts with the News FLASH.
- For this session, students continue to work in the groups of 2-5.

Instructions to teacher:
- Go to page T-25 and enter the time of day you announce the start of FLASH time to your class.
- This session is part one of sessions designed to help students be more self-aware and compare their behavior with a behavioral goal. In this session, they will read a story and compare different ways to track what happened in the story.
- Have students get into their groups.
- Distribute Workbooks with the help of SPC.
- SPC READS ALOUD the News FLASH:
  - “Did you know that camels can go 15 days or more without water, but we can live only about a week without water? Water keeps us alive. Strive for 5.”
- TEACHER READS ALOUD:
  - “You have learned why water is the best choice to drink. You have learned about having a goal and trying to achieve that goal.”
  - “At the end of last session, each of you set a goal about choosing your drinks. How many of you tried to reach that goal?” (Show of hands.) “That’s great!”
  - “How many of you made your goal?” (Show of hands.) “Good for you!”
  - “Last session we looked more closely at the goal of drinking more water, and you learned about ways to overcome problems to drinking water. Maybe this past week some of you had to overcome problems to reaching the goal you set.”
  - “It’s important to choose goals that you can measure. Now we are going to think more about measuring or tracking your own behavior.”
  - “Keeping track is important because our minds are not always good at remembering details, so we need to keep records of things. I’ll bet a lot of your families keep a list of things you need to buy next time you go to the grocery store so you won’t forget.”
  - “Keeping a record also helps us see when things change. When you go to the doctor, they keep track of your height to know if you are growing.”
  - “What are other examples of times that we keep records of what happens?”
- Call on students, expand on examples, reinforce student comments, and provide additional examples if needed. Examples might include:
  - In sports, we keep track of baseball batting averages so we can know whether a player is having a good season. Or we keep track of how many fouls a basketball player has, because after too many fouls a player is out of the game.
  - We keep track of how many inches of rainfall there are each day and each month to give information to farmers and to look for trends in the weather.
- TEACHER CONTINUES TO READ ALOUD:
  - “Everyone should turn to page 31 of your Workbooks, where it says HEALTHY TRACKER, and it lists Detective 1, Detective 2, Monitor and Bystander. Is everyone on that page?”
  - “For this next activity, each group is going to have one person to be DETECTIVE 1, one person to be DETECTIVE 2, one person to be a BYSTANDER, and one person to be the MONITOR.” (If groups have more than
4 students, then the others can also be bystanders.)
- “They are all good roles. Your group has 1 minute to decide who will do which role and write that person’s name by the role in your books.”
- (After 1 minute,) “Now turn to the page by your role and name. That page tells you what you will do while I read a story. You should be on your page and read what you are doing while I read a story.”
- (After a minute or so for students to read their roles) “Now I am going to read a story and you do your role while I read. You have different roles, and we will compare what happens when the story is over.”
- “Everyone ready?”

- TEACHER READS STORY SLOWLY:
  - Twin 6th graders, Reggie and Terri, wake up when their mother shouts to them from down the hall. It is a rainy Wednesday morning. They get up and get dressed for school. They go down the stairs of their building and pick up their cousins Cesar and Ana. Then they all walk the 15 minutes to school.
  - Like many of their friends, Reggie and Terri stop at the cafeteria to eat breakfast. Reggie gets a carton of 1% milk and French toast, and Terri picks up a bottle of grape juice. After breakfast, Reggie goes to math and Terri goes to language arts class. In science class, there is a lesson on why our bodies need water to be healthy. Reggie’s teacher lets each student drink a bottle of water after the lesson.
  - The twins meet up again during lunch period. Today spaghetti and green beans are on the menu. Terri drinks a bottle of orange juice and a carton of chocolate milk during lunch. Reggie has a carton of chocolate milk and a bottle of water. After lunch, Reggie goes to art class. Terri plays volleyball for 15 minutes in PE class. Terri drinks a bottle of water at the end of the game. After electives, the entire school meets in the gym for an assembly. Reggie is on the 6th grade basketball team. The team shoots hoops for 15 minutes after the assembly.

  Reggie makes sure to drink a bottle of water before and another bottle after he plays with his team. Terri cheers from the bleachers with the other kids.
  - At the end of the day, the twins meet up again for the 15 minute walk home. Back in their neighborhood, Terri and Reggie get together with their friends. They all play soccer for 15 minutes. The twins’ team wins the game, so the other team buys them each a bottle of sports drink from the corner store. They all quickly drink the sports drink. Then the twins then go home to do their homework for the night. Their mother has cooked a dinner of chicken with noodles and salad. Terri drinks a bottle of juice and a bottle of water. Reggie has two bottles of water. After dinner, the twins watch TV with their cousins and then go to bed.
  - (After reading the story), “Now everyone turn to page 37, and group leaders will take over so you can compare what happened.”

  - Monitor groups’ progress and provide guidance if needed. However, allow groups to struggle with the activity to discover the benefits of tracking behavior. You will be summarizing points at the session’s conclusion.
  - Groups were instructed to raise their hands when they are done discussing their answers. Groups that finish early were reminded that they can turn to pages 55 to 58 to do some other fun activities.
  - When groups have completed their discussion, then TEACHER READS ALOUD:
    - “What did you learn from this activity?”
    - (Allow a few students to share).
    - “One thing you should have learned is that keeping track of what you do is easier if you write it down. There is a lot going on in your lives, and if you don’t keep track, it is hard to remember what happened.”
    - “Group leaders please collect the FLASH Workbook for your group and put them in the FLASH box.”
  - Go to page T-25 and enter the time of day the class completes all tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
SESSION 6:
HEALTHY TRACKER

GOALS:
■ To compare different ways of remembering behaviors.
■ To see the benefits of recording a behavior.

NEWS FLASH:
■ Did you know that camels can go 15 days or more without water, but we can live only about a week without water? Water keeps us alive. Strive for 5.

INTRODUCTION:
■ It’s important to choose goals that you can measure.
■ Keeping track of what you do is important because our minds are not always good at remembering details.
■ Keeping records can help us keep track of things.

INSTRUCTIONS:
■ For this next activity, each group is going to have one person to be the MONITOR, one person to be BYSTANDER 1, one person to be BYSTANDER 2, one person to be DETECTIVE 1, and one person to be DETECTIVE 2 (If groups have more than 5 students, then the others can also be BYSTANDERS).

<table>
<thead>
<tr>
<th>MONITOR:</th>
<th>go to page 32</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYSTANDER 1:</td>
<td>go to page 33</td>
</tr>
<tr>
<td>BYSTANDER 2:</td>
<td>go to page 33</td>
</tr>
<tr>
<td>DETECTIVE 1:</td>
<td>go to page 34</td>
</tr>
<tr>
<td>DETECTIVE 2:</td>
<td>go to page 35</td>
</tr>
</tbody>
</table>

After a group member’s name is by each role, students should turn to the page by their name.
ROLE: MONITOR

Read the instructions to yourself.

You are the Monitor. Listen to the story and raise your hand each time you hear the word “DRINK.”
SESSION 6:
HEALTHY TRACKER

ROLE: BYSTANDER

Read the instructions to yourself.
You are the Bystander. Listen to the story and raise your hand each time you hear the word “WATER”.

HEALTHY TRACKER

SESSION 6:
33
ROLE: DETECTIVE 1

Read the instructions to yourself.

You are Detective 1 and you will be keeping track of what the two twins in the story—Reggie and Terri—drink. Make an ‘X’ in the box by the different drinks each time you hear that 1 carton or bottle was drunk. Keep track separately for Reggie and for Terri.

<table>
<thead>
<tr>
<th></th>
<th>REGGIE</th>
<th></th>
<th>TERRI</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>= 1 bottle or carton Total</td>
<td></td>
<td>= 1 bottle or carton Total</td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td>❏ ❏ ❏ ❏ ❏ ❏</td>
<td>❏ ❏ ❏ ❏ ❏ ❏</td>
<td>❏ ❏ ❏ ❏ ❏ ❏</td>
<td>❏ ❏ ❏ ❏ ❏ ❏</td>
</tr>
<tr>
<td>Milk</td>
<td>❏ ❏ ❏ ❏ ❏ ❏</td>
<td>❏ ❏ ❏ ❏ ❏ ❏</td>
<td>❏ ❏ ❏ ❏ ❏ ❏</td>
<td>❏ ❏ ❏ ❏ ❏ ❏</td>
</tr>
<tr>
<td>Juice</td>
<td>❏ ❏ ❏ ❏ ❏ ❏</td>
<td>❏ ❏ ❏ ❏ ❏ ❏</td>
<td>❏ ❏ ❏ ❏ ❏ ❏</td>
<td>❏ ❏ ❏ ❏ ❏ ❏</td>
</tr>
<tr>
<td>Soda</td>
<td>❏ ❏ ❏ ❏ ❏ ❏</td>
<td>❏ ❏ ❏ ❏ ❏ ❏</td>
<td>❏ ❏ ❏ ❏ ❏ ❏</td>
<td>❏ ❏ ❏ ❏ ❏ ❏</td>
</tr>
<tr>
<td>Sports drink</td>
<td>❏ ❏ ❏ ❏ ❏ ❏</td>
<td>❏ ❏ ❏ ❏ ❏ ❏</td>
<td>❏ ❏ ❏ ❏ ❏ ❏</td>
<td>❏ ❏ ❏ ❏ ❏ ❏</td>
</tr>
<tr>
<td>Total bottles or cartons of all drinks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SESSION 6:**

**HEALTHY TRACKER**

**ROLE: DETECTIVE 2**

Read the instructions to yourself.

You are Detective 2 and you will be keeping track of what the two twins in the story—Reggie and Terri—do for physical activity. For each kind of activity, make an ‘X’ in the box for each 15 minutes of activity. Keep track separately for Reggie and for Terri.

---

**REGGIE**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking</td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
</tr>
<tr>
<td>Biking</td>
<td></td>
</tr>
<tr>
<td>Dancing</td>
<td></td>
</tr>
</tbody>
</table>

Total of all 15 minute boxes (use this number in the time chart)

**TERRI**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking</td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
</tr>
<tr>
<td>Biking</td>
<td></td>
</tr>
<tr>
<td>Dancing</td>
<td></td>
</tr>
</tbody>
</table>

Total of all 15 minute boxes (use this number in the time chart)

---

**TIME CHART**

**Reggie’s total minutes of activity**

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>

**TIME CHART**

**Terri’s total minutes of activity**

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>

---

Use the time chart to figure out the total amount of physical activity each twin did by making the same number of x’s in the time chart.
We should all be on page 37.

Before we fill in the table, we should all read aloud what our roles from that page in our Workbook. (Each group member should read his or her role.)

Now I am going to ask each of you your answers to the four questions in the table. First the Bystanders, then the Monitor and then the Detectives, should say what they think the answers are.

Some of you will be able to use what you tracked and recorded. Some of you will have to depend on your memory. If you do not know, just make a guess.

Now the Bystanders, Monitor, and Detectives should each say their answers one at a time, and everyone fill in the table.

<table>
<thead>
<tr>
<th>1. How many total cartons or bottles of fluid did Reggie drink?</th>
<th>Bystander 1</th>
<th>Bystander 2</th>
<th>Monitor</th>
<th>Detective 1</th>
<th>Detective 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. How many total cartons or bottles of fluid did Terri drink?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How many minutes of physical activity did Reggie do?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How many minutes of physical activity did Terri do?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When you are done filling in the table, turn the page and compare to the answers there.
The group should see how your answers compared with the correct answers and discuss these questions:
■ Were everyone’s answers the same?
■ What did it take to remember the answers correctly?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. How many total cartons or bottles of fluid did Reggie drink?</td>
<td>9 (6 bottles of water, 2 cartons of milk, and 1 sports drink)</td>
</tr>
<tr>
<td>5. How many total cartons or bottles of fluid did Terri drink?</td>
<td>7 (2 bottles of water, 1 carton of milk, 3 bottles of juice, and 1 sports drink)</td>
</tr>
<tr>
<td>6. How many minutes of physical activity did Reggie do?</td>
<td>60 minutes (15 minutes each of walking to school, playing basketball, walking home from school, and playing soccer)</td>
</tr>
<tr>
<td>7. How many minutes of physical activity did Terri do?</td>
<td>60 minutes (15 minutes each of walking to school, playing volleyball, walking home, and playing soccer)</td>
</tr>
</tbody>
</table>

When your group is done discussing the questions, raise your hand and let the teacher know that you have finished.

If you finish before all of the groups are done, go to pages 55 to 58 and try some other fun activities.
Session 6: Healthy Tracker
Teacher FLASH Delivery Form for FLASH Module 1 Session 6

Teacher Name: ____________________________

Session delivered:  ❑ No ➔ explain: ______________________________________
❑ Yes ➔ continue

Date: ___ ___ / ___ ___ / ___ ___ ___ ___
Time started: ___ ___ : ___ ___  ❑ AM  ❑ PM
Time ended:  ___ ___ : ___ ___  ❑ AM  ❑ PM

Did you encounter any barriers or problems during delivery of this FLASH session?
❑ No  ❑ Yes ➔ check all that apply
  ❑ not enough time to complete the activity
  ❑ disruptive student behavior
  ❑ student confusion over instructions
  ❑ teacher confusion over instructions
  ❑ inadequate materials to do activity
  ❑ language or grammar (communications) issues
  ❑ school-wide interruption, e.g., fire drill, announcement
  ❑ other ➔ explain: ______________________________________
Session 7: HEALTHY challenge

Goals
- To challenge everyone in our group (and our class) to meet a HEALTHY goal.
- To practice tracking HEALTHY behavior in and out of school.

Preparation and materials:
- FLASH Student Workbooks.
- The session starts with the News FLASH.
- For this session, students continue to work in the groups of 2-5.
- In the middle of this session, the class will take an oath read by the group leader.
- Teachers will need a HEALTHY water bottle to demonstrate how much water is in a glass.

Instructions to teacher:
- Go to page T-31 and enter the time of day you announce the start of FLASH time to your class.
- This session is the second of two sessions designed to help students better monitor their behavior while working toward meeting a behavioral goal. In this session they will participate in a challenge to drink water and no regular soda.
- Have students get into their groups.
- Distribute Workbooks with the help of the SPC.
- SPC READS ALOUD the News FLASH:
  - “About two-thirds of the human body is water. Some parts of the body contain more water than others. For example, 70% of your skin is water. Keep track of how much water you drink and strive for 5 glasses a day.”
- TEACHER READS ALOUD:
  - “During the last session you learned about tracking. In order to track accurately, you must be careful to pay attention to what is really happening and make a record of it.”
  - “In past sessions we also chose goals and saw if we were able to meet those goals.”
  - “Today we are going to work at combining what we have learned about tracking and meeting goals by doing the HEALTHY Challenge!”
  - “In your groups you are going to learn about the HEALTHY Challenge. Please turn to page 40 and get started.”
- Give time for the groups to look at the chart, take the pledge, write their tips, and finally tear it from their books.
- TEACHER READS ALOUD:
  - “Does everyone understand the HEALTHY Challenge?” (Answer questions, give clarification as needed.)
  - “Notice that our goal is to drink at least 5 glasses of water. That means we have to all agree on what we mean by a glass. Look at your HEALTHY water bottle.” (Hold one up in front of the class.) “See the marks on the side? This water bottle holds ___ ounces of water. One glass equals 8 ounces. So we need to drink ___ of these bottles full of water to get the amount we need each day—the amount in our goal.”
  - “Be sure to take your Challenge Chart with you today and then start recording tomorrow (or the next day of school). Please be honest! Just do your best to meet the goals but it is okay if you aren’t able to do it. You won’t get marked down for not meeting the goals. Remember you are just trying to do your personal best!”
  - “It is important to bring back your completed Challenge Chart. Be sure you fill out the section for name and class.” (Describe procedures about where, when, and how to return the Challenge Charts that you have worked out with the study staff depending on your school’s schedule and arrangements.) (HEALTHY staff will work with you to provide a way for the groups to select a group name to use when filling out the name on their chart.)
  - “I have a HEALTHY Challenge Class Track-
“You will be getting a star on your Workbook if you turn in your Challenge Chart, and if everyone in your group turns in their Chart, the group will get a group star, too. So help each other remember to turn in your Challenge Charts. Is everyone’s names and your group name on your Chart?”

After students have completed the activity, TEACHER READS ALOUD:

“There will be special recognition for the FLASH groups who remember to bring in their completed Challenge Charts. The HEALTHY Challenge Class Tracking Sheet will be posted in our classroom. FLASH groups who have 100% return on the Challenge Charts will get special recognition. Do your best to drink water during the day (and no regular soda). You can do it! Good luck.”

Before the next FLASH session, HEALTHY study staff will come back to the classroom, put a star on the Workbook of each student who returned a Challenge Chart and complete the HEALTHY Challenge Class Tracking Sheet with the group names and a star by the name of the groups in which all members returned their Challenge Charts. This chart should then be posted in your classroom.

Go to page T-31 and enter the time of day the class completes all tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
SESSION 7:

HEALTHY CHALLENGE

GOALS:
- To challenge everyone in our group (and our class) to meet a HEALTHY goal.
- To practice keeping track of HEALTHY behavior in and out of school.

NEWS FLASH:
- Some parts of the body contain more water than others. For example, 70% of your skin is water. Keep track of how much water you drink and strive for 5 glasses a day.
Follow along as the group leader reads aloud.

We have two goals in the HEALTHY Challenge:
1. We strive to drink at least 5 glasses of water AND
2. We strive NOT to drink any regular soda for one whole day.

The group leader asks:

Are you ready to meet the HEALTHY Challenge? Let’s do it. Please join me in saying the pledge. First, turn to page 43 with the HEALTHY Pledge. Now, raise your right hand and repeat each line after me.

INSTRUCTIONS FOR THE HEALTHY CHALLENGE CHART:

Look at your CHALLENGE CHART on page 41. Tomorrow (or the next school day) it all begins. From the time we wake up in the morning until the time we go to sleep, we are challenging ourselves, our group, and our class to track how much water we drink. Take a look at the places you can get water (shown in purple) on the Challenge Chart. Each time you drink a full glass of water (or bottle of water) circle one of the water glasses. To learn more about where you get your water, draw a line from each water glass to the place you got the water.

Group leader reads one more challenge for the group:

Speaking of places to get water—let’s put our heads together and think of all the ways we can get more water (and no regular soda) tomorrow or the next day at school. Turn to the HEALTHY Challenge Tip sheet on the back of the Challenge Chart and let’s try to come up with some tips to fill in the blanks.
SESSION 7: HEALTHY CHALLENGE

Challenge Chart

Each time you drink a glass of water, circle a water glass. To track where you got the water, draw a line from the water glass to the place you got the water (the purple words). If there is no picture, write next to the bottle where you got the water.

Day of week:
Name:
Teacher’s name:
Class period:
FLASH group name:

Your Goals:
- Drink at least 5 glasses of water.
- Don’t drink any regular soda.
HEALTHY Challenge Tip Sheet

How can 6th graders get more water and no soda?
- Drink water instead of regular soda at fast food restaurants
- Drink water during and after physical activity
- Drink water from water fountains (8 long slurps equal one glass of water)
- Write in your own tips:

How can 6th graders remember to keep track and bring the Challenge Chart back to school?
- Keep the HEALTHY Chart in your back pack and pull it out to circle the water glasses
- Call each other the night before and remind each other to bring in the Challenge Chart
- Write in your own tips:

Good luck everyone! One good way to increase HEALTHY behavior is to write things down (remember the tracking session with the twins Reggie and Terri?) Have fun!
HEALTHY CHALLENGE PLEDGE

I CHOOSE TO TAKE THE HEALTHY CHALLENGE
I CHOOSE TO DRINK AT LEAST 5 GLASSES OF WATER
I WILL LET WATER BE MY LIFE FORCE
I WON’T LET ANY SODA TEMPT ME, OR PASS MY LIPS

Now that you have taken the pledge, please sign it and have the person next to you co-sign it.

Student Signature
Witness

SESSION 7:
HEALTHY CHALLENGE

- Now go back to page 40 and read the INSTRUCTIONS FOR THE HEALTHY CHALLENGE CHART.
- If you finish before other groups, you can do some of the extra activities that start on page 55.
Session 7:
HEALTHY Challenge Class Tracking Sheet

Teacher:  
Class Period:  

We took the HEALTHY Challenge!

<table>
<thead>
<tr>
<th>HEALTHY 6th graders</th>
<th>100% HEALTHY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This material is the property of the HEALTHY study group. It may not be used, distributed, or reproduced for any purpose unrelated to study group programs.
Session delivered: ❑ No ➔ explain: ______________________________________
❑ Yes ➔ continue

Date: ___ ___ / ___ ___ / ___ ___ ___ ___
Time started: ___ ___ : ___ ___ ❑ AM ❑ PM
Time ended: ___ ___ : ___ ___ ❑ AM ❑ PM

Did you encounter any barriers or problems during delivery of this FLASH session?
❑ No ❑ Yes ➔ check all that apply
❑ not enough time to complete the activity
❑ disruptive student behavior
❑ student confusion over instructions
❑ teacher confusion over instructions
❑ inadequate materials to do activity
❑ language or grammar (communications) issues
❑ school-wide interruption, e.g., fire drill, announcement
❑ other ➔ explain: ____________________________________
Session 8: Create a poster

Goal:
- To use what you have learned to create a poster about the benefits of drinking water and avoiding drinks with added sugar.

Preparation and materials:
- FLASH Student Workbooks.
- The session starts with the News FLASH.
- For this session, students continue to work in the groups of 2-5.
- Art supplies needed for each group are poster paper, construction paper, markers, glue, scissors, and pens. These will be provided by the HEALTHY staff.

Instructions to teacher:
- Go to page T-35 and enter the time of day you announce the start of FLASH time to your class.
- Have students get into their groups.
- Distribute Workbooks.
- SPC READS ALOUD the News FLASH:
  - “Congratulations to everyone who participated in the HEALTHY Challenge. Give yourselves a pat on the back. Remember to drink your water—5 glasses a day. This is our last News FLASH.”
- TEACHER READS ALOUD:
  - “Each student who turned in a HEALTHY Challenge Chart has a star on his or her Workbook. If all of the members of your group returned a HEALTHY Challenge Chart, there is a sticker by your group name on the HEALTHY Challenge Class Tracking Sheet, which is posted __________. Good job completing the HEALTHY Challenge!”
  - “What did you discover during the HEALTHY Challenge?” (Allow students to share their thoughts.)
  - “How successful were you in meeting your goals?” (Allow time for students to share their thoughts.)
- “Now we are going to use all of the information we have learned in our FLASH sessions to make posters that will encourage other students to drink more water and less regular soda and other drinks with added sugar. Each group will make a poster. This will take two FLASH sessions, and then we will present our posters. The posters may then be displayed in our school. Some may be selected to be shown to other schools.”
- “Today groups will work together to decide on an idea for the poster and make a sketch or drawing of what the poster might look like, with images, drawings, words, and messages.”
- “Let’s turn to page 46 and the group leader will take over. Once the group has decided on the idea for the poster, raise your hand and we will distribute materials so you can begin to draw it out. Let’s be creative!”
- You may decide that it works better to distribute the poster materials to all groups at the beginning of class rather than group-by-group. Please use the method that works best for you.
- Give groups about 15 minutes, then collect and store the FLASH Workbooks and poster materials.
- Go to page T-35 and enter the time of day the class completes all tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
Session 8: Create a Poster

Goals:
- To use what you have learned to create a poster about the benefits of drinking water and avoiding drinks with added sugar.

News Flash:
- Congratulations to everyone who participated in the HEALTHY Challenge! Give yourselves a pat on the back. Remember to drink your water—5 glasses a day. This is our last News FLASH.

Introduction and Instructions:
- Groups will work on an idea for the poster and make a sketch or drawing of what the poster might look like, with images, drawings, words, and messages.
- Go to the next page for more information on making your group’s poster.
SESSION 8: CREATE A POSTER

Follow along as the Group leader reads out loud

The main idea for each group’s poster is that we all should drink at least 5 glasses of water a day.

We can do that in lots of different ways. Here are some ideas to get the group started:
- show why 6th graders need to drink water
- show how 6th graders can get the water they need
- show why you do not want to drink drinks with added sugar, like regular soda, fruit flavored drinks and sports drinks
- or think up our own ideas: _____________________________________________
  _____________________________________________
  _____________________________________________

Once we have our idea, we can begin to work on how we want our poster to look and what we want it to say.

The box on the right lists some of the facts we have learned that we can use as we make our poster.

Facts About Water
- Makes up most of your body (about two-thirds of your body is water).
- Is exactly what your body needs.
- Helps your body keep working while you are active.
- Has no sugar or harmful chemicals.
- Quenches your thirst.
- Helps control body temperature by sweating.
- Helps get rid of waste products from your body
- Helps deliver energy to muscles.
- Helps your heart work better.

Facts About Drinks with added sugar
- Can cause cavities.
- May have caffeine and make it hard to sleep.
- May have artificial ingredients.
- Contains extra calories that your body doesn’t need.
Teacher Name: ________________________________

Session delivered:  ❑ No ➔ explain: ________________________________________
❑ Yes ➔ continue

Date: ___ ___ / ___ ___ / ___ ___ ___ ___

Time started: ___ ___ : ___ ___ ❑ AM ❑ PM

Time ended: ___ ___ : ___ ___ ❑ AM ❑ PM

Did you encounter any barriers or problems during delivery of this FLASH session?
❑ No  ❑ Yes ➔ check all that apply

❑ not enough time to complete the activity
❑ disruptive student behavior
❑ student confusion over instructions
❑ teacher confusion over instructions
❑ inadequate materials to do activity
❑ language or grammar (communications) issues
❑ school-wide interruption, e.g., fire drill, announcement
❑ other ➔ explain: ____________________________________
Goal:
- To use what you have learned to prepare a poster about the benefits of drinking water and avoiding drinks with added sugar.

Preparation and materials:
- FLASH student Workbooks.
- Poster drawings that groups started during the last session.
- For this session, students continue to work in the groups of 2-5.
- Art supplies needed for each group are poster paper, construction paper, markers, glue, scissors, and pens. These will be provided by the HEALTHY study staff.

Instructions to teacher:
- Go to page T-39 and enter the time of day you announce the start of FLASH time to your class.
- Have students get into their groups.
- Distribute Workbooks and poster materials and mock-ups from last session to each group with the help of the SPC.
- TEACHER READS ALOUD:
  - “This week each group will take the design of the poster you started last week and use art supplies to finish it up. Let’s take about 15 minutes to finish.”
  - “Remember that the next step will be to present your group’s poster to the rest of the class.”
- If all groups finish early, you can use the remaining time to start poster presentations.
- Collect and store the FLASH Workbooks and poster materials.
- Go to page T-39 and enter the time of day the class completes all tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
SESSION 9:  
POSTER PREPARATION

GOALS:
- To use what you have learned to prepare a poster about the benefits of drinking water and avoiding drinks with added sugar.
SESSION 9: POSTER PREPARATION
Teacher FLASH Delivery Form for FLASH Module 1 Session 9

Teacher Name: ________________________________

Session delivered:  ❑ No ➔ explain: ________________________________ ❑ Yes ➔ continue

Date: ___ ___ / ___ ___ / ___ ___ ___ ___

Time started: ___ ___ : ___ ___  ❑ AM  ❑ PM
Time ended: ___ ___ : ___ ___  ❑ AM  ❑ PM

Did you encounter any barriers or problems during delivery of this FLASH session?
❑ No  ❑ Yes ➔ check all that apply
❑ not enough time to complete the activity
❑ disruptive student behavior
❑ student confusion over instructions
❑ teacher confusion over instructions
❑ inadequate materials to do activity
❑ language or grammar (communications) issues
❑ school-wide interruption, e.g., fire drill, announcement
❑ other ➔ explain: ________________________________

For study use only
Field Center ID: __________
School ID: __________
Classroom ID: ___ ___ ___ ___
Session 10: Poster presentations

Goals:
- To present a poster about the benefits of drinking water and avoiding drinks with added sugar.
- To learn what you usually drink, and if it has changed from about 10 weeks ago.

Preparation and materials:
- FLASH student Workbooks.
- Posters from last session.
- For this session, students continue to work in the groups of 2-5.
- Each group has a large rubber band to keep the group’s FLASH Workbooks together in the box.
- Envelope for collecting self-addressed postcards. HEALTHY staff will supply these and collect it and the postcards.

Instructions to teacher:
- Go to page T-43 and enter the time of day you announce the start of FLASH time to your class.
- Have students get into their groups.
- Distribute Workbooks and posters from last session to each group.
- TEACHER READS ALOUD:
  - “You have learned a lot from FLASH.”
  - “Today is the last FLASH session. Each group is going to present its poster to the class, and then you are going to complete the survey about what you drink. This is the same survey that you took at the beginning of FLASH—it will be interesting to see if you have changed what you drink.”
  - “Finally, you will end the session by writing a postcard to yourself that will be mailed to you this summer. Your ‘school’ self will be reminding your ‘summer’ self to keep choosing HEALTHY drinks.”
  - “Which group would like to present first?”
- Give each group several minutes to present.
- TEACHER READS ALOUD:
  - “Now turn to page 50. Remember this? The chart lists statements about drinking different beverages. Next to the statements are 3 boxes in columns. Check the box with the column heading that best describes you. The choices are: never, on 1 to 3 days a week, or on 4 or more days a week during a normal week.”
  - “The first statement is an example. If you drink a glass or carton of nonfat, skim, 1% or soy milk with calcium with lunch, then you put an ‘X’ in that middle box.”
  - “Please be honest because your answers are important to your health. After filling in the chart, write in the number of colored boxes you checked. Then do the task on the next page, then turn to page 52 and see how much of the water glass you fill. Go to page 6 in session 1 and compare how you did then.”
- Give students time to complete the chart.
- TEACHER READS ALOUD:
  - “Before we wrap up, we have one more thing to do. On page 53 of your Workbook is a postcard that tears out.”
  - “Please write your name and address on the lines (add lines for address) on the front. Then add a message to yourself on the back about what you’ve learned about drinking water.”
  - “Here are some examples of messages: How’s your summer going? Don’t let yourself get dehydrated. By the time you are thirsty you are already dehydrated. Remember to take a water bottle when you play.”
  - “The HEALTHY study staff will stamp and send your postcard this summer, so watch for it in the mail.”
- Collect postcards in an envelope.
Collect and store the FLASH Workbooks and posters.

TEACHER READS ALOUD:

- “We will collect the postcards now and we’re going to collect the Workbooks one last time. Those of you who have had your parents sign the consent for the HEALTHY Study will have a few pages removed from the your Workbooks. Then everyone’s Workbooks will be returned to to you. They will be your to keep.”
- “We want to take your posters and display as many as we can. They don’t have your names on them, so nobody knows who made the poster—but if your team does not want your poster displayed either in our school or selected to show in other schools, please let me know. Also, if someone wants to keep the poster, let me know and we will return it.”
- “I hope that you have learned about HEALTHY drinks and that you had a fun time.”

Go to page T-43 and enter the time of day the class completes all tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
SESSION 10:  
POSTER PRESENTATIONS

GOALS:
- To present a poster about the benefits of drinking water and avoiding drinks with added sugar.
- To learn what you usually drink, and if it has changed from about 10 weeks ago.

INTRODUCTION:
- Today we will do two things:
  - Each group will present its poster to the class.
  - Each student will complete the survey about what you drink. This is the same survey that you took at the beginning of FLASH.

INSTRUCTIONS:
- Now turn to page 50. Next to the statements are three boxes in columns. Check the box with the column heading that best describes you.
- After completing the chart, write in the number of colored boxes you checked. Then go to page 52 and see how much of the water glass you fill. Go to page 6 in session 1 and compare how you did then.
SESSION 10: WHAT DO YOU DRINK?

Mark the answer that best describes the number of days you do each activity in a normal week. For each item, make an ‘X’ in the box.

<table>
<thead>
<tr>
<th>Activity</th>
<th>never</th>
<th>1 to 3 days a week</th>
<th>4 or more days a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a normal week...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXAMPLE: I drink a glass or carton of nonfat, skim, 1% milk or soy milk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with calcium with lunch.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After playing hard, I drink water.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I want something to drink, I have a fruit flavored drink. (Do not</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>count artificially sweetened drinks.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I drink 5 or more glasses of water a day.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I drink 1 or more cans or bottles of regular soda a day. (Do not count</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>diet soda.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I drink milk that is nonfat, skim, 1% milk, or soy milk with calcium.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I drink fruit flavored drinks with at least one meal.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I want something to drink, I have water.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I want something to drink, I have regular soda. (Do not count</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>diet soda.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I drink just one small glass of 100% fruit juice a day.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I drink sports drinks when I am thirsty.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add up the blue, yellow and red boxes and write your totals in the three boxes. Not counting the example...

How many blue boxes did you check?  
How many yellow boxes did you check?  
How many red boxes did you check?

Now go on to the next page and circle what beverage you drink the most.
Circle the one beverage that you drink most of the time.

- water
- 2% or whole milk, or soy milk with calcium
- fruit flavored drink
- 100% fruit juice (like orange, apple, or grape)
- diet soda
- regular soda
- flavored water or artificially sweetened fruit drink, like Crystal Light
- nonfat, skim, 1% milk, or soy milk with calcium

Now go to the next page and see how HEALTHY what you drink is.
**HEALTHY FLASH:**
To be healthy, it is recommended that teens
- drink water and nonfat, skim, 1% milk, or soy milk with calcium throughout the day.
- limit drinks with added sugar.

---

**SESSION 10:**

**WHAT DO YOU DRINK?**

Start at the bottom of the glass and color in one section for every yellow box you checked on page 50 and two sections for every blue box you checked. As a bonus, fill in one extra box if you circled that you drink water most of the time on page 51.

How much of the water glass did you fill?

---

**Way to go!** Water is your life force—keep it up! You are drinking healthy beverages—your body thanks you!

**Good**—you are drinking some healthy beverages! Can you drink fewer drinks with added sugar and more water?

**Rethink your drink!**
Try to limit those drinks with added sugar. Drink more water and other healthy beverages. You can do it!

---

If you finish early, go to pages 55 to 58 and try some other fun activities.
This postcard will be mailed to you this summer. Send yourself a message about drinking HEALTHY.
- You might say, Are you getting 5 glasses of water a day?
- Or remember to drink extra water on hot days

- Strive for 5 glasses of water a day.
- Limit drinks with added sugar.
- Be sure to drink extra water when it’s hot outside to keep from getting dehydrated!
- Drink water instead of regular soda at fast food restaurants!
- Drink water during and after physical activity!

(Write your own message about water.)

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SESSION 10: POSTER PRESENTATIONS
Teacher FLASH Delivery Form for FLASH Module 1 Session 10

Teacher Name: ________________________________

Session delivered:  ❑ No ➔ explain: ________________________________
❑ Yes ➔ continue

Date: ___ ___ / ___ ___ / ___ ___ ___ ___

Time started: ___ ___ : ___ ___ ❑ AM ❑ PM

Time ended: ___ ___ : ___ ___ ❑ AM ❑ PM

Did you encounter any barriers or problems during delivery of this FLASH session?
❑ No    ❑ Yes ➔ check all that apply
❑ not enough time to complete the activity
❑ disruptive student behavior
❑ student confusion over instructions
❑ teacher confusion over instructions
❑ inadequate materials to do activity
❑ language or grammar (communications) issues
❑ school-wide interruption, e.g., fire drill, announcement
❑ other ➔ explain: ________________________________
ACROSS
4. This fruit-flavored drink can be made from powder and has a lot of added sugar.
7. A liquid that can come in a glass, bottle, or carton.
10. Don't wait until you are _______ to drink water.
14. The best drink for your body.
15. The HEALTHY study recommends drinking _____ glasses of water each day.
16. When you drink milk, choose ______, skim, 1% milk or soy milk with calcium.
18. Regular soda is an example of an added _____ drink.
19. Being _______ means that your body doesn't have enough water to work properly.

DOWN
1. Unless you are exercising hard for more than an hour, you do not need what's in _____ drinks.
2. Add this to make water colder.
3. Drink water _____ and every day.
5. Let water be your _____ force.
6. A word for milk with no fat.
8. A good source of protein, vitamins, and minerals, like calcium.
9. This drink is best if made from 100% fruit.
11. You lose water when you _____ during physical activity.
12. A camel can go ____ days without water than you can.
13. Something you want to do or achieve—a change you want to make.
14. Water helps you get rid of _____ products from your body.
15. You can eat it raw or drink it in juice.
17. Drink 5 glasses of water each ___.
Sudoku

The Sudoku puzzles here have 4 rows, 4 columns, and 4 mini-grids (each with 2 columns and 2 rows). To finish the puzzles there is only one rule—fill in the blank spaces so that every column, every row, and every mini-grid contains one and only one of each of these 4 words: TIRED, THIRSTY, DEHYDRATED, WATER. There is only one way to finish each puzzle.

Let’s work though an example.

<table>
<thead>
<tr>
<th>DEHYDRATED</th>
<th>TIRED</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>?</td>
<td>Thirsty</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thirsty</td>
</tr>
<tr>
<td></td>
<td>Tired</td>
<td></td>
</tr>
</tbody>
</table>

- Start by looking at the mini-grids in the top left corner and the bottom right corner.
- Each of these grids already has 3 of the 4 words.
- Replace the question marks ‘?’ with the missing word.
- Good start!

<table>
<thead>
<tr>
<th>Dehydrated</th>
<th>Tired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>Thirsty</td>
</tr>
<tr>
<td>?</td>
<td></td>
</tr>
<tr>
<td>?</td>
<td>Tired</td>
</tr>
</tbody>
</table>

- Now let’s look at the 1st column.
- The words DEHYDRATED and WATER are already in that column.
- We can’t put TIRED in the bottom space because that word is already in the bottom row.
- So the bottom space with ‘?’ must be THIRSTY.
- In the space above that, the ‘?’ must be TIRED.
- Now there is only one word missing in each row.
- By looking at the rest of the words in the row, we can tell which word is missing.
- You’ve done it!

<table>
<thead>
<tr>
<th>DEHYDRATED</th>
<th>TIRED</th>
<th>WATER</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WATER</td>
<td>THIRSTY</td>
<td>DEHYDRATED</td>
<td>?</td>
</tr>
<tr>
<td>TIRED</td>
<td>?</td>
<td>THIRSTY</td>
<td>WATER</td>
</tr>
<tr>
<td>THIRSTY</td>
<td>?</td>
<td>TIRED</td>
<td>DEHYDRATED</td>
</tr>
</tbody>
</table>

See if you can finish the puzzle below by following the rules. Fill in the blank spaces so that every column, every row, and every mini-grid contains one and only one of each of these 4 words: TIRED, THIRSTY, DEHYDRATED, WATER. There is only one way to finish each puzzle. Take your time and think carefully. You can do it!

<table>
<thead>
<tr>
<th>DEHYDRATED</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WATER</td>
<td>TIRED</td>
</tr>
<tr>
<td>WATER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIRED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THIRSTY</td>
<td></td>
<td>DEHYDRATED</td>
</tr>
</tbody>
</table>
ANSWERS:

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QUESTIONS AND ANSWERS ABOUT DIABETES.

1. What is diabetes?
A person who has diabetes has too much glucose (“GLOO-kose”) in their blood. Glucose is a kind of sugar that comes from the food we eat and is made by our liver and muscles. The glucose in our blood travels to all parts of our body to give our cells energy. We need glucose to think, exercise, and function. However, when there is too much glucose in the blood, it is unhealthy.

2. What causes diabetes?
Certain chemicals in the body called hormones help control the level of glucose in the blood. The most important hormone that regulates glucose is insulin (“IN-suh-lin”), which is made in an organ called the pancreas (“PAN-kree-as”). Insulin helps glucose get into the body’s cells. Then our cells change glucose into the energy we need. If our body doesn’t make enough insulin or if the insulin doesn’t work the way it should, glucose can’t get into our cells. When this happens, glucose stays in the blood, and blood glucose levels get too high. Diabetes is diagnosed by a test that shows a high sugar level in a person’s blood.

3. What are the different types of diabetes?
There are two major types of diabetes, called type 1 diabetes and type 2 diabetes. Type 1 diabetes occurs when the pancreas stops making insulin. Without insulin, the body can’t keep the amount of glucose in the blood within the normal range. Type 1 diabetes is treated by putting insulin back in the body with insulin shots or by using an insulin pump. Type 1 diabetes cannot be prevented.

Type 2 diabetes is more common than type 1 in adults, but in kids it is less common than type 1 diabetes. In type 2 diabetes, the pancreas still makes insulin, but the insulin does not work well in the cells of the body. Some people with type 2 diabetes can be treated and even cured by losing weight, eating healthy foods, and being active. Others with type 2 diabetes may need pills or insulin shots to lower the glucose level in their blood.

4. Why do people get type 2 diabetes?
Doctors do not know all of the reasons that people get type 2 diabetes. They do know that being overweight increases the chance of developing type 2 diabetes. Children and teens become overweight by eating too much food (especially junk food, candy, and sweetened drinks) and not getting enough physical activity. Diabetes seems to run in families, so having a family member with type 2 diabetes makes someone more likely to develop it. Some racial and ethnic groups have a greater chance of developing type 2 diabetes, such as African Americans, American Indians, Asian Americans, Hispanics and Latinos, and Pacific Islanders.

Children and teens can develop type 2 diabetes if they become overweight and eat too much unhealthy foods. You can prevent type 2 diabetes by keeping your body weight in a healthy range, eating healthy foods, and getting regular physical activity.
5. What are the best ways to prevent type 2 diabetes?

- Be physically active for at least 60 minutes each day.
- Drink water! If you want something sweet, choose drinks that don’t contain added sugar instead of drinks that are high in sugar. A small glass of 100% fruit juice contains natural sugars, but also contains vitamins that are good for you. Drinking regular soda (soft drinks), added sugar fruit punch, and even sports drinks may increase your chances of gaining extra weight that can cause type 2 diabetes. So, if you are thinking about drinking soda, don’t drink it every day—and when you want soda, try a diet soda instead.
- Eat healthy foods like:
  - Fresh fruits and vegetables from every color of the rainbow.
  - Whole grain foods like whole wheat bread, brown rice, and oatmeal.
  - Nonfat, 1% milk or soy milk with calcium, and dairy products like cheese, cottage cheese, and yogurt.
  - Meat, chicken, and turkey without extra fat or skin, plus fish and beans—these foods are high in protein.
  - Baked foods instead of fried foods.
  - Fats that keep your heart healthy, like raw nuts, olives, and vegetable oil—butter and other fats from 4-legged animals are not as healthy.
- Don’t over eat—you can have too much of a good thing!

1. What are the basics of weight loss and weight gain?
If you take in less food than your body needs for energy, you will lose weight. The amount of energy you need depends on how active you are—the more activity, the more energy you burn. Being active, eating smaller amounts of food, and eating fewer sweet or fatty foods can help overweight children and teens lose weight in a healthy way. It is best to eat food in smaller portions throughout the day, including breakfast, lunch, and dinner, and have a couple of snacks like fruit, whole grain bagels, or vegetables. This way you will have enough energy all day and you won’t get too hungry.

2. Are there any foods or drinks to avoid?
Small amounts of foods that contain sugar can be part of healthy eating. Added sugar foods include soda (soft drinks), fruit-flavored drinks, and candy. If you choose to eat foods that have added sugar, just have a small amount at the end of a healthy meal. Instead of these dessert foods—such as cakes, muffins, pies, cookies, and ice cream—try eating a piece of fruit if you are still hungry after a meal.

3. Where can I get more information?
For more information about type 2 diabetes, check out these websites:
http://www.diabetes.org/ (American Diabetes Association)
http://www.ndep.nih.gov/ (National Diabetes Education Program)

For more information about nutrition, activity, and health:
http://www.theadstoredc.net/NIH/NIH.html (NIH Office of Science Education, middle school curriculum supplements)