WORKBOOK MODULE 2:
LET'S BE ACTIVE!

FLASH
FUN LEARNING ACTIVITIES
FOR STUDENT HEALTH

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

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

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

For more information about type 2 diabetes, see the Questions and Answers section at the end of your Teacher Manual or Workbook on pages 43 and 44.
SESSION 1
What Do You Do?

SESSION 2
Be Active—Burn Calories

SESSION 3
Why Be Active?

SESSION 4
Calorie Charades

SESSION 5
The Day the Screens Went Dark

SESSION 6
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SESSION 7
Sit Less—Move More

SESSION 8
Radio HEALTHY (Part 1)

SESSION 9
Radio HEALTHY (Part 2)

SESSION 10
Radio HEALTHY Presentations

SESSION 11
Additional Activities

SESSION 12
Questions and Answers About Diabetes
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.

EXAMPLE OF CHART

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**SESSION I:**

**WHAT DO YOU DO?**

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</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>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</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.”

- 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.

Now go to the next page to learn more about how active you are during the day.
Session 1:

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**

<table>
<thead>
<tr>
<th>You should move a lot more.</th>
<th>You could move more.</th>
<th>You are not sitting too much.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Start here

**ACTIVE RULER**

<table>
<thead>
<tr>
<th>You could be more active.</th>
<th>You are pretty active.</th>
<th>You are active. Keep it up.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Start here

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

Improves fitness

Helps you sleep better

Makes hair look better

Makes you more alert

Makes muscles stronger

Helps muscles move together (coordination)

Helps you grow taller

Helps prevent type 2 diabetes

Straightens teeth

Helps you feel better

Improves eyesight

Makes skin softer

Makes you smarter

Makes stronger bones

Makes a healthy heart

Burns calories

When you have discussed your answers with your partner, turn to page 52 to check your answers.
**SESSION 3:**
**WHY BE ACTIVE?**

**HOW HARD IS YOUR BODY WORKING?**

<table>
<thead>
<tr>
<th>Not At All</th>
<th>Working Pretty Hard</th>
<th>As Hard As It Can</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

- increasing my breathing a little
- increasing my breathing even more
- breathing as hard as I can
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 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.
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 ________________________________________________________.
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 ______________________

____________________________________________________________________________________

How did they feel after being active? Hint: Look back to what you learned in Session 3.

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 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

Fill in other period of in-school time.

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
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 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.

STEPS MEASURED IN ONE SCHOOL DAY

<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>

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Session 7: Sit Less—Move More

Healthy Weekend Challenge

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.
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 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 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 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.

![Example of Chart](chart_example.png)

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**SESSION 10:**
**RADIO HEALTHY PRESENTATIONS**

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>1–3 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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch TV or a movie for 2 hours or more</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk or text on the phone for a total of 30 minutes or more</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use Internet / e-mail for 30 minutes or more</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eat while watching TV or a movie</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack while reading, studying, doing homework, or talking on the phone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play handheld video or nonvideo games for 30 minutes or more</td>
<td></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>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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ride a bike, skate, or rollerblade for at least 15 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance for 15 minutes or more</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Run/jog for 15 minutes or more</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be active outside for 15 minutes or more</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise / work out for 15 minutes or more</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play sports for 15 minutes or more</td>
<td></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.
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.

Now go to the next page to learn more about how active you are during the day.
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?

**SITTING RULER**

<table>
<thead>
<tr>
<th>You should move a lot more.</th>
<th>You could move more.</th>
<th>You are not sitting too much.</th>
</tr>
</thead>
</table>

Start here

**ACTIVE RULER**

<table>
<thead>
<tr>
<th>You could be more active.</th>
<th>You are pretty active.</th>
<th>You are active. Keep it up.</th>
</tr>
</thead>
</table>

Start here
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

S L E E P
I
B K
U M O V E
G F O U R N
Y N I N E
M U S C L E S F
A A
G O A L S W F O R T Y
O A E
R T W
D I A B E T E S E R R
S
ADDITIONAL ACTIVITIES

PHYSICAL ACTIVITY WORD FIND

BASKETBALL
DODGEBALL
ROLLERBLADING
SWIMMING
YOGA

CYCLING
HIKING
SOCCER
VOLLEYBALL
WALKING

DANCING
JOGGING
SWEEPING

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QUESTIONS AND ANSWERS ABOUT DIABETES

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

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

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

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

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

Children and teens can develop type 2 diabetes if they become overweight and eat too 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.theadstoredc.net/NIH/NIH.html (NIH Office of Science Education, middle school curriculum supplements)
PHYSICAL ACTIVITY GOAL

I choose to be more physically active by _____________________________________

SESSION 4
Talking on the phone

Texting

Using Internet

Playing video games/computer games

✗

✗

✗

✗

✗

✗

Talking on the phone/Texting

TV watching

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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:

\[ \text{End PE} \quad \text{End Recess} \quad \text{End Walk Home} \]

\[ \begin{align*}
6052 \text{ D STEP} & \quad 8900 \text{ D STEP} & \quad 11652 \text{ D STEP} \\
\text{Start PE} & \quad \text{Start Recess} & \quad \text{Start Walk Home} \\
3450 & \quad 7356 & \quad 10000 \\
\end{align*} \]

= 2,602 steps = ________ steps = ________ steps
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.
The number of calories you can burn by doing each of these activities for 30 minutes:

- Jogging (faster than a walk) (158 calories)
- Watching TV (20 calories)
- Playing soccer (171 calories)
- Sleeping (36 calories)
- Playing a video game (40 calories)
- Bowling (70 calories)
- Walking (120 calories)
- Riding a bike (145 calories)
- Rollerblading (185 calories)
- Talking on the phone (36 calories)

Even though sleeping doesn’t burn many calories, it is important to get enough sleep. 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

- When you use it, the stronger it gets.

Makes muscles stronger

- The more you use it, the stronger it becomes.

Helps you grow taller

- The stronger your muscles, the more you grow.

Improves eyesight

- Being active helps your body use sugar better.

Strengthens teeth

- The stronger your muscles, the stronger your teeth.

Improves fitness

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

Why Be Active?

Session 3