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 43 and 44.
Welcome to the second module of FLASH (Fun Learning Activities for Student Health)! FLASH is an integrated set of brief, scripted sessions that promote physical activity and healthy eating behaviors to enhance the goals of the HEALTHY study. FLASH is designed to help students overcome barriers and encourage healthy nutrition and physical activity practices. Similar to the first module, materials are minimal, as most FLASH sessions are self-contained in the Student Workbook. You have the Teacher Manual and each student has a Student Workbook. Through a fun, interactive classroom format, students gain knowledge about the importance of healthy behaviors, are challenged to make healthy choices, set goals, engage in self-monitoring, and identify and overcome barriers that limit healthy behaviors.

This FLASH module begins with a brief self-assessment to establish a baseline of the student’s current physical activity. 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.”

Module 2 addresses physical activity. Each module has its own Teacher Manual and Student 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 delivered in the latter half of 6th grade.
- Module 2: Let’s Be Active is delivered in the first half of 7th grade.
- Module 3: Let’s Eat Healthy is delivered in the latter half of 7th grade.
- Module 4: Let’s Be Balanced is delivered in the first half of 8th grade.
- Module 5: Healthy For Life is delivered in the latter half of 8th grade.

**Activities in Your Classroom**

- Prior to the first FLASH session, HEALTHY study staff will write students’ names on the workbooks.
- Between sessions, the FLASH workbooks are stored in a box in the 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.
- Each group will have a group leader.
- Sessions 8 and 9 involve a creative experience, culminating in Session 10 with presentations to the class.
- The last session—Session 10—concludes with the identical self-assessment completed during Session 1.

**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 switching 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 to 2 students in each class will have been chosen to act as Student Peer Communicators—in this manual they are referred to as SPC, although your school 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 to 7, reminding the other students what they learned in the last session.

For each session:

- Announce the start of FLASH time.
- Distribute the student workbooks.
- Have the SPC or another student read the News FLASH.
- Read the printed instructions or script to the class.
- Have students complete the session’s activities 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.
- 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 each session’s instructions, 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., when you announced FLASH time. The time recorded should be the time just before any 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 should be the time 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, but you may instead write 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. In addition, study staff may ask to meet with you to talk about your experiences with the program. Your feedback is important, as it will help us understand how the program worked in your class and how we might improve FLASH delivery during future sessions.
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Session 1 - What Do You Do?</td>
</tr>
<tr>
<td>7</td>
<td>Session 2 - Be Active—Burn Calories</td>
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<td>11</td>
<td>Session 3 - Why Be Active?</td>
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<td>17</td>
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<td>To Measure Physical Activity</td>
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<td>33</td>
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<td>35</td>
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<td>39</td>
<td>Additional Activities</td>
</tr>
<tr>
<td>43</td>
<td>Questions and Answers About Diabetes</td>
</tr>
</tbody>
</table>
Goals

- To find out what you do for physical activity.
- To learn if you are getting enough physical activity or whether you need to do more.
- To learn whether you are not getting enough physical activity by spending too much time sitting such as when talking on the phone, watching TV, and playing video games.

Preparation and Materials

- A FLASH workbook for each student.
- Each student should have a pen or pencil.

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. Make sure your name is written on its cover. As you know, our school is part of a program 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.”
  - “More teenagers are developing type 2 diabetes than ever before. Can anyone tell me what type 2 diabetes is?” (Let students volunteer to answer, then continue to read.)
  - “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 pages 43 and 44. Last spring many of you participated in FLASH. What did you learn?” (Call on several students.)
  - “Last spring, you learned a lot about different types of drinks. What is the best drink for you when you are thirsty?” (Call on several students.)
  - “The answer is water. Water makes up most of your body. Your body uses water to deliver energy to muscles, get rid of waste products, and control its temperature by sweating. Water is the best drink for you. Water doesn’t contain any added sugar so it quenches your thirst without a lot of extra calories that your body doesn’t need.”
  - “Even the Coca-Cola Company said in a recent ad that when choosing a drink, ‘Of course, water is always the best choice.’”
  - “Milk is a good drink to have with meals or occasionally with snacks. It has protein, vitamin D, and calcium that can strengthen muscles and bones. It is better to drink non-fat, skim, 1% milk or soy milk with calcium. These kinds of milk have less fat, and fat is high in calories.”
  - “You should only rarely choose drinks with added sugar such as regular soda or fruit-flavored drinks. These drinks have a lot of calories, and do not contain any nutrients. Sports drinks do contain some vitamins and minerals, but they also have a lot of sugar. You should rarely choose sports drinks.”
  - “In addition to choosing your drinks carefully, it is also important to be active. Research shows that if you are more active, you are less likely to develop type 2 diabetes. The first FLASH activity will help you discover how active you are.”
  - “Everyone now turn to page 3 of your FLASH workbooks.”
Call on a student to read the instructions on page 3 of the Student Workbook.

Follow along as the student reads the instructions on page 3 of the workbook. After instructions are read, TEACHER READS ALOUD:

- “Now, turn to page 4 and complete the chart.”

Monitor students’ progress with the self-assessment task. When students complete the chart, call on a student to read the instructions below the chart.

When the students are finished filling in the rulers on page 6, TEACHER READS ALOUD:

- “The rulers that you just filled in show how much time you spend being physically active and how much time you spend sitting. Take a moment now to compare the two rulers.”
- “The more time you spend being physically active the healthier you will be. To be more active you need to sit less and move more!”

Have a student read the FLASH Wrap Up to the class on page 6 of their FLASH workbooks.

After student reads the FLASH Wrap Up, TEACHER READS ALOUD:

- “As you can see there are many different ways to be physically active. The more time you spend being physically active the healthier you will be. Sit less and move more! 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 tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
SESSION 1:  
WHAT DO YOU DO?

GOALS
- To find out what you do for physical activity.
- To learn if you are getting enough physical activity or whether you need to do more.
- To learn whether you are not getting enough physical activity by spending too much time sitting such as when talking on the phone, watching TV, and playing video games.

INSTRUCTIONS
- On the bottom of this page is a sample of the chart that you will fill out on page 4. The chart lists different statements about physical activities. The columns to the right of these statements are to show how often you do that activity.
- Complete the chart by placing an ‘X’ in the column that describes how often you do each activity during an average week: never, on 1 to 3 days a week, or on 4 or more days a week.
- You might notice that specific sports such as soccer, basketball, or volleyball aren’t listed in the chart. The last line, “Play sports for 15 minutes or more,” includes all of those sports.
- Please be honest, because no one in our school will know your answers. The information from this activity will help you to look at the amount of physical activity you are doing now and to set goals for the future.
- The HEALTHY study will use all of the answers to understand how much physical activity 7th graders are doing.
- Everyone should begin on page 4.
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.

### In a normal week, I ...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>1–3 days per week</th>
<th>4 or more days each week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play video/computer games for 30 minutes or more</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Watch TV or a movie for 2 hours or more</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Talk or text on the phone for a total of 30 minutes or more</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Use Internet / e-mail for 30 minutes or more</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Eat while watching TV or a movie</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Snack while reading, studying, doing homework, or talking on the phone</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Play handheld video or nonvideo games for 30 minutes or more</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Add up your points in the red rows:**
- this is your “sitting score.”

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>1–3 days per week</th>
<th>4 or more days each week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk for at least 15 minutes without stopping</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Ride a bike, skate, or rollerblade for at least 15 minutes</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Dance for 15 minutes or more</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Run/jog for 15 minutes or more</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Be active outside for 15 minutes or more</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Exercise / work out for 15 minutes or more</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Play sports for 15 minutes or more</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Add up your points in the blue rows:**
- this is your “active score.”

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- When you are finished completing the chart, add up all of the points in the blue lines of the chart and all of the points in the red lines of the chart, and write these numbers down in the boxes under the chart.
- After you add up your scores, go to page 5 and answer the bonus question about how active you are in PE class.
- Then go to page 6 to see how active you are right now.
How hard do you try to be active in PE class?
In PE class, I am usually ...
(Circle your answer.)

a) not very physically active during PE. Most of the time I don’t breathe harder.
b) physically active more than half of the time, with some increase in my breathing.
c) very active more than half of the time with a large increase in my breathing.
SESSION 1:

WHAT DO YOU DO?

Look at your sitting score on page 4. Draw a line through or color in the number of boxes on the “sitting ruler” below.

Look at your active score on page 4. Draw a line through or color in the number of boxes on the “active ruler” below. As a bonus, if you circled b as your answer to the question about PE on page 5, fill in 1 extra box. If you circled c give yourself 2 extra boxes. Being active during PE is a great way to get physical activity!

How much time do you spend being physically active each week?

FLASH WRAP UP

To be healthy, it is recommended that teens be physically active for at least one hour every day of the week. You could be physically active by walking, bike riding, doing chores, playing sports, dancing, or just moving around.

SITTING RULER

You should move a lot more. You could move more. You are not sitting too much.

ACTIVE RULER

You could be more active. You are pretty active. You are active. Keep it up.

If you finish early, go to pages 39 to 42 and try some other fun activities.
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 2: Be Active—Burn Calories

Goal
- To learn about calories and the amount of energy you use when you are participating in different types of physical activities.

Preparation and Materials
- Each student should have a pen or pencil and his or her FLASH workbook.
- For this session, students will work in pairs. Use a method that works for you to assign students to pairs.

Instructions to Teacher
- Go to page T-9 and enter the time of day you announce the start of FLASH time to your class.
- Distribute FLASH workbooks.
- Have a student (the SPC or a teacher-selected student) ready to read the News FLASH.
- SPC READS ALOUD the News FLASH:
  - “The HEALTHY study recommends 1 hour of physical activity each day.”
- Have students work in pairs. Students will start on page 7 of their FLASH workbooks.
- TEACHER READS ALOUD:
  - “Last session, you filled out a chart about the types of activities that you do during an average week. Take a moment to look at your answers on page 4.” (Give the class a minute to review the chart.)
  - “Each activity on the chart takes different amounts of energy. Today, you will learn how much energy it takes to do different physical activities. Please turn to page 7 in your FLASH workbooks and follow along as I read the section called Introduction and Instructions.”
  - “Your body needs energy to stay alive and function. You get energy from food and some types of drinks. The energy in food and drinks is measured in calories. More calories means more energy. You need to balance the energy you put in your body with getting enough physical activity.”
  - “Calories also measure the energy you burn to do different physical activities. The harder you work while you are active, the more calories your body uses. For example, when you run you are burning more calories than when you walk for the same amount of time. So, if you run for 15 minutes, your body uses more calories than if you walk for 15 minutes.”
  - “If you eat more calories than your body uses, those calories are stored in your body as fat. If you eat too many calories, you can gain too much weight. If you eat fewer calories than your body uses, you will lose weight.”
  - “Look at the chart on the side of the page. One of the bars in the chart represents the amount of calories used when you jog for 30 minutes, and the other represents the amount of calories used when you watch TV for 30 minutes. Which represents watching TV? Now draw a line to the bar representing jogging.” (Give students a few seconds to do this.)
Call on a student to say which activity should be connected to the bar showing 160 calories and which activity should be connected to the bar showing 20 calories. (Answer: jogging for 30 minutes uses 160 calories and watching TV for 30 minutes uses only 20 calories). Then TEACHER READS ALOUD:

- “For today’s activity, you will work in pairs. Please rank the activities on page 9 in order from 1 to 10, with 1 being the activity that uses the least amount of calories and 10 being the activity that uses the most calories. Also work on the challenge question with your partner. After you complete the activity, read the answers on page 51.”

When students have finished the activity and reviewed their answers, TEACHER READS ALOUD:

- “On the answer page, the activities in red are activities which do not use many calories and the activities in green are activities that use more calories.”
- “Which activity surprised you the most? Why?”

Call on some students to explain their thoughts. Then have a student read the FLASH Wrap Up out loud from page 9 of his or her workbook.

After student reads the FLASH Wrap Up, TEACHER READS ALOUD:

- “Now we will collect your FLASH workbooks and store them for next time. Good job!”

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:

BE ACTIVE—BURN CALORIES

GOALS

■ To learn about calories and the amount of energy you use when you are participating in different types of physical activities.

NEWS FLASH

■ The HEALTHY study recommends 1 hour of physical activity each day.

INTRODUCTION AND INSTRUCTIONS

■ Your body needs energy to stay alive and function. You get energy from food and some types of drinks. The energy in food and drinks is measured in calories. More calories means more energy. You need to balance the energy you put in your body with getting enough physical activity.

■ Calories also measure the energy you burn to do different physical activities. The harder you work while you are active, the more calories your body uses. For example, when you run you are burning more calories than when you walk for the same amount of time. So, if you run for 15 minutes, your body uses more calories than if you walk for 15 minutes.

■ If you eat more calories than your body uses, those calories are stored in your body as fat. If you eat too many calories, you can gain too much weight. If you eat fewer calories than your body uses, you will lose weight.

■ For today’s activity, you will work in pairs. Please rank the activities on page 9 in order from 1 to 10, with 1 being the activity that uses the least amount of calories and 10 being the activity that uses the most calories. When you finish, check your answers on page 51.
SESSION 2:
BE ACTIVE—BURN CALORIES

Work together with your partner to rank in order from 1 to 10, with 1 being the lowest calorie-using activity and 10 being the highest calorie-using activity. After you have finished ranking the activities, turn to page 51 to check your answers.

FLASH WRAP UP
Our bodies use calories at rest but they use even more during physical activity. The more minutes we are physically active, the more calories we use. Also, physical activity makes us feel more energetic. When you have a choice, be active.

Doing each of these activities for 30 minutes:

____ Jogging (faster than a walk)
____ Watching TV
____ Playing soccer
____ Sleeping
____ Playing a video game
____ Bowling
____ Walking
____ Riding a bike
____ Rollerblading
____ Talking on the phone

CHALLENGE QUESTION
Guess how many minutes of walking it would take to burn the number of calories in a very small bag (1 ounce) of potato chips (about 20 chips).

a. 5 minutes
b. 10 minutes
c. 30 minutes
d. 40 minutes

When you are finished, go to the back of the book to check your answers.
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 3: Why Be Active?

Goal
- To help you understand the benefits of physical activity.

Preparation and Materials
- Each student should have a pen or pencil and his or her FLASH workbook.
- Students will work in pairs. Please use whatever method works for you to pair students.

Instructions to Teacher
- Go to page T-13 and enter the time of day you announce the start of FLASH time to your class.
- Distribute workbooks and have students get into pairs.
- Have students turn to page 11 in their workbooks.
- Have a student (the SPC or a teacher-selected student) ready to read the News FLASH.
- SPC READS ALOUD the News FLASH:
  - “Join the Movement! When you have a choice, be active! All at once or whenever possible for at least 60 minutes a day.”
- TEACHER READS ALOUD:
  - “Open your workbooks to page 11 and follow along as I read the instructions. Last week, you learned that different types of physical activities use different amounts of energy or calories.”
  - “Today, you will work in pairs to learn about the benefits of being physically active and why you should be active.”
  - “Work together and decide if a statement is true or false. Circle the statements you think are true. When you are done, turn to page 52 and read the true answers.”
- Monitor students’ progress. When students are done, TEACHER READS ALOUD:
  - “Now turn to page 13, where you should see a scale going from zero to ten.” (The scale is shown on next page.)
  - “The scale rates how hard your body is working. Everyone should make a mark on the line for how hard you are working right now.”
  - “Now everyone stand up.”
  - “For the next 30 seconds, you are going to sit down and then stand up again while I say, ‘Stand up and sit down.’ Ready?”
- Say, “Stand up, sit down” repeatedly, while students do that task for 30 seconds, then have the students sit down. Then TEACHER READS ALOUD:
  - “Now, you should rate yourself again on the scale for how hard you were working while I was saying, ‘Stand up and sit down.’” (Ask students for their ratings and explain that this scale is one way to explain how hard your body is working.)
  - “Your body lets you know how hard you are working when you are being active by how it feels.”
- Call on several more students to give other examples of activities they would rate as a nine or a ten. After students have listed a few activities that they would rate as a 9 or a 10, call on other students to identify activities they would rate as a 4 or a 5. Then TEACHER READS ALOUD the following summary:
  - “Today we learned about the health benefits of being active. When we are active, our bodies can tell us how hard we are working. No one can be at a 10 all of the time, and being active is good for your health no matter where you are on the scale. Remember, you should do at least 60 minutes of physical activities on most days of the week.”
Collect the FLASH workbooks.

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.

**HOW HARD IS YOUR BODY WORKING?**

- Not At All
- Working Pretty Hard
- As Hard As It Can

0 1 2 3 4 5 6 7 8 9 10

Increasing my breathing a little

Increasing my breathing even more

breathing as hard as I can
SESSION 3:

WHY BE ACTIVE?

GOAL
■ To help you understand the benefits of physical activity.

NEWS FLASH
■ Join the Movement! When you have a choice, be active! All at once or whenever possible for at least 60 minutes a day.

INSTRUCTIONS
■ Last week, you learned that different types of physical activities use different amounts of energy or calories.
■ Today, you will work in pairs to learn about the benefits of being physically active and why you should be active.
■ Work together and decide if a statement is true or false. Circle the statements you think are true. When you are done, turn to page 52 and read the true answers.
Circle the true statements about being active.

<table>
<thead>
<tr>
<th>Improves fitness</th>
<th>Helps you sleep better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes hair look better</td>
<td>Makes you more alert</td>
</tr>
<tr>
<td>Makes muscles stronger</td>
<td>Helps muscles move together (coordination)</td>
</tr>
<tr>
<td>Helps you grow taller</td>
<td>Helps prevent type 2 diabetes</td>
</tr>
<tr>
<td>Straightens teeth</td>
<td>Helps you feel better</td>
</tr>
<tr>
<td>Improves eyesight</td>
<td>Makes skin softer</td>
</tr>
<tr>
<td>Makes you smarter</td>
<td>Makes stronger bones</td>
</tr>
<tr>
<td>Makes a healthy heart</td>
<td>Burns calories</td>
</tr>
</tbody>
</table>
SESSION 3:
WHY BE ACTIVE?

HOW HARD IS YOUR BODY WORKING?

Not At All  Working Pretty Hard  As Hard As It Can
0   1   2   3   4   5   6   7   8   9   10

increasing my breathing a little
increasing my breathing even more
breathing as hard as I can

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SESSION 3: WHY BE ACTIVE?
Teacher FLASH Delivery Form for FLASH Module 2 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: Calorie Charades

Goals
- To help you understand how much physical activity is needed to burn the average number of calories in a can of regular soda (140 calories).
- To determine the amount of time it takes to use 140 calories by doing different types of physical activity.
- To set a physical activity goal.

Preparation and Materials
- Students will work in groups of 2-5, with one student the designated group leader. Each student needs his or her FLASH workbook.
- Give each group leader a set of cards. HEALTHY staff will provide you with a set of Calorie Charade cards for each group of students in your class. An example of the cards is located at the end of the teacher instructions for this session.

Instructions to Teacher
- Go to page T-19 and enter the time of day you announce the start of FLASH time to your class.
- Distribute FLASH workbooks, organize students into groups of 2-5, and identify a group leader. Students will work in these groups for all of the remaining FLASH sessions this semester. The group leaders should stay the same for the remaining FLASH sessions as well. Have students pick a name for their group based on the instructions and name options provided by HEALTHY study staff.
- Have students turn to page 15 in their workbooks.
- Have a student (the SPC or a teacher-selected student) ready to read the News FLASH.
- SPC READS ALOUD the News FLASH:
  - “How many of you have ever played the game called charades? Today in FLASH you are going to play Calorie Charades. Here is an example.” (SPC Instructions: One SPC should pretend to jump rope and either the teacher or another SPC should pretend to guess the activity.)
- Pass out a set of Calorie Charade cards to each group leader.
- TEACHER READS ALOUD:
  - “Open your FLASH workbooks to page 15 and follow along as I read the section called Introduction and Instructions. In the second FLASH session, you learned that being physically active uses more calories than being still. Do you remember what calories are? They are the measure of energy you get from food. Besides giving you energy, food also provides necessary nutrients like protein, vitamins, and minerals that your bodies need to grow and stay alive. It’s important that the foods you eat have these nutrients too, not just the calories, or energy.”
  - “Most 12-ounce cans of soda contain about 140 calories of energy. These calories are called empty calories because they don’t provide any nutrients. It’s important to consume food and drinks that have nutrients like protein, vitamins, and minerals.”
  - “For today’s FLASH activity, I passed out cards to the group leaders, and the group leaders will give one or two of the cards to each person in his or her group, including taking one or two for themselves. When passing the cards out, make sure to keep the side that says Calorie Charades facing up. No one, including the group leaders, should look at the other side of the cards yet.” (Give the class a minute to pass out the cards.)
  - “On the side of the card that is not showing, there is an activity. You can look at that side of your own cards now, but do not
show what those activities are to others in your group.”

- “Each group member is going to take turns, acting out his or her activity, without speaking, just like your classmate did at the beginning of FLASH. The other group members will try to guess the activity. After a group member has correctly guessed the activity, each group member should then guess how many minutes it would take doing this activity to burn the 140 calories in one can of soda. The group member who acted out the activity can tell the group when someone has guessed the correct answer and should then read to the group what is written on the card.”

When the groups have completed the charades activity, TEACHER READS ALOUD:

- “Different activities use different numbers of calories for energy. For example, if you jogged for 10 minutes you would use 9 times the number of calories you would have used if you had just been sitting for that 10 minutes. To be healthy you should be active at least 1 hour every day of the week.”

- “Remember last year you set goals in FLASH about drinking more water and fewer sugary drinks? Now you are going to set an activity goal. Turn to page 16 of your workbooks, where you will see different goals listed. Choose one of those goals for yourself and write it on Bookmark 1, on page 45, located in the back of your FLASH workbooks. We will use the other bookmarks for sessions 6 and 7, so don’t remove them from your workbooks yet. You will take the bookmark home as a reminder to work on your goal. After you write down your goal, tell your group what your goal is. When you see your group members during the week, ask them if they met their goal and encourage them to make their goal.”

When group members have written their goals and torn out their bookmarks, then TEACHER READS ALOUD:

- “Great job today!”

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

Go to page T-19 and enter the time of day the class completes all tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
Dancing (ballroom dancing, modern dancing or ballet dancing)
To burn the calories in one can of soda, I would have to dance for 45 minutes.

Playing Basketball
To burn the calories in one can of soda, I would have to play basketball for 20 minutes.

Watching Television
To burn the calories in one can of soda, I would have to watch television for 3 hours.

Sweeping
To burn the calories in one can of soda, I would have to sweep for 52 minutes.

Riding a Bike
To burn the calories in one can of soda, I would have to ride a bike for 25 minutes.

Jogging
To burn the calories in one can of soda, I would have to jog for 20 minutes.

Skateboarding
To burn the calories in one can of soda, I would have to skateboard for 32 minutes.

Walking
To burn the calories in one can of soda, I would have to walk for 40 minutes.
CALORIE CHARADES
CALORIE CHARADES
CALORIE CHARADES
CALORIE CHARADES
CALORIE CHARADES
CALORIE CHARADES
GOALS

- To help you understand how much physical activity is needed to burn the average number of calories in a can of regular soda (140 calories).
- To determine the amount of time it takes to use 140 calories by doing different types of physical activity.
- To set a physical activity goal.

NEWS FLASH

- How many of you have ever played the game called charades? Today in FLASH you are going to play Calorie Charades. Here is an example.

INTRODUCTION AND INSTRUCTIONS

- In the second FLASH session, you learned that being physically active uses more calories than being still. Do you remember what calories are? They are the measure of energy you get from food. Besides giving you energy, food also provides necessary nutrients like protein, vitamins, and minerals that your bodies need to grow and stay alive. It’s important that the foods you eat have these nutrients too, not just the calories, or energy.
- Most 12-ounce cans of soda contain about 140 calories of energy. These calories are called empty calories because they don’t provide any nutrients. It’s important to consume food and drinks that have nutrients like protein, vitamins, and minerals.
- For today’s FLASH activity, group leaders will give one or two of the cards to each person in his or her group, including taking one or two for themselves. When passing the cards out, make sure to keep the side that says Calorie Charades facing up. No one, including the group leaders, should look at the other side of the cards yet.
- On the side of the card that is not showing, there is an activity. You can look at that side of your own cards now, but do not show what those activities are to others in your group.
- Each group member is going to take turns, acting out his or her activity, without speaking, just like your classmate did at the beginning of FLASH. The other group members will try to guess the activity. After a group member has correctly guessed the activity, each group member should then guess how many minutes it would take doing this activity to burn the 140 calories in one can of soda. The group member who acted out the activity can tell the group when someone has guessed the correct answer and should then read to the group what is written on the card.
SESSION 4:

CALORIE CHARADES

Personal Goal for Choosing Physical Activities:

- Select one of the activities that you will do during the next week.
- Write the goal on Bookmark 1 located in the back of the FLASH workbook. You will take this bookmark with you as a reminder.
- Tell your group members what you wrote.
- When you see your group members during the week, ask them if they made their goal and encourage them to make their activity goal.

GOALS FOR BEING MORE ACTIVE

Between now and the next FLASH session, I will burn 140 calories by:

- Bike riding for 25 minutes
- Jogging for 20 minutes
- Dancing for 45 minutes
- Playing basketball for 20 minutes
- Skateboarding for 32 minutes
- Sweeping for 52 minutes
- Walking for 40 minutes

(There are 140 calories in one can of soda.)

If your group finishes early, go to pages 39 to 42 and try some other fun activities.
SESSION 4: CALORIE CHARADES
Teacher FLASH Delivery Form for FLASH Module 2 Session 4

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 5: The Day the Screens Went Dark

Goals
- To identify 7th graders’ inactive sitting time.
- To learn that inactive time can be replaced by physical activity.
- To identify ways to be active when not in school, when alone or with a group.

Preparation and Materials
- Each student needs his or her FLASH workbook.
- Students work in the groups of 2-5 that they formed during the last session.

Instructions to Teacher
- Go to page T-23 and enter the time of day you announce the start of FLASH time to your class.
- Distribute FLASH workbooks and have students get into their groups.
- Have students turn to page 17 in their workbooks.
- Have a student (the SPC or a teacher-selected student) ready to read the News FLASH.

SPC READS ALOUD the News FLASH:

“One of the most important ways to increase your physical activity is to reduce the amount of time you watch TV.”

TEACHER READS ALOUD:
- “You will be working in your same groups as the last session for this activity. Open your FLASH workbooks to page 17.”
- “Follow along as I read the section called Introduction and Instructions.”
- “Last time, you learned about different physical activities and how long it would take to use the calories in one can of soda. Then you each set a goal for what you would do to use up 140 calories, which is the number of calories in one can of soda.”

(Call on a few students to tell the class their activity goal and whether they accomplished it.)
- “It’s great when you make healthy physical activity goals, but sometimes it can be difficult to actually complete your goals. Today, groups are going to be creative and list ways to replace the time you sit and are not active with things you can do to be physically active.”
- “To do this, your teams will complete a story called The Day the Screens Went Dark. Because the story is not quite finished, it needs to be completed by each group by filling in the blanks. Your team will work together to identify creative ways you can be more active and meet your HEALTHY goals.”
- “Think about how much time you spend outside of school watching TV, playing with a computer or other electronic games, and what you could do with that time to be more physically active.”
- “Everyone in the group must contribute. Be sure to write down your ideas as you work with your group. Each group leader will write down the group’s decision on what to use to fill in the blanks.”
- “Work in the same groups as last time, and the same student is the group leader.”
- “On pages 18 and 19, complete the paragraph as directed.”
- “After completing the story, please turn to page 20 and answer some questions in the What Will You Do activity.”
- “Now turn to page 18 and work together in your group.”

Give students about 15 minutes to complete the story and fill in the blanks after the story. When the students complete their task, call on
3 to 4 groups to read aloud what they wrote down 1) for the blanks in the story and 2) for their lists on page 20 after the story.

After students read their groups’ responses, TEACHER READS ALOUD:

- “Great job imagining what you would do if you had to spend time without electronic activities and use that inactive time to be physically active.”
- “It can be fun to play with electronics or just sit back and watch TV, but sitting does not make you healthy. Physical activity, by yourself, with friends, or on teams, helps make you healthier. So instead of spending so much of your time watching TV, playing with video games, or talking on the phone, walk, be active with friends, or participate in sports for at least an hour each day.”

Then call on a student to read the FLASH Wrap Up.

Collect the FLASH workbooks and store them in the FLASH box.

- “Great job. Thank you for working together in your groups today.”

Go to page T-23 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:

THE DAY THE SCREENS WENT DARK

GOALS

■ To identify 7th graders’ inactive sitting time.
■ To learn that inactive time can be replaced by physical activity.
■ To identify ways to be active when not in school, when alone or with a group.

NEWS FLASH

■ One of the most important ways to increase your physical activity is to reduce the amount of time you watch TV.

INTRODUCTION AND INSTRUCTIONS

■ Last time, you learned about different physical activities and how long it would take to use the calories in one can of soda. Then you each set a goal for what you would do to use up 140 calories, which is the number of calories in one can of soda.
■ It’s great when you make healthy physical activity goals, but sometimes it can be difficult to complete your goals. Today, groups are going to be creative and list ways to replace the time you sit and are not active with things you can do to be physically active.
■ To do this, you will complete a story called “The Day the Screens Went Dark.” Because the story is not quite finished, it needs to be completed by each group by filling in the blanks. Your team will work together to identify creative ways you can be more active and meet your HEALTHY goals.
■ Think about how much time you spend outside of school watching TV, playing with a computer or other electronic games, and what you could do with that time to be more physically active.
■ Everyone in the group must contribute. Be sure to write down your ideas as you work with your group. Each group leader will write down the group’s decision on what to use to fill in the blanks.
■ Work in the same groups as last time, and the same student is the group leader.
■ On pages 18 and 19, complete the paragraph as directed.
■ After completing the story, please turn to page 20 and answer some questions in the What Will You Do activity.
SESSION 5:
THE DAY THE SCREENS WENT DARK

Group leader reads aloud to the group:

One of the biggest problems we have today is that there are lots of choices we have that are fun but that do not involve much physical movement—like sitting and watching TV and playing video games. To be healthy, we need to sit less and move more. We learned in the first FLASH session how much we sit and how much physical activity we get. In this session we are going to complete a story about what would happen if we did not have the choice to sit and watch TV or use computers or talk on the phone.

One sunny Tuesday afternoon, Emilio, a 7th grade student from _______________________, walks home from school to find that all the electronic screens in his home are blank. The lights can be turned on and the heat is working, but the TV won’t work, the computer screen is dark and no handheld electronic games can be played. Emilio thinks this could be just some problem with the electric company and tries to call his friend Tamika. But when he tries to call, he discovers the phone isn’t working either. So Emilio walks _______ blocks to find out if strange things are happening at Tamika’s house. Emilio discovers that Tamika has the same problem. They are shocked! Tamika says, “We’ve got a ton of homework to do for ____________ by tomorrow, but we need to find out what is wrong first.” Tamika complained, “Before I did my homework, I really wanted to watch _____________________ for ____________ minutes/hours. Emilio replied, “I was going to play a game on my____________________, for about ________ minutes/hours. This is not okay!”

Emilio and Tamika decide to go to Dakota's house, which is _______ blocks away. They get there by ______________________________________________________.

Write the name of your school.

How many?

Name a school subject.

Name a TV show or shows.

Fill in the blanks, and circle minutes or hours.

Name electronic equipment you can play a game on.

Fill in the blanks, and circle minutes or hours.

Write how they will get to her house—walk, bike, skateboard, or another way.
Dakota tells them that the same unbelievable problem has happened at her house, too. Dakota’s dad, Tom, told her that this often happens when machines are used too much, and it is only when kids start becoming more active that the screens start to work again. It has something to do with the balance between machines needing to rest and human bodies needing to become more active. If machines are used for too many hours they _______________________________________________________________.

If teens are not physically active for at least an hour each day, they _________________ _________________. “This is so weird,” says Tamika, “but we must do something to get our screens back!” Tamika says that for the next hour she will __________________________

______________________________, and Emilio says he will ____________________________________________________________________________

Dakota adds, “Hey, I know a fun activity we could all do together. We could ____________

____________________________________________________________________________________

___________________________________________________________________________________

__________________________________________________________________________________.

After an hour of physical activity, Tamika, Emilio, and Dakota felt ______________________

___________________________________________________________________________________.

The three of them looked at each other and realized they were all thinking the same thought: they had to get in their physical activity time each day to keep everything—including their bodies—running smoothly.
WHAT WILL YOU DO?

Complete each question on the lines provided below.

List 2 things 7th graders do that involve too much sitting and not enough movement during their free time. To be healthy, we want less of these:

1. ________________________________________________________________________
   ________________________________________________________________________

2. ________________________________________________________________________
   ________________________________________________________________________

List 2 physical activities you can do by yourself after school or on the weekend. To be healthy, we want more of these:

1. ________________________________________________________________________
   ________________________________________________________________________

2. ________________________________________________________________________
   ________________________________________________________________________

List 2 physical activities you can do with friends after school or on the weekend. To be healthy, we want more of these:

1. ________________________________________________________________________
   ________________________________________________________________________

2. ________________________________________________________________________
   ________________________________________________________________________

FLASH WRAP UP

Just as it can be easier to solve problems in a group, it can be fun to be physically active in a group.

If your group finishes early, go to pages 39 to 42 and try some other fun activities.
SESSION 5: THE DAY THE SCREENS WENT DARK
Teacher FLASH Delivery Form for FLASH Module 2 Session 5

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:__________

STOP

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Session 6: Step It Up—Using Pedometers to Measure Physical Activity

Goals

- To learn how to use a pedometer (step-counter) to measure your physical activity.
- To learn the number of steps that you and other 7th graders take in PE class (or another specific period of time during the school day) and during one full day.

Preparation and Materials

- A FLASH Student Workbook for each student.
- For this session, students continue to work in their groups of 2-5.
- Pedometers (provided by HEALTHY study staff).
- Determine a walking route in your classroom that may be used for a pedometer demonstration.
- Review the bookmarks that the students will use for the take-home assignment.

Instructions to Teacher

- Go to page T-27 and enter the time of day you announce the start of FLASH time to your class.
- Distribute FLASH workbooks and have students get into their groups.
- Have students turn to page 21 in their workbooks.
- Have a student (the SPC or a teacher-selected student) ready to read the News FLASH.
- SPC READS ALOUD the News FLASH:

  “Did you know that when students are active they can really put a lot of steps on a pedometer? It’s not only sports, but every time you get up and go: walking to school, playing at recess, taking the stairs, or just walking around the hallways puts on the steps. The more steps we take, the healthier we will be.”

TEACHER READS ALOUD: Introduce the Activity:

- “Follow along as I read the section called Instructions.”
- “Today you will learn how to use a pedometer. It’s another way of measuring your physical activity. The fun part about the pedometer is that you can actually watch the steps add up and learn how different activities put steps on the pedometer.”
- [Teacher-selected student] “Please help pass out one pedometer to each member of the class.”
- “Take a moment to look over your new pedometer, but please remain in your seats. Listen closely as I read the instructions.”
- “[Teacher-selected student] will demonstrate each step in front of the class as I read the instructions aloud.”

How to Wear:

- “See if you can feel your hip bone with your finger. Now trace a line straight up to your belt or waistband. That’s right where you want to wear your pedometer. This position on your waist is about 4 or 5 inches to the right or left of your belly button, as shown on the figure to the right.”
- “Use the big clip to attach the pedometer to your belt or waistband. The cover that says HEALTHY faces out. Once you clip the pedometer to your belt or waistband, attach the small clip on the leash to your belt loop or waistband. The leash will prevent your pedometer from falling off and breaking.”
How to Read/Reset:

- “Now let’s learn to read and reset the pedometer, so you can count steps.”
- “First, push the yellow button several times quickly. Notice how the cursor toggles up and down from the D position to the T position. Point the cursor to D and keep it there. This is the mode we will use.”
- “Second, snap the pedometer cover shut, and stand up and make sure the pedometer is clipped securely at your waist.”
- “Third, take 5 steps and sit back down in your seat.”
- “Fourth, open the pedometer cover and read your number. Did the steps on the screen change?” (Call on a few students.)
- “Congratulations! You are learning to count steps. Finally, to reset your pedometer to zero you must hold the yellow button down for at least 3 seconds. Try it. You should see a single zero on the pedometer screen, just as it looks in the picture to the right.”
- “You have learned the basic steps to wear, read, and reset your new pedometer. Before we go to our next activity please read the IMPORTANT PEDOMETER POINTERS box to yourself, quietly.”

Small Group Step Measurement Demonstration Activity:

- Determine the best walking route for the layout of your classroom. Make sure students are in their small groups. Students may walk around the perimeter, up and down rows, or along another walking course that you have designated and marked prior to class. Then TEACHER READS ALOUD:
  - “One member from each group may now walk the course that we have set up in the classroom. When you have returned to your seat, please sit down and tell your group members the total number of steps you have recorded on your pedometer.” (If feasible, you may instruct additional students to walk the designated course.)
  - Following the in-class step measurement activity, TEACHER READS ALOUD:
    - “No matter how big or small your steps, the pedometer will measure them. The more steps you take, the more steps the pedometer will measure, and the healthier you will be.”
  - “You are going to continue working in your groups, and get ready for some other pedometer challenges you can do between now and next week. To prepare for this, everyone turn to page 23 of the workbook and begin the activity where it says, ‘Group leader reads aloud’.”

- Monitor the groups’ progress, and when the students have made their guesses and filled in the blanks in the white box, TEACHER READS ALOUD the introduction to the take-home activity:
  - “On the next school day that you have PE (or name another discrete period of in-school time before the next FLASH class), you will wear your pedometer all day. To discover how many steps you actually take in a day, you will be filling out Bookmark 2 (the one with the blank pedometer faces on it) and bringing it back to school as soon as you have recorded your steps. Everyone should go to page 47 and get his or her bookmark right now. Your group leader will give you instructions on what to do with it, but you can ask me or HEALTHY staff questions if you are not sure. So, take your pedometer home today and immediately put it in a safe, easy-to-find place.”

- Monitor progress in tearing out bookmarks and filling in the top. Then TEACHER READS ALOUD final instruction to class:
  - “Remember to keep track of your pedometer, there are only a limited number at our school. We will use it for future activities. Make sure to bring your bookmark back on the next school day after you have counted and recorded your steps.” (Provide the return instructions that you have arranged with HEALTHY staff.)

- Collect the FLASH workbooks and store them in the FLASH box.

- Go to page T-27 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:  
STEP IT UP—USING Pedometers TO MEASURE PHYSICAL ACTIVITY

GOALS
■ To learn how to use a pedometer (step counter) to measure your physical activity.
■ To learn the number of steps that you and other 7th graders take in PE class (or another specific period of time during the school day) and during one full day.

NEWS FLASH
■ Did you know that when students are active they can really put a lot of steps on a pedometer? It’s not only sports, but every time you get up and go: walking to school, playing at recess, taking the stairs, or just walking around the hallways puts on the steps. The more steps we take, the healthier we will be.

INSTRUCTIONS
■ Today you will learn how to use a pedometer. It’s another way of measuring your physical activity. The fun part about the pedometer is that you can actually watch the steps add up and learn how different activities put steps on the pedometer.
■ You are going to use the pedometers to learn about the number of steps that you take during PE class and an entire school day.
■ After your teacher explains how to use a pedometer, turn to page 23, and your group leader will read the rest of the instructions for today’s activities.

HOW TO WEAR A PEDOMETER
■ See if you can feel your hip bone with your finger. Now trace a line straight up to your belt or waistband. That’s right where you want to wear your pedometer. This position on your waist is about 4 or 5 inches to the right or left of your belly button, as shown on the figure to the right. Use the big clip to attach the pedometer to your belt or waistband. The cover that says HEALTHY faces out. Once you clip the pedometer to your belt or waistband, attach the small clip on the leash to your belt loop or waistband. The leash will prevent your pedometer from falling off and breaking.
■ First, push the yellow button several times quickly. Notice how the cursor toggles up and down from the D position to the T position. Point the cursor to D and keep it there. This is the mode we will use.
■ Second, snap the pedometer cover shut, then stand up and make sure the pedometer is clipped securely at your waist.
Third, take 5 steps and sit back down in your seat.
Fourth, open the pedometer cover and read your number. Did the steps on the screen change?
Congratulations! You are learning to count steps. Finally, to reset your pedometer to zero you must hold the yellow button down for at least 3 seconds. Try it. You should see a single zero on the pedometer screen, just as it looks in the picture to the right.

IMPORTANT Pedometer POINTERS

- Steps register only when the pedometer cover is closed.
- Steps register sometimes even when you are NOT moving, like when riding in a car or when you shake it (that’s cheating).
- Pedometers can’t measure some physical activities like swimming, biking, skating and rollerblading because it only records steps. These are all healthy activities and are worth about 100 steps per minute.
- Do not wear the pedometer in water.
- Don’t swim, shower, or bathe with it.
- Don’t put it in the washing machine.
SESSION 6:

STEP IT UP—USING PEDOMETERS TO MEASURE PHYSICAL ACTIVITY

Group leader reads aloud and other group members follow along:
- Between now and our next FLASH class, we will measure the number of steps we take in PE class (or another specific period of in-school time that our teacher specifies) and during an entire school day.
- In the first line of the box below, write in the day and date when you will wear the pedometer.
- An average 7th grader might take between 4,000 and 12,000 steps in a day. Fill in the rest of the box with your guesses for the number of steps that you take during one PE class and during one school day.

Write the day___________ and date___________ to wear the pedometer. Ask your teacher or HEALTHY staff if you are not sure. (This is the day that you will wear the pedometer all day.)

My total steps during PE class (or __________________) will be (make your best guess):
- 500
- 1,000
- 2,000
- 4,000
- 5,000
- 6,000
- 7,000 or more

My total steps for 1 school day, from the time I get up to the time I go to sleep will be (make your best guess):
- 2,000
- 4,000
- 5,000
- 7,000
- 8,000
- 10,000
- 12,000
- 15,000 or more

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After the group has filled in the white box, the group leader continues to read aloud:

- What did people guess for their PE (or other period of in-school time) and entire school day totals? (Students should say their guesses.)
- Now, go to Bookmark 2 on page 47 of the FLASH workbook. This bookmark will guide you on how to measure the steps that you take during a school day and in PE class (or other period).
- First, write your name, your FLASH teacher, your FLASH class period, and the day when you will wear the pedometer.
- On the day that you wear the pedometer, put it on while you are getting dressed in the morning. Make sure to hold down the yellow button until you see zero before you wear it. The picture of the pedometer screen should look like the one shown in step 1 of the bookmark.
- At the start of PE or other class, write down the number of steps on your pedometer in the screen of the pedometer shown in step 2 of the bookmark. Since you are also measuring your steps for the entire school day, don’t reset the pedometer at the start of PE class.
- At the end of PE or other class, write down the number of steps on your pedometer in the picture of the screen shown in step 3.
- To find the number of steps that you took during your PE or other class, subtract the number that you wrote at step 2 from the number you wrote at step 3. Write this number down on the line at step 4.
- Take the pedometer off before you go to bed at night. When you take it off, write down the number of steps on your pedometer in step 5 of the bookmark. This is the number of steps that you took during the entire day.
- After you have filled in the top of the bookmark, tear it out of your workbook. Bookmarks count! So try your best to keep track of it, fill it out, and bring it back.

If your group finishes early, go to pages 39 to 42 and try some other fun activities.
SESSION 6: STEP IT UP—USING PEDOMETERS TO MEASURE PHYSICAL ACTIVITY
Teacher FLASH Delivery Form for FLASH Module 2 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: ________________________________
Goals

- To use a pedometer to challenge yourself to increase your physical activity outside of school.
- To spend less time sitting and more time being active.
- To set a goal to be more physically active during the weekend.

Preparation and Materials

- A FLASH Student Workbook for each student.
- For this session, students continue to work in their groups of 2-5.

Instructions to Teacher

- Go to page T-31 and enter the time of day you announce the start of FLASH time to your class.
- Distribute FLASH workbooks and have students get into their groups.
- Have students turn to page 25 in their workbooks.
- Have a student (the SPC or a teacher-selected student) ready to read the News FLASH.
- SPC READS ALOUD the News FLASH:
  - “Did you know that there are about 2,000 steps in a mile? Join the movement and see how far it takes you!”
- TEACHER READS ALOUD:
  - “Follow along as I read the section called Introduction and Instructions on page 25.”
  - “You will be working in the same groups as the last session, and the same student will be the group leader.”
  - “Today you are going to compare the guesses and the measurements you made with your pedometers and see how many steps you took in one school day. You are also going to get ready for the HEALTHY Weekend Challenge to see which FLASH group can take the most steps on a weekend day.”
  - “You will wear your pedometer for one weekend day and fill out Bookmark 3 to record your steps. On Monday, you will turn in your bookmark, and during the next FLASH session, you will find out which group took the most steps.”
  - “Now, turn to page 47 and get your completed Bookmark 2 from last week out of your workbook. If you don’t have the bookmark, try harder this week to participate and bring in a completed bookmark. In the meantime listen to what your fellow group members have to say. (HEALTHY study staff will place all of the collected bookmarks inside of the FLASH workbooks before this session.) First, we will compare the guesses you made last week about how many steps you might take on a school day–you wrote these on page 23–with what you actually recorded. Next, group leaders turn to page 26 and read the instructions to your group.”

- Monitor the groups’ progress, and when the groups have finished completing and tearing out Bookmark 3, TEACHER READS ALOUD:
  - “How did people do using the pedometers? Were there any surprises about the number of steps you took?” (Call on students and discuss.)
  - Identify the students who took the most steps and ask them what activities they did to obtain so many steps.
  - Ask several groups to tell the class how they plan to get more steps on the weekend. Then, TEACHER READS ALOUD:
    - “Good job working together to find ways to be more active. I am confident that you can get more steps if you put your mind and your feet to the task. Here are some tips to help you get ready for the HEALTHY...”
Weekend Challenge.”

- “Put your pedometer in a safe, easy-to-find place, so that you know just where to go and get it in the morning. Try to do the step challenge on Saturday, because if something goes wrong, you still have Sunday to try it again or beat it!”

- “Remember to hold down the yellow button until your pedometer resets to zero before you put it on in the morning. Use the big clip to attach it securely to your waist just above your hip bone. The cover that says HEALTHY faces out. Attach the little clip of the leash to your belt loop or waistband. This may prevent loss of your pedometer and prevent breakage.”

- “Take your pedometer off at the end of the day before you go to bed and remember to write down the number of steps on your pedometer on step 2 of the bookmark.”

- “Be sure to return the bookmark to school on Monday. (Provide the return instructions that you have arranged with HEALTHY staff.) Before our next FLASH session HEALTHY staff will add up each group’s steps and figure out which group walked the most steps. The winning group will be selected based on the average number of steps that each group member took. Bookmarks count! So make sure you keep track of them, record steps, and bring them back.”

- Collect the FLASH workbooks and store them in the FLASH box.

- 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:
SIT LESS—MOVE MORE

GOALS
- To use a pedometer to challenge yourself to increase your physical activity outside of school.
- To spend less time sitting and more time being active.
- To set a goal to be more physically active during the weekend.

NEWS FLASH
- Did you know that there are about 2,000 steps in a mile? Join the movement and see how far it takes you!

INTRODUCTION AND INSTRUCTIONS
- You will be working in the same groups as the last session, and the same student will be the group leader.
- Today you are going to compare the guesses and the measurements you made with your pedometers and see how many steps you took in one school day. You are also going to get ready for the HEALTHY Weekend Challenge to see which FLASH group can take the most steps a weekend day.
- You will wear your pedometer for one weekend day and fill out Bookmark 3 to record your steps. On Monday, you will turn in your bookmark, and during the next FLASH session, you will find out which group took the most steps.
- Turn to page 47 and get your bookmark out of your book. Compare your guesses on page 23 with what you measured and wrote on your bookmarks.
- Starting on page 26, the group leaders will read the rest of the instructions for this activity.
SESSION 7: 
SIT LESS—MOVE MORE

Group leader reads aloud and other group members follow along:
- We need to fill in the blanks on this page, so everyone say how many steps you took. (Give the group a minute to complete the table below.)
- Let’s take a minute to talk about how each person got his or her steps. What did you do to get the steps? (Everyone should talk.)
- Even if some students did not complete their steps, they should still tell the group what they did.
- It is now time to get ready for the HEALTHY Weekend Challenge! Turn to page 27 of your FLASH workbook.

<table>
<thead>
<tr>
<th>Your Name</th>
<th>number of steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Member</td>
<td>number of steps</td>
</tr>
<tr>
<td>Group Member</td>
<td>number of steps</td>
</tr>
<tr>
<td>Group Member</td>
<td>number of steps</td>
</tr>
<tr>
<td>Group Member</td>
<td>number of steps</td>
</tr>
</tbody>
</table>
Group leader reads aloud:
- You may be surprised to learn that many 7th grade students get less physical activity on the weekend than during the school week.
- Our HEALTHY goal is to sit less and move more. All 7th graders are officially challenged to wear their pedometers for an entire day this weekend and try to get as many or more steps than we took on a school day. We will use the pedometers to measure and reach our goal.
- To reach our goal we need to be more active. In the area below at left, circle 2 activities that you will do more of this weekend so that you can increase the steps on your pedometer. Pick from the list or fill in your own ideas.
- To reach our goal we need to sit less. In the area below at right circle 2 activities that you will spend less time doing. Pick from the list or fill in your own ideas.

To get more steps on the weekend I will DO MORE of these activities (Circle at least 2):

Dancing
Playing sports
Doing chores
Walking / Running

Fill in your own ideas.

To get more steps on the weekend I will DO LESS of these activities (Circle at least 2):

Talking on the phone / Texting
TV watching
Using Internet
Playing video games / computer games

Fill in your own ideas.
Sit Less—Move More

SESSION 7: SIT LESS—MOVE MORE

Fill in the number of steps you took during a school day, write down the activities you circled, and sign your name. To show your commitment to the HEALTHY Weekend Challenge have one of your fellow group members co-sign right next to your signature!

HEALTHY WEEKEND CHALLENGE

I will get at least or more than ____________ steps on a weekend day.

Write in the number of steps you took during a school day last week.

I will move more by _______________________________________________

Write in all the activities you circled.

I will sit less by ____________________ and ________________________

_________________________   ___________________________

Write in the 2 activities you circled.

_________________________   ___________________________

Student Signature  Witness

Each group member should tell the group the activities that he or she chose for moving more and sitting less.

Now, go to the back of the FLASH workbook on page 49, and complete the top part of the bookmark.

If your group finishes early, go to pages 39 to 42 and try some other fun activities.
Session 7: Sit Less—Move More
Teacher FLASH Delivery Form for FLASH Module 2 Session 7

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 8:
Radio HEALTHY (Part 1)

Goal
- To use what you have learned in FLASH to make a radio message about why it is important to be physically active and describe what students your age can do to be more active.

Preparation and Materials
- A FLASH Student Workbook for each student.
- For this session, students continue to work in their groups of 2-5.
- HEALTHY Weekend Challenge Worksheet: Before this FLASH session HEALTHY staff will provide you with a list of each group’s step total and step average from the HEALTHY Weekend Challenge. Use this list to announce the results of the last session’s activity to the class.
- Script or audio version of HEALTHY message examples (provided by 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.
- Distribute FLASH workbooks and have students get into their groups.
- Use the HEALTHY Weekend Challenge Worksheet to identify the winning group. Select the winning group by using the average steps per student column (this gives all groups a chance of winning even if they have fewer members). Use the total steps column to report the results to the class.
- Have students turn to page 29 in their workbooks.
- TEACHER READS ALOUD:
  - “The HEALTHY staff worked hard since the last FLASH session to calculate the total number of steps that each group took.”
  - “Congratulations to all of you who tried your best to move more and sit less.”
  - “I am now going to read the number of steps that each group took.” (Refer to the HEALTHY Weekend Challenge Worksheet provided by HEALTHY staff.)
  - Announce the step totals for each of the groups.
  - “Let’s clap our hands for the whole class!”
- Ask the members of the winning group to tell the class what they did to get so many steps. Announce the distance in miles that the total class walked and the average distance each group walked (these distances are provided on the bottom of the worksheet).
- Display the HEALTHY Weekend Challenge Worksheet in your class to provide recognition to all of the groups that participated.
Follow along as I read the section called Introduction and Instructions on page 29. We live in a world full of media messages. It is almost impossible to go through a day without hearing a message about what movie you should see, what clothes you should wear, and what you should eat. These messages are made by companies that want you to spend your money on their products. Raise your hands if you recently heard a message telling you to buy a video game or watch a TV show. You have learned in FLASH that there are many reasons to be active. Radio HEALTHY needs your talents to create a message to get students to be physically active. Each group will make a message for Radio HEALTHY. For example, the message can be a skit, newscast, song, poem, rap, interview, or cheer. Your message should be between 30 and 60 seconds. You will share your Radio HEALTHY message with the class in the final FLASH session. Students in your class will vote for their favorite Radio HEALTHY messages. The SPC will now show you an example of a HEALTHY message and afterwards I will give you several more examples. For today's session, you will work in groups to select a topic for your HEALTHY message and pick the style of your message. You will have time during the next FLASH session to work on your Radio HEALTHY message, and in the last FLASH session your group will present your message. Turn to page 30 of your workbooks. You have 2 minutes to read the topics on page 30 and select a topic for your group's message. Group leaders read the instructions at the top of page 30 to your groups. After two minutes, call on a few groups to report the message they selected. Then, follow along as I read the instructions in the middle of page 30 and work with your group to choose a style for your message. (Give groups a few minutes to complete this task.) Turn to page 32, the Radio HEALTHY Ideas Page in your workbook. You are now going to spend the rest of the FLASH session thinking about what you want to say in your message. If your group is creating a song, you need to write the lyrics. If you are doing a skit, you need to think about the story you are going to tell. Work with your group to come up with ideas for your message. Try to write down at least 3 things you want to say in your message.

Allow groups to generate ideas for their messages for the rest of the FLASH session. Monitor the groups' progress. At the end of the session, follow along as I read the instructions in the middle of page 30 and work with your group to choose a style for your message. Tear out the Radio HEALTHY Ideas Page from your workbook and take it home with you today. Between now and the next FLASH session write down any additional ideas you have for the message on the back of the page. See if you can come up with any ideas from the messages that you hear on the radio and see on TV. Make sure to bring the Radio HEALTHY Ideas Page back on the day of our next FLASH session (provide date). In the next FLASH session your groups will have time to work on and practice your messages. Good work today!

Collect the FLASH workbooks. 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:  

RADIO HEALTHY (PART I)  

**GOAL**  
- To use what you have learned in FLASH to make a radio message about why it is important to be physically active and describe what students your age can do to be more active.

**INTRODUCTION AND INSTRUCTIONS**  
- We live in a world full of media messages. It is almost impossible to go through a day without hearing a message about what movie you should see, what clothes you should wear, and what you should eat. These messages are made by companies that want you to spend your money on their products.
- You have learned in FLASH that there are many reasons to be active. Radio HEALTHY needs your talents to create a message to get kids to be physically active.
- Each group will make a 30 to 60 second message for Radio HEALTHY. For example, the message can be a skit, newscast, song, poem, rap, interview, or cheer.
- You will share your Radio HEALTHY message with the class in the final FLASH session. Students in your class will vote for their favorite Radio HEALTHY messages.
Group leader reads aloud:

Our group is going to make a radio message about physical activity. First we need to select a topic for our message.

Circle your group’s topic for your Radio HEALTHY message or write in your own topic.
- Being more active makes you more healthy.
- Being active helps prevent type 2 diabetes.
- Being active burns calories.
- To stay healthy, get at least 1 hour of physical activity every day.
- Reduce the amount of time you spend watching TV, playing video games, or on the computer.
- There are many ways to be physically active. Do what you like.
- Use your pedometer. You can count on it to be healthy.
- Select your own message ____________________________

You also can look at the TRUE statements about being active in Session 3 on page 12, Why Be Active, for more ideas.

Group leader reads aloud:

Now that we have our topic, we need to choose the style of our Radio HEALTHY message. We need to discuss the different types of styles shown below and select one for our group.

Check the style your group wants to use for its message.
- Skit
- Newscast
- Song/Rap
- Poem
- Interview
- Cheer
- Other________

Turn to the next page of your workbook and work with your group to think about what you are going to say during your message. For example, you might start to write your rap, newscast, or skit. Try to write down at least 3 things you want to say in your message.
Your group’s topic for Radio HEALTHY is:

____________________________________________

Your group’s style for your message is:

____________________________________________

Work with your group to come up with some ideas for your message. Try to write down at least 3 things you want to say in your message.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Take this page home and write down on the back any additional ideas that you think of for your message. See if you can come up with any ideas from the messages that you hear on the radio and see on TV.
HEALTHY Ideas Page
Write down your ideas for your group’s Radio HEALTHY message. See if you can come up with any ideas from the messages that you hear on the radio and see on TV.

_____________________________________________________________________
_____________________________________________________________________
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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 9: Radio HEALTHY (Part 2)

Goal
- To use what you have learned in FLASH to make a radio message about why it is important to be physically active and describe what students your age can do to be more active.

Preparation and Materials
- A FLASH Student Workbook for each student.
- For this session, students continue to work in their groups of 2-5.

Instructions to Teacher
- Go to page T-39 and enter the time of day you announce the start of FLASH time to your class.
- Distribute FLASH workbooks and have students get into their groups.
- Have students turn to page 33 in their workbooks.
- TEACHER READS ALOUD:
  - “Follow along as I read the section called Instructions on page 33.”
  - “Today you will continue to work on your Radio HEALTHY messages. Each group should review what it wrote on the Radio HEALTHY Ideas Page last week and share with the group any new ideas that you have come up with since the last FLASH session.”
- “After you have reviewed the Radio HEALTHY Ideas Page, page 32, work together on page 34 to create your message. You can use the past FLASH sessions to help you think of things to include in your message. Remember that your message should be only 30 to 60 seconds.”
- “When you have finished creating your message, practice presenting it a few times.”
- “During the next FLASH session you will present your message to the class. You will have a little time at the beginning of the next session to practice delivering your message. Remember that we will also be voting on the best messages.”
- Monitor the groups’ progress and when 20 minutes have passed, TEACHER READS ALOUD session wrap up:
  - “Good job working on your messages. I am looking forward to hearing how creative you’ve been during the next FLASH session.”
- Collect and store the FLASH workbooks.
- 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 the session.
SESSION 9:  
RADIO HEALTHY (PART 2)

GOAL

- To use what you have learned in FLASH to make a radio message about why it is important to be physically active and describe what students your age can do to be more active.

INSTRUCTIONS

- Today you will continue to work on your Radio HEALTHY messages. Each group should review what it wrote on the Radio HEALTHY Ideas Page last week and share with the group any new ideas that you have come up with since the last FLASH session.
- After you have reviewed the HEALTHY Ideas Page, page 32, work together on page 34 to create your message. You can use the past FLASH sessions to help you think of things to include in your message. Remember that your message should only be 30 to 60 seconds.
- When you have finished creating your message, practice presenting it a few times.
- Next FLASH session you will present your message to the class. You will have a little time at the beginning of the next session to practice delivering your message. Remember that you will also be voting on the best messages.
SESSION 9: RADIO HEALTHY (PART 2)
Teacher FLASH Delivery Form for FLASH Module 2 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: ________________________________
Session 10: Radio HEALTHY Presentations

Goals
- To use what you have learned in FLASH to make a radio message about why it is important to be physically active and describe what students your age can do to be more active.
- To learn if you are doing enough physical activity and to see if the amount of physical activity that you do has changed since the beginning of FLASH.

Preparation and Materials
- A FLASH Student Workbook for each student.
- For this session, students continue to work in their groups of 2-5.

Instructions to Teacher
- Go to page T-43 and enter the time of day you announce the start of FLASH time to your class.
- Distribute FLASH workbooks and have students get into their groups.
- Have students turn to page 35 in their workbooks.
- TEACHER READS ALOUD:
  - “Follow along as I read the section called Introduction on page 35.”
  - “You have spent the last two weeks working on your Radio HEALTHY messages and now it is time to present them to the class. At the end of class today you will complete a survey about the amount of physical activity that you get. It is the same survey that you filled out during the first FLASH session.”
  - “Before we begin the presentations, each group should take 5 minutes to practice its message one last time. At the end of today’s presentations, you are going to vote for your favorite message. The message that our class selects as our favorite may be used for school announcements and the 8th grade HEALTHY study CD.”
- After groups have practiced their messages, call on each group to come to the front of the class to deliver its message. Write down each group’s name (or group leader’s name) on the board after they have delivered their message.
- When all of the groups have presented their messages, review the list of group names written on the board. Then, TEACHER READS ALOUD:
  - “Now that we have heard all of the messages, it’s time to vote for your favorite. Write your favorite Radio HEALTHY message on a piece of paper and why you liked it best. (Instruct students to indicate favorite group by using either group name or number associated with presentation order.) I will collect the votes. The group that receives the most votes will be chosen as our class’s favorite message.” (Explain to the class the procedures you have developed with HEALTHY study staff to use the winning messages at your school for announcements and other study activities.)
- If there is no clear winner, you may have students vote again for only the top 2 or you may select 2 groups as the winners.
- Congratulate the entire class for their effort. After completing the vote, TEACHER READS ALOUD:
  - “Now turn to page 36. Remember this? You are now going to fill out the chart again.”
  - Call on a student to read the instructions on page 35 of the Student Workbook.
  - Follow along as student reads the instructions on page 35 of the workbook. After instructions are read, TEACHER READS ALOUD:
  - “Now, turn to page 36 and complete the chart.”
  - When students have completed the activity instruct them to go back to page 6 and compare
their results with the Active Ruler and Sitting Ruler they completed in Session 1.

- Collect the FLASH workbooks.
- 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:
RADIO HEALTHY PRESENTATIONS

GOALS
- To use what you have learned in FLASH to make a radio message about why it is important to be physically active and describe what students your age can do to be more active.
- To learn if you are doing enough physical activity and to see if the amount of physical activity that you do has changed since the beginning of FLASH.

INTRODUCTION
- You have spent the last two weeks working on your Radio HEALTHY messages and now it is time to present them to the class.
- At the end of class today you will complete a survey about the amount of physical activity that you get. It is the same survey that you filled out during the first FLASH session.

INSTRUCTIONS
- On the bottom of this page is a sample of the chart that you will fill out on page 36. The chart lists different statements about physical activities. The columns to the right of these statements are to show how often you do that activity.
- Complete the chart by placing an ‘X’ in the column that describes how often you do each activity during an average week: never, on 1 to 3 days a week, or on 4 or more days a week.
- You might notice that specific sports such as soccer, basketball, or volleyball aren’t listed in the chart. The last line, “Play sports for 15 minutes or more,” includes all of those sports.
- Please be honest, because no one in our school will know your answers. The information from this activity will help you to look at the amount of physical activity you are doing now and to set goals for the future.
- The HEALTHY study will use all of the answers to understand how much physical activity 7th graders are doing.
- Everyone should begin on page 36.

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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, I ...</th>
<th>Never</th>
<th>1–3 days per week</th>
<th>4 or more days each week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play video/computer games for 30 minutes or more</td>
<td>□ 2 □ 1 □ 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch TV or a movie for 2 hours or more</td>
<td>□ 2 □ 1 □ 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk or text on the phone for a total of 30 minutes or more</td>
<td>□ 2 □ 1 □ 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use Internet / e-mail for 30 minutes or more</td>
<td>□ 2 □ 1 □ 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eat while watching TV or a movie</td>
<td>□ 2 □ 1 □ 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack while reading, studying, doing homework, or talking on the phone</td>
<td>□ 2 □ 1 □ 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play handheld video or nonvideo games for 30 minutes or more</td>
<td>□ 2 □ 1 □ 0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add up your points in the red rows: this is your “sitting score.”

<table>
<thead>
<tr>
<th>In a normal week, I ...</th>
<th>Never</th>
<th>1–3 days per week</th>
<th>4 or more days each week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk for at least 15 minutes without stopping</td>
<td>□ 0 □ 1 □ 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ride a bike, skate, or rollerblade for at least 15 minutes</td>
<td>□ 0 □ 1 □ 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance for 15 minutes or more</td>
<td>□ 0 □ 1 □ 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Run/jog for 15 minutes or more</td>
<td>□ 0 □ 1 □ 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be active outside for 15 minutes or more</td>
<td>□ 0 □ 1 □ 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise / work out for 15 minutes or more</td>
<td>□ 0 □ 1 □ 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play sports for 15 minutes or more</td>
<td>□ 0 □ 1 □ 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add up your points in the blue rows: this is your “active score.”

- When you are finished completing the chart, add up all of the points in the blue lines of the chart and all of the points in the red lines of the chart, and write these numbers down in the boxes under the chart.
- After you add up your scores, go to page 37 and answer the bonus question about how active you are in PE class.
- Then go to page 38 to see how active you are right now.

Now turn the page to answer your bonus question.
Now go to the next page to learn more about how active you are during the day.

How hard do you try to be active in PE class?
In PE class, I am usually ...
(Circle your answer.)

a) not very physically active during PE. Most of the time I don’t breathe harder.
b) physically active more than half of the time, with some increase in my breathing.
c) very active more than half of the time with a large increase in my breathing.
SESSION 10:

Look at your sitting score on page 36. Draw a line through or color in the number of boxes on the “sitting ruler” below.

Look at your active score on page 36. Draw a line through or color in the number of boxes on the “active ruler” below. As a bonus, if you circled b as your answer to the question about PE on page 37, fill in 1 extra box. If you circled c give yourself 2 extra boxes. Being active during PE is a great way to get physical activity!

How much time do you spend being physically active each week?

FLASH WRAP UP

To be healthy, it is recommended that teens be physically active for at least one hour every day of the week. You could be physically active by walking, bike riding, doing chores, playing sports, dancing, or just moving around.

RADIO HEALTHY PRESENTATIONS

If you finish early, go to pages 39 to 42 and try some other fun activities.

SITTING RULER

You should move a lot more. You could move more. You are not sitting too much.

ACTIVE RULER

You could be more active. You are pretty active. You are active. Keep it up.
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
1. Physical activity helps you ___ better at night.
4. In order to be HEALTHY, you should sit less and ___ more.
7. Walking for 20 minutes burns ___ times more calories than watching TV for 20 minutes.
8. Jogging for 20 minutes burns ___ times more calories than watching TV for 20 minutes.
9. Physical activity makes your ____ stronger.
12. Setting personal physical activity ___ is a good way to become more active.
14. How many minutes of walking does it take to burn the calories in 1 small bag of chips?
15. Physical activity helps prevent type 2____.

DOWN
2. There are many ways to be physically active. Pick the activity that you ___!
3. Jogging ___ more calories than walking.
5. The HEALTHY study recommends___ hour of physical activity each day.
6. Participating in ___ class is a great way to be physically active in school.
10. The energy in food is measured in ____.
11. If you eat more calories than your body uses, those extra calories are stored as ___.
13. When you are physically active, ___ is the best drink to cure your thirst.
14. Watching TV, talking on the phone, and using a computer burn ___ calories than walking, biking, and jogging.
ANSWERS

SLEEP

I

B

K

U

MOVE

G

FOUR

N

Y

NINE

MUSCLES

A

AA

GOALS

W

FORTY

O

A

E

R

T

DIABETES

E

R

R

S
PHYSICAL ACTIVITY WORD FIND

BASKETBALL  CYCLING  DANCING
DODGEBALL  HIKING  JOGGING
ROLLERBLADING  SOCCER  SWEEPING
SWIMMING  VOLLEYBALL  WALKING
YOGA
ANSWERS

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

BASKETBALL   CYCLING   DANCING
DODGEBALL    HIKING    JOGGING
ROLLERBLADING SOCCER    SWEEPING
SWIMMING     VOLLEYBALL WALKING
YOGA
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-su-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 many 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 30 to 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 or 1% milk 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 overeat—you can have too much of a good thing!

6. 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.

7. Are there any foods or drinks to avoid?

Everyone likes the taste of sweet foods. 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.

8. Where can I get more information?

For more information about type 2 diabetes, check out these Web sites:
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.theadstordc.net/NIH/NIH.html (NIH Office of Science Education, middle school curriculum supplements)
PHYSICAL ACTIVITY GOAL (SESSION 4)

I choose to be more physically active by___________________________________
Talking on the phone/Texting
TV watching
Using Internet
Playing video games/computer games
**STEP IT UP: PRACTICE DOING PEDOMETER MATH**

**Instructions**

- It is fun and challenging to see how many steps you can get during the course of one whole day, but you may also be curious about what your steps are for specific periods of time during the day.

- Did you ever wonder how many steps you take on your walk home from school or the bus stop or how many steps you take when you are very active during recess and PE class?

- To figure out your step count for a specific period of activity, you will need to do some pedometer math. These are simply subtraction problems like you have already done before. Here is a chance to practice.

- Remember when you do pedometer math, you always subtract your step count at the start of the activity from your step count at the end of the activity. The difference is the total step count for that particular activity.

**Example:**

- **End PE**
  - Start PE: 3450 steps
  - End PE: 6052 steps

  **Difference:** 2602 steps

- **End Recess**
  - Start Recess: 7356 steps
  - End Recess: 8900 steps

  **Difference:** 1544 steps

- **End Walk Home**
  - Start Walk Home: 10000 steps
  - End Walk Home: 11652 steps

  **Difference:** 1652 steps

---

**Flash Teacher:**

_________________________

**Period:**

______________________
Tips for using the pedometer

- Use the clip to attach the pedometer to your belt or waistband and remember to attach the leash.
- Wear the pedometer about 4 or 5 inches to the left or right of your belly button. It is important that the pedometer is close to your waist.
- Don’t get the pedometer wet.
- To set the steps to zero, press the yellow button.

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Name: _________________________

FLASH Teacher: ___________________________

Period: ____________________________

During a school day I took ____________ steps. I will do my very best to get at least this many steps or more on a weekend day!

1. Wake up. Put on pedometer as soon as you get dressed. Don’t forget to push the yellow button to reset to zero!

2. Time for bed. Take off the pedometer and record your total number of steps for the day.

Remember to bring your pedometer and bookmark back to school on Monday.
ANSWERS:
The number of calories you can burn by doing each of these activities for 30 minutes:

8 Jogging (faster than a walk) (118 calories)

2 Watching TV (20 calories)

10 Playing soccer (211 calories)

11 Sleeping (17 calories)

4 Playing a video game (40 calories)

5 Bowling (70 calories)

6 Walking (120 calories)

7 Rollerblading (185 calories)

3 Talking on the phone (36 calories)

Be active—Burn calories

Even though sleeping doesn’t burn many calories, it is important to get enough because your body needs it.

Challenge Question

Guess how many minutes of walking it would take to burn the number of calories in a very small bag (1 ounce) of potato chips (about 20 chips).

a. 5 minutes
b. 10 minutes
c. 30 minutes
d. 40 minutes

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Improves fitness

*Being active increases breathing and heart rate, and lets you play longer.*

Makes hair look better

*The more you use it, the stronger it gets.*

Makes muscles stronger

*The more you use your muscles, the stronger they become.*

Helps you grow taller

*Straightens teeth*

Improves eyesight

*Helps you sleep better*

*Being active can relax you and help you sleep.*

Makes you smarter

*Physical activity releases chemicals in your body that make you more alert.*

Helps muscles move together

*Coordination*

*Helps prevent type 2 diabetes*

*Your muscles and nerves learn to work together.*

Bones stronger

*Helps you get rid of stress. You feel stronger and more fit.*

*Burns calories*

*The more active you are, the more you use your muscles and the more calories you burn for energy.*

Makes skin softer

*Your bones respond to being active by getting stronger.*

Makes stronger bones

*Your heart is a muscle and the more you use it, the stronger it gets.*

Helps you feel better

*Improves mood and reduces stress.*

*Helps prevent type 2 diabetes*

*The more active you are, the more you use your muscles and the more you feel better.*

Helps you sleep better

*Improves fitness*

*Session 3:*