Workbook Module 1:
WATER AND YOU!

Healthy

Property of:
Group 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.
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</tbody>
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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></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></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 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 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.

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

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.

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.

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.)
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>
</tr>
</thead>
<tbody>
<tr>
<td>A = K</td>
</tr>
<tr>
<td>B = N</td>
</tr>
<tr>
<td>C = O</td>
</tr>
<tr>
<td>D = X</td>
</tr>
<tr>
<td>E = M</td>
</tr>
<tr>
<td>F = E</td>
</tr>
<tr>
<td>G = P</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!

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!
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.

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.
SESSION 3:
HYDRATING YOUR BODY

Work together to decide if each statement is True or False. Circle “T” for the statements about water that you think are TRUE and “F” for the statements about water that you think are FALSE.

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!
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 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.
Rethink Your Drink

Sometimes—don’t drink or only once a day

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

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

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.

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

- sports drinks have a lot of added sugar
- fruit flavoured drinks are high in sugar and have no or very little real fruit juice
- 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

**Rethink Your Drink**

- sometimes—don’t drink or only once a day
- artificially sweetened fruit flavored drinks or flavored water, like Crystal Light don’t have sugar
- diet sodas are sweetened with chemicals instead of sugar
- water is your life force, and you need at least 5 glasses every day

Regular sodas (not diet) are high in sugar and artificial ingredients

- nonfat, skim, 1% milk or soy milk with calcium are high in protein, vitamins and calcium for your bones
- fruit flavored drinks are high in sugar and have no or very little real fruit juice
- 2% or whole milk is higher in fat than skim, 1% milk or soy milk
- sports drinks have a lot of added 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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>5 glasses of water tomorrow.</td>
</tr>
<tr>
<td></td>
<td>1 more glass of water than I usually drink tomorrow.</td>
</tr>
<tr>
<td></td>
<td>1 less soda than I usually drink tomorrow.</td>
</tr>
<tr>
<td></td>
<td>1 less fruit flavored drink with added sugar than I usually drink tomorrow.</td>
</tr>
</tbody>
</table>

**WRAP-UP:**

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

**I CHOOSE TO DRINK:**

<table>
<thead>
<tr>
<th>GOAL NUMBER 1</th>
<th></th>
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<tr>
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<table>
<thead>
<tr>
<th>GOAL NUMBER 2</th>
<th></th>
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<tbody>
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<td></td>
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</tbody>
</table>
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?

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

OR

Write your own problem:

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. ___________________________
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 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."
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”.

Session 6:
Healthy Tracker
**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>= 1 bottle or carton</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>REGGIE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td>[ ] [ ] [ ] [ ] [ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Milk</td>
<td>[ ] [ ] [ ] [ ] [ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Juice</td>
<td>[ ] [ ] [ ] [ ] [ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Soda</td>
<td>[ ] [ ] [ ] [ ] [ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Sports drink</td>
<td>[ ] [ ] [ ] [ ] [ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>= 1 bottle or carton</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERRI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td>[ ] [ ] [ ] [ ] [ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Milk</td>
<td>[ ] [ ] [ ] [ ] [ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Juice</td>
<td>[ ] [ ] [ ] [ ] [ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Soda</td>
<td>[ ] [ ] [ ] [ ] [ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Sports drink</td>
<td>[ ] [ ] [ ] [ ] [ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Total bottles or cartons of all drinks = [ ]

Total bottles or cartons of all drinks = [ ]
**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.

<table>
<thead>
<tr>
<th>REGGIE</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>

<table>
<thead>
<tr>
<th>REGGIE</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>

<table>
<thead>
<tr>
<th>REGGIE</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>

<table>
<thead>
<tr>
<th>REGGIE</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>

<table>
<thead>
<tr>
<th>REGGIE</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>

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.

<table>
<thead>
<tr>
<th>TIME CHART</th>
<th>Reggie’s total minutes of activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td></td>
</tr>
<tr>
<td>30 minutes</td>
<td></td>
</tr>
<tr>
<td>45 minutes</td>
<td></td>
</tr>
<tr>
<td>60 minutes</td>
<td></td>
</tr>
<tr>
<td>75 minutes</td>
<td></td>
</tr>
<tr>
<td>90 minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME CHART</th>
<th>Terri’s total minutes of activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td></td>
</tr>
<tr>
<td>30 minutes</td>
<td></td>
</tr>
<tr>
<td>45 minutes</td>
<td></td>
</tr>
<tr>
<td>60 minutes</td>
<td></td>
</tr>
<tr>
<td>75 minutes</td>
<td></td>
</tr>
<tr>
<td>90 minutes</td>
<td></td>
</tr>
</tbody>
</table>
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></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>1. How many total cartons or bottles of fluid did Reggie drink?</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<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>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. How many total cartons or bottles of fluid did Reggie drink?</td>
</tr>
<tr>
<td>5. How many total cartons or bottles of fluid did Terri drink?</td>
</tr>
<tr>
<td>6. How many minutes of physical activity did Reggie do?</td>
</tr>
<tr>
<td>7. How many minutes of physical activity did Terri do?</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 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

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

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.

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!
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 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.
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.
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 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>In a normal week...</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><strong>EXAMPLE:</strong> I drink a glass or carton of nonfat, skim, 1% milk or soy milk with calcium with lunch.</td>
<td></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 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 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 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.

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

Now go to the next page and see how HEALTHY what you drink is.
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!

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.

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

Your address:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
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.)
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 ___.
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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>?</td>
<td></td>
<td>THIRSTY</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>THIRSTY</td>
<td>?</td>
</tr>
<tr>
<td></td>
<td>TIRED</td>
<td>DEHYDRATED</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>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WATER</td>
<td></td>
<td>THIRSTY</td>
<td></td>
</tr>
<tr>
<td>?</td>
<td></td>
<td>THIRSTY</td>
<td>WATER</td>
</tr>
<tr>
<td>?</td>
<td>TIRED</td>
<td>DEHYDRATED</td>
<td></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>TIRED</th>
<th>WATER</th>
<th>THIRSTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>WATER</td>
<td>THIRSTY</td>
<td>DEHYDRATED</td>
<td>TIRED</td>
</tr>
<tr>
<td>TIRED</td>
<td>DEHYDRATED</td>
<td>THIRSTY</td>
<td>WATER</td>
</tr>
<tr>
<td>THIRSTY</td>
<td>WATER</td>
<td>TIRED</td>
<td>DEHYDRATED</td>
</tr>
</tbody>
</table>
ANSWERS:

```
S I
P U N C H O L S
O E D R I N K
R M A F I J
T H I R S T Y E M U
S L W M I
K E O C
G W A T E R F I V E
N O N F A T E R
A S D S U G A R
L T A I
D E H Y D R A T E D
```

<table>
<thead>
<tr>
<th>DEHYDRATED</th>
<th>TIRED</th>
<th>WATER</th>
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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 to drink, choose 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:

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