TEACHER MANUAL MODULE 3:
LET'S EAT HEALTHY

FLASH
FUN LEARNING ACTIVITIES FOR STUDENT HEALTH

Teacher Name:
Welcome to FLASH (Fun Learning Activities for Student Health) Module 3.

In the United States, more students 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 student workbook on pages 51 and 52.
Welcome to the third module of FLASH (Fun Learning Activities for Student Health). FLASH is an integrated set of brief, scripted sessions to promote daily physical activity and healthier eating behaviors to enhance the goals of the HEALTHY Study. Similar to the first two modules, this module’s 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. The preparation and materials necessary for each session are indicated on the first page of the session. HEALTHY study staff will assist you in your preparation as needed. Please ask them if you have questions or need help with sessions.

This FLASH module begins with a brief self-assessment to establish a baseline of students’ current food choices and to start them reflecting on what they eat and recognizing that food may be more or less healthy depending on ingredients and preparation. Students will also learn that frequent consumption of higher calorie and higher fat food is less healthy and may be associated with extra weight gain. By ‘extra’ weight gain we mean increases in weight beyond that which is healthy for a boy or girl in the target age range of 11-14. Extra weight may increase the risk of health problems like type 2 diabetes. The intent of the module is not to promote weight loss or weight guidelines, but rather to teach the students critical concepts and skills that will help them ‘think before they eat’. The FLASH sessions are designed to build knowledge and skills and to empower students to make healthier choices about what they eat. The activities in the later sessions involve problem solving and scripted discussion points that promote maximum student participation in both thinking and doing. Students will gain knowledge about the importance of healthy habits and will be challenged to make healthy choices, set goals, engage in self-monitoring, and identify and overcome barriers that limit healthy behaviors in a fun, interactive classroom format.

Module 3 is about making healthier food choices. The modules progressively deliver knowledge, skills, and concepts across grades 6 to 8:

- Module 1: Water and You was delivered in the latter half of 6th grade.
- Module 2: Let’s Be Active was 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 student 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 establish healthy behaviors as the standard and to help students choose those healthy behaviors.
- There are 8-10 FLASH sessions per module.
- Each of the sessions are designed to take no more than 30 minutes.
- Session 1 begins with an introduction and self-assessment.
- Sessions 2 and 3 are completed by students in pairs.
- Starting with session 4, students work in groups of 2 to 5.
- Each group will need a group leader.
- Sessions 8 and 9 involve a creative experience, culminating in session 10 with presentations to the class.
- The final FLASH 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 to designate weekly FLASH time, e.g., hang a sign or pennant, start by turning on a flashlight or switching room lights off and on.
- Select student pairs who will work together during sessions 2 and 3.
- Select groups of 2-5 students who will work together during sessions 4 to 10.
- Select a FLASH student group leader for each group. The group leader stays the same for sessions 4 to 10.
- Deliver only one FLASH session at a time and not more than one session per week unless there are unusual circumstances.
- One or two students in each class have been chosen to act as ‘student peer communicators’—in this manual they are referred to as SPCs, although in your school they might use a different term. The SPC can help you with simple tasks like doing the FLASH cue or distributing and collecting materials. The SPC also can read the brief ‘News FLASH’ at the beginning or end of some FLASH sessions, reminding the rest of the students what they learned in the last session. If the SPC is absent, then you may select another student or perform the task yourself.
- For each session:
  - Announce the start of FLASH time.
  - Distribute the student workbooks.
  - Have the SPC 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.

- The Teacher FLASH Delivery Form will be removed from the FLASH teacher manual and collected by HEALTHY study staff.
- The self-assessment pages from sessions 1 and 10 of the student workbooks will be copied for HEALTHY study staff use.
- Then FLASH workbooks will be returned to the students to keep, and you may keep your FLASH 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 announce ‘FLASH time’. The time recorded is 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 is just after the completion of all tasks related to the session—the last task is typically to collect and store the FLASH workbooks.
- Finally, indicate whether you encountered any barriers or problems during delivery of this session. Some possible barriers/problems are already listed, or you may write your own. This information will help the study staff work with you to make delivery smoother and more successful.

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, and study staff will coordinate observation dates and times with you in advance. In addition, study staff may ask to meet with you to talk about your experiences with the program. Your 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 modules.
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Session 1:
Are You Making Healthy Food Choices?

Goals:
- To learn what you are eating.
- To learn about how healthy your food choices are.

Preparation and Materials:
- FLASH workbook with each student’s name.
- Each student should have a pen or pencil.

Instructions to Teacher:
- Go to page T-5 and enter the time of day that you announce the start of FLASH time to your class.
- Distribute a FLASH workbook to each student.
- TEACHER READS ALOUD:
  - “Each of you should have a FLASH workbook. Check to see that your name is written on its cover. As you know, our school is part of a special program in the United States that is testing ways to help students your age be healthier and decrease the chance of getting type 2 diabetes. To help you understand how you can stay healthy, you will complete a FLASH session about once each week. There are 10 sessions in this workbook.”
  - “In the United States, more students are developing type 2 diabetes than ever before.”
  - TEACHER may pause here and ask students to discuss what they know about type 2 diabetes.
  - “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.”
  - TEACHER may pause here and ask students to discuss what they have learned about preventing type 2 diabetes since the HEALTHY program has been at their school.
  - “You can learn more about type 2 diabetes in the Questions and Answers section at the back of your FLASH workbook on pages 51 and 52.”
  - “Last fall, you learned a lot about physical activity and why you need to move more and sit less. What do you remember from those FLASH sessions?”
  - Call on several students and summarize their comments. If not mentioned by a student, ask the students how much activity they are supposed to get each day.
  - “Everyone now turn to page 3 of your FLASH workbooks and follow along as I read the section titled Introduction and Instructions.”
  - “Each day, to be healthy, you need at least one hour of physical activity. Research shows that if you are more active, you are less likely to develop type 2 diabetes.”
  - “In addition to how physically active you are, your health and risk of developing type 2 diabetes and other medical problems are influenced by what you eat.”
  - “If you want to build a winning sports team, you want to choose the best players for the team. If you want to have a great band, you want to select the best musicians. In the same way, for you to be the best you can be, you want to choose to eat the healthiest food for your body.”
  - “In these ten FLASH sessions, you are going to learn about how to choose healthier food, and you are going to become more aware of the calorie and fat content of the food you eat. Learning this information and practicing making good food choices will help you be your best.”
“On page 5 you will see a place setting surrounded by different types of food. Read the directions on page 4 and make your best guess about the number of times that you eat each of the foods shown on page 5 during a typical week.”

“For each food pictured, write a number in the ring that represents the number of times you eat that food during a typical week.”

“Everyone now look at page 4 of your FLASH workbooks.”

“There are examples given for what you can write:

- ‘7’ inside the colored ring next to the food means you eat it about once a day (or more often).
- ‘3’ inside the colored ring next to the food means you eat it only a few times a week.
- ‘0’ inside the colored ring next to the food means it is something you hardly ever eat.”

“When you are finished, add up your totals for the different colors and write them in the three large rings in the center of the page.”

Remind students that when they are finished with the food activity they can turn to page 6 and work on the challenge question.

Monitor students’ progress, and when you see them writing their answers, TEACHER READS ALOUD: “Do you notice any patterns? Are there foods you eat all the time and others that you eat hardly at all?”

Teacher can call on a few students to discuss this, also referring to the category definitions that are listed in the student workbook on page 4.

- GREEN foods are generally healthier choices. When eaten in the recommended serving size, they are low in calories and fat.
- RED foods generally are high in calories from sugar or fat. Foods high in fat and/or sugar usually are not the healthiest choices. Eating these foods once in a while in small amounts can be OK. Eating too much of these foods may cause you to gain extra weight.
- YELLOW foods can be more healthy or less healthy depending on how they are made. For example, the words ‘extra crispy’ and ‘deep fried’ are clues that a simple, nutritious food, like a piece of chicken or a potato, has been made much higher in calories and fat than your body needs. Another way that a food can be made higher in calories and fat has to do with the extras that get added on top—like when you add extra cheese sauce or regular creamy ranch dressing.

“In general, GREEN foods are healthier than RED foods, and YELLOW foods can be more healthy or less healthy depending on how they are made.”

“During these FLASH sessions, you will become more aware of the calories and fat in food, and you will work on finding healthier food in and out of school. The goal is to find healthier fast food and snacks that you like, and to teach this to each other.”

“Now we will collect your FLASH workbooks and store them for next time. I am excited and hopeful that during these ten FLASH sessions you are going to be making some healthier food choices. In the final FLASH session you will have a chance to compare what you are eating then with your answers today, so you will be able to see for yourself. Good job.”

Turn 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:
ARE YOU MAKING HEALTHY FOOD CHOICES?

GOALS:
- To learn what you are eating.
- To learn about how healthy your food choices are.

INTRODUCTION AND INSTRUCTIONS:
- Each day, to be healthy, you need at least one hour of physical activity. Research shows that if you are more active, you are less likely to develop type 2 diabetes.
- In addition to how physically active you are, your health and risk of developing type 2 diabetes and other medical problems are influenced by what you eat.
- If you want to build a winning sports team, you want to choose the best players for the team. If you want to have a great band, you want to select the best musicians. In the same way, for you to be the best you can be, you want to choose to eat the healthiest food for your body.
- In these ten FLASH sessions, you are going to learn about how to choose healthier food, and you are going to become more aware of the calorie and fat content of the food you eat. Learning this information and practicing making good food choices will help you be your best.
- On page 5 you will see a place setting surrounded by different types of food. Read the directions on page 4 and make your best guess about the number of times that you eat each of the foods shown on page 5 during a typical week.
- For each food pictured, write a number in the ring that represents the number of times you eat that food during a typical week.
Think back over the last week about what you ate on week days and on the weekend. Make your best guess about the number of days you ate each of these foods during a typical week. For each food pictured write a number in the ring that represents the number of times you eat that food. For example, you might write:
- ‘7’ inside the colored ring next to the food if you eat it once a day (or more often).
- ‘3’ inside the colored ring next to the food if you eat it only a few times a week.
- ‘0’ inside the colored ring next to the food if it is something you hardly ever or never eat.

**GREEN**: These foods are generally healthier choices. When eaten in the recommended serving size, they are low in calories and fat.

**RED**: These foods are high in calories from sugar or fat. Foods high in fat and/or sugar usually are not the healthiest choices. Eating these foods once in a while in small amounts can be OK. Eating too much of these foods may cause you to gain extra weight.

**YELLOW**: These foods can be more healthy or less healthy depending on how they are made. For example, the words ‘extra crispy’ and ‘deep fried’ are clues that a simple, nutritious food, like a piece of chicken or a potato, has been made much higher in calories and fat than your body needs. Another way that a food can be made higher in calories and fat has to do with the extras that get added on top of them—like when you add extra cheese sauce or regular creamy ranch dressing.

In general, **GREEN** foods are healthier than **RED** foods, and **YELLOW** foods can be more healthy or less healthy depending on how they are made. During these FLASH sessions, you will become more aware of the calories and fat in food, and you will work on finding healthier food in and out of school. The goal is to find healthier fast food and snacks that you like, and to teach this to each other.

Now count up your totals for the three different colors and write them in the matching colored rings in the center of the page.
When you’ve finished, turn the page and try the Challenge Question.
SESSION I:
ARE YOU MAKING HEALTHY FOOD CHOICES?

CHALLENGE QUESTION: Instructions: Circle a sample label for every time, during the last week, that you read the Nutrition Facts label on a packaged food that you ate. If you have already learned to check labels and have read ten or more, congratulations. This is a useful skill for making healthy food choices. If you haven’t learned to do this yet, don’t worry. In the upcoming FLASH sessions, you will be learning all about what to look for on the Nutrition Facts label.

If you finish early, turn to pages 53 to 58 in the back of your workbook to do the bonus FLASH activities.
SESSION I: ARE YOU MAKING HEALTHY FOOD CHOICES?
Teacher FLASH Delivery Form for FLASH Module 3 Session 1

Teacher Name: ______________________________________

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

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

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

For study use only
Field Center ID:_________
School ID:_________
Classroom ID:_________
Session 2: Food Facts for Healthier Choices

Goals:
- To think about your reasons for choosing different foods.
- To learn facts about food so you can make healthier choices.

Preparation and Materials:
- FLASH workbook with each student’s name.
- Each student should have a pen or pencil.
- 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 in your class.
- Distribute a FLASH workbook to each student.
- Have students work in pairs.
- Students will start on page 7 of their FLASH workbooks.
- Have the SPC or another student read the News FLASH aloud from page 7 of their workbook.

  TEACHER READS ALOUD:
  “We all need food because it is fuel for our bodies. If you want the best fuel for your body, choose food with fewer calories and less fat. You will not be sorry.”

- TEACHER READS ALOUD:
  “In the last FLASH session, you sorted your food into different categories called GREEN, YELLOW, and RED. Take a moment to look back at your answers on page 5.”
- Give the class a minute to review their answers.
- “During this FLASH session, you’ll be thinking about different reasons students choose the food they do, and learning important facts about food so that you can become a smart eater.”
- “Now turn to page 7 of your FLASH workbooks and follow along as I read the section titled Introduction and Instructions.”

  “Today you will work with a partner to learn about different foods and what makes some foods healthier than others. Foods with fewer calories and less fat (the ones that were GREEN foods) are usually healthier choices.”
- “Let’s begin by looking at your own reasons for choosing the food you eat. See the ‘thought bubbles’ over the students on pages 8 and 9? These give a lot of different reasons for food choices and for choosing healthier foods. Write your initials in the bubbles that give reasons that are the most like your own. Choose as many as you want. Use the empty bubbles to write in any other reasons you have for your food choices.”
- “Be sure to discuss what you wrote with your partner.”
- Give the students a few minutes to complete the task. Then call on students to talk about their reasons.
- “The reasons for eating different foods can change almost every time you eat. Hunger, taste preference, friends, family, and the world we live in all influence what we eat and how much we eat.”
- “Food is the fuel your body needs to grow, stay alive, and be healthy. Because food is so much a part of our culture and social life, people of all ages, including middle school students, can easily eat more calories and fat than the body needs.”
- “So, an important message for these next FLASH sessions is to learn what makes some food healthier than others and to think before you eat. We can all benefit from learning how to make healthier food choices. These skills can help you for a lifetime.”
- If you would like, as the TEACHER, you can share with the class your own experiences in learning how to make smarter, healthier food choices.
- “Now that you have thought about your
reasons for choosing different foods, we will do some fun activities to help you learn some important food facts.”

- “First, read the Key Food Terms and What They Mean on page 10.”
- “Then turn to page 11 in your workbooks and you will see a crossword puzzle about the different nutrient qualities of food. Work together with your partner to complete the puzzle. If you know the answer, you can fill it in, and if you don’t know it, you can look for it in the answer list. You can also use the Key Food Terms and What They Mean on page 10 to help you.”
- “Be sure to work together with your partner on the crossword puzzle.”
- Monitor students’ progress, and when you see them finishing with the crossword puzzle, TEACHER ASKS:
  - “Did you know that it is important to find ways to eat fewer fatty foods and fewer foods with large amounts of added sugar? These foods have a lot of calories, and possibly more than your body needs on a typical day.”
  - “Did you know that food with naturally present sugar (like a piece of fresh fruit) is usually healthier for you than food with a lot of added sugar (like cake or candy)?”
  - “Did you know that vegetables and fruits, in addition to being a natural low calorie and low fat snack, also have vitamins, minerals, and other nutrients that your body needs? This is especially true of fruits and vegetables that are brightly colored. Just as bees go to the brightest flowers, those bright colors are nature’s way of letting us know which are the healthier fruits and vegetables.”
  - “You did a lot today. Good job working together. You will work with the same partner for the next FLASH session.”
- Turn 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:

FOOD FACTS FOR HEALTHIER CHOICES

GOALS:
- To think about your reasons for choosing different foods.
- To learn facts about food so you can make healthier choices.

NEWS FLASH:
- We all need food because it is fuel for our bodies. If you want the best fuel for your body, choose food with fewer calories and less fat. You will not be sorry.

INTRODUCTION AND INSTRUCTIONS:
- Today you will work with a partner to learn about different foods and what makes some foods healthier than others. Foods with fewer calories and less fat (the ones that were GREEN foods) are usually healthier choices.
- Let’s begin by looking at your own reasons for choosing the food you eat. See the ‘thought bubbles’ over the students on pages 8 and 9? These give a lot of different reasons for food choices and for choosing healthier foods. Write your initials in the bubbles that give reasons that are the most like your own. Choose as many as you want. Use the empty bubbles to write in any other reasons you have for your food choices.
- Be sure to discuss what you wrote with your partner.
We all have different reasons for what we choose to eat.

1. Most of the time, these are the reasons for my food choices:

- I'm hungry
- Tastes good
- Smells good
- It's lunchtime
- It's the only thing at home
- I'm bored
- I'm bored
SESSION 2:
FOOD FACTS FOR HEALTHIER CHOICES

2. When I choose healthier food, I do it for these reasons:

- I need energy
- I want to feel my best
- I help me do better work
- I have a big game tomorrow
- I want to be strong
- I want to be healthy
- I need energy
- I want to be healthy

When you are finished, read Key Food Terms and What They Mean on the next page, and then turn to page 11 and complete the Food Facts Crossword Puzzle.
Key Food Terms and What They Mean

**CALORIES** Calories are fuel for your body, just like gas is fuel for a car. Calories give your body the energy to stay alive, play, grow, and work. Calories come from what you eat and drink. If you do not eat and drink enough calories, your body will not run well. If you eat and drink more calories than you need, the calories are stored as body fat. Over time, this can increase your risk of extra weight gain and type 2 diabetes.

**NUTRIENTS** A nutrient is a substance in food that the body needs for health. Calories, fat, carbohydrates, protein, vitamins, minerals, water, and fiber are all nutrients.

**FAT** Fat is a source of calories. It contains more than twice as many calories as the same amount of carbohydrate or protein. It is best to eat fats in small amounts. Foods that contain mainly fat include oil, margarine, butter, mayonnaise, regular salad dressing, bacon, gravy, cream, cream cheese, shortening, lard, and sour cream.

**FIBER** Fiber is the part of food that is not digested. It helps move food through the body. Fiber is found in fruits, vegetables, whole grain breads and cereals, beans, peas, and lentils.

**CARBOHYDRATES** Carbohydrates (sometimes called ‘carbs’ for short) are a source of calories and are found in many of the foods that people eat. Carbohydrates have fewer calories than the same amount of fat. But it’s still important to be careful about the amount of carbohydrates in the food you eat and the amount of fatty food you add to them (like margarine on bread or gravy on mashed potatoes). Starch and sugar in foods are carbohydrates.

- **Starch** Starch is in breads, pasta, cereals, rice, potatoes, beans, peas, and lentils.
- **Sugar** Sugar is naturally present in fruits, milk, and vegetables. Added sugars are in desserts, candy, syrup, and jam. Kinds of added sugars are honey, brown sugar, and white sugar that you add to food from a sugar bowl.

**PROTEIN** Protein is a source of calories and it also makes and repairs muscles, skin, and other tissues. Examples of foods that are mainly protein are chicken, turkey, fish, beef, milk, cheese, eggs, tofu, beans, peas, and lentils. As with carbohydrates, protein has fewer calories than the same amount of fat. But it’s still important to watch the amount you eat and any fats that are added in preparation or as toppings.

**GRAM** A gram is a unit of mass. Fat, carbohydrates, and protein are measured in grams. To give you a reference, a teaspoon of butter or margarine (the amount that most people spread on one piece of toast) contains about 5 grams of fat.

**VITAMINS AND MINERALS** Vitamins help your body function. These include vitamins A, B-complex, C, D, E, and K. Minerals help you build strong bones and teeth and stay healthy. These include calcium, iron, magnesium, phosphorus, potassium, sodium, and zinc.
Food Facts for Healthier Choices

ACROSS
4. Regular salad dressing is mostly _____.
7. Can be found in food naturally or added to food.
9. This nutrient has fewer calories than the same amount of fat.
10. Chicken is mostly _____.
11. Known by a letter like A, B, C, or K.

DOWN
1. Breads are mostly _____.
2. Keep bones and teeth strong.
3. Not digested by your body.
5. Your body’s fuel.
6. A word that means all the kinds of substances in foods that the body needs for health.
8. A unit of mass used to measure fat in food.

Possible Answers:
Sugar, Fiber, Gram, Carbohydrates, Minerals, Calories,
Protein, Starch, Fat, Vitamins, Nutrients

If you finish early, turn to pages 53 to 58 in the back of your workbook to do the bonus FLASH activities.
SESSION 2: FOOD FACTS FOR HEALTHIER CHOICES
Teacher FLASH Delivery Form for FLASH Module 3 Session 2

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:__________

T-9
Session 3: What’s in Snacks?

Goals:
- To learn how many calories are in different snacks.
- To learn how much fat is in different snacks.

Preparation and Materials:
- FLASH workbook with each student’s name.
- Each student should have a pen or pencil.
- HEALTHY staff will provide you with plastic teaspoons and a baggie containing Crisco to use in this session.
- For this session, students continue to work in pairs. Use a method that works for you to assign students to pairs.

Instructions to Teacher:
- Go to page T-13 and enter the time of day that you announce the start of FLASH time in your class.
- Distribute a FLASH workbook to each student.
- Have students work in pairs.
- Students will start on page 13 of their FLASH workbooks.
- Have the SPC or another student read the News FLASH aloud from page 13 of their workbook.

SPC READS ALOUD:
“We need to know about what is in food and use that information to make healthier choices about what we eat. Start today by choosing a healthier snack to eat.”

TEACHER READS ALOUD:
- “During the last session you thought about why you eat different foods and learned some food facts to help you make healthier choices.”
- “Now please turn to page 13 in your FLASH workbooks and follow along as I read the points in the section titled Introduction and Instructions.”

“Today you will learn more about snacks. Everyone enjoys snacks, and you want to pick the healthiest snack whenever you can.”
“Your might choose a snack because it tastes good, because it is what your friends are eating, or because it costs 50 cents and that’s all the money you have in your pocket. You also might choose a snack because it is healthier and will help your body grow and work at peak performance.”
“Al food has calories, including your snacks. Just like gas is fuel for a car, calories are fuel for your body. They give your body the energy to stay alive, play, grow, and work. Calories come from what you eat and drink. If you do not eat and drink enough calories, your body will not run well. If you take in more calories than you need, the calories are stored as extra body fat. This can increase your risk of extra weight gain and type 2 diabetes.”
“In this session, you are going to learn more about the calories and fat grams in the snacks you eat.”
“The table shows how many calories the average 11 to 14 year-old needs each day. These are the approximate ranges that are often used by the experts in nutrition and physical activity. However, individual needs are different. For example, if you are involved in a lot of regular, vigorous activity, you may need more calories. When you are growing, you also need more calories. On the other hand, if you are very inactive, you need fewer calories.”

<table>
<thead>
<tr>
<th>Age</th>
<th>Calories Needed Each Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>girls 11 to 14 years old</td>
<td>1700 to 2300 calories a day</td>
</tr>
<tr>
<td>boys 11 to 14 years old</td>
<td>1900 to 2800 calories a day</td>
</tr>
</tbody>
</table>

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“Since boys and girls are different, their calorie needs are a little different too.”

“Now turn to page 14 and work with your partner to rank the different snacks from 1 with the fewest calories to 6 with the most calories.”

“After you have finished ranking the snacks with your partner, try to answer the challenge question on page 15. When you are done, turn to page 16 to review the correct answers to the snack ranking.”

“If you have time, you may work on the bonus activities at the end of the book.”

Monitor students’ progress, and when they have finished ranking the items and turned to the answers on page 16 to check their ranking, then the TEACHER READS ALOUD:

“The answer page also shows how much fat is in each of the snacks.”

“What snack has the most grams of fat?” [ANSWER: French fries]

“A gram is a unit of mass. To give you a reference, a teaspoon of fat—which is the amount of butter or margarine that most people spread on one piece of toast—contains about 5 grams of fat.”

Display the teaspoon filled with Crisco for the students to see.

“When comparing fat with other sources of calories, teaspoon for teaspoon, fat has more than twice as many calories as carbohydrates, sometimes called ‘carbs’. Fat has more than twice as many calories as protein. That’s the main reason food high in fat usually is also high in calories.”

Have the SPC or another student hold up the baggie containing 30 grams of fat. The TEACHER has the option of using the teaspoon to measure out the fat onto a paper towel. Then the TEACHER READS ALOUD:

“This baggie has 30 grams of fat and that is about 6 teaspoons of fat. This is the amount of fat in one large order of French fries. Does that surprise you?”

“When food is fried in fat, the fat gets into the food even though you might not see it. Other times you might be able to see the fat because it is added to food in the form of high fat toppings, like ranch dressing or cheese sauce.”

“In general, you want to choose snacks that are low in fat. The exception is nuts and seeds. They are high in fats, but it is a healthier kind of fat, and in small amounts like a handful, nuts and seeds can be healthy snacks.”

“Were you surprised by how many calories are in some snacks?”

Call on students for their answers. Continue reading after the class has talked about the calories in different snacks.

“You want to choose snacks with fewer calories.”

“What is the nutrient that makes up most of the other calories besides fat in these snacks?” [ANSWER: sugar]

“How would you know how many calories or how many grams of fat are in a food?”

Call on students. You are looking for one of the students to answer, “By looking at the Nutrition Facts on the food label.” Other correct answers would include looking it up in a book or on the Internet, but probe for the food label answer.

“You are right—the Nutrition Facts label is a tool to tell you what is in a food. In the next FLASH session, you will learn how to use food labels to choose healthier snacks.”

Discuss the challenge question about healthier food choices being offered in the cafeteria, for example nonfat and low fat milk, fruits and vegetables, foods that are baked instead of fries. Then the TEACHER READS ALOUD:

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

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.
Session 3:
WHAT'S IN SNACKS?

GOALS:
- To learn how many calories are in different snacks.
- To learn how much fat is in different snacks.

NEWS FLASH:
- We need to know about what is in food and use that information to make healthier choices about what we eat. Start today by choosing a healthier snack to eat.

INTRODUCTION AND INSTRUCTIONS:
- Today you will learn more about snacks. Everyone enjoys snacks, and you want to pick the healthiest snack whenever you can.
- You might choose a snack because it tastes good, because it is what your friends are eating, or because it costs 50 cents and that’s all the money you have in your pocket. You also might choose a snack because it is healthier and will help your body grow and work at peak performance.
- All food has calories, including your snacks. Just like gas is fuel for a car, calories are fuel for your body. They give your body the energy to stay alive, play, grow, and work. Calories come from what you eat and drink. If you do not eat and drink enough calories, your body will not run well. If you take in more calories than you need, the calories are stored as extra body fat. This can increase your risk for extra weight gain and type 2 diabetes.
- In this session, you are going to learn more about the calories and fat grams in the snacks you eat.
- The table shows how many calories the average 11 to 14 year-old needs each day. These are the approximate ranges that are often used by the experts in nutrition and physical activity. However, individual needs are different. For example, if you are involved in a lot of regular, vigorous activity, you may need more calories. When you are growing, you also need more calories. On the other hand, if you are very inactive, you need fewer calories.

### HOW MANY CALORIES DO I NEED EACH DAY?

<table>
<thead>
<tr>
<th>Age</th>
<th>Calories Needed Each Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>girls 11 to 14 years old</td>
<td>1700 to 2300 calories a day</td>
</tr>
<tr>
<td>boys 11 to 14 years old</td>
<td>1900 to 2800 calories a day</td>
</tr>
</tbody>
</table>

- Since boys and girls are different, their calorie needs are a little different too.
- Now turn to page 14 and work with your partner to rank the different snacks from 1 with the fewest calories to 6 with the most calories.
- After you have finished ranking the snacks with your partner, try to answer the challenge question on page 15. When you are done, turn to page 16 to review the correct answers to the snack ranking.
- If you have time, you may work on the bonus activities at the end of the book.
Make your best guess, and try to rank the pictured snacks. On the lines at the side of the page, write the names of the snacks in order from the one with the fewest calories to the one with the most calories.

1. 27 cheese curls
2. Large French fries
3. 1 orange
4. 1 6-ounce low fat yogurt
5. 20 baby carrots
6. 2 cupcakes

When you have agreed on your rankings, turn the page to try the challenge question.
Challenge Question:
Can anyone name a healthier snack that is now being served in the cafeteria or the school store?

When you are done, turn the page to check your answers to the calorie rankings.
SESSION 3:
WHAT'S IN SNACKS?

Compare your rankings with the answers.

<table>
<thead>
<tr>
<th>Food</th>
<th>Total Calories</th>
<th>Grams of fat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 20 baby carrots</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>2 1 orange</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>3 1 6-ounce low fat yogurt</td>
<td>140</td>
<td>2 (1/2 tsp)</td>
</tr>
<tr>
<td>4 27 cheese curls</td>
<td>280</td>
<td>18 (3.5 tsp)</td>
</tr>
<tr>
<td>5 2 cupcakes</td>
<td>350</td>
<td>11 (2 tsp)</td>
</tr>
<tr>
<td>6 1 large fries</td>
<td>570</td>
<td>30 (6 tsp)</td>
</tr>
</tbody>
</table>

A large serving of French fries has 6 teaspoons of fat.

If you finish early, turn to pages 53 to 58 in the back of your workbook to do the bonus FLASH activities.
SESSION 3: WHAT’S IN SNACKS?
Teacher FLASH Delivery Form for FLASH Module 3 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: Choose Healthier Snacks

Goals:
- To learn how to read the Nutrition Facts label on food.
- To learn how to choose healthier snacks.
- To practice using Nutrition Facts labels to choose healthier snacks.

Preparation and Materials:
- FLASH workbook with each student's name.
- Each student should have a pen or pencil.
- Students will work in groups of 2-5 students, with one student designated as group leader. Use a method that works for you to assign students to small groups and choose a group leader.
- HEALTHY staff will provide you with pairs of Snack Cards for each student group and accompanying teacher notes. There are enough cards so that each student will receive at least one pair. The cards for each group will be in an envelope, with the cards together by numbered pairs. One side of each card displays the pair number (such as Pair 1), the name of a food, the other side of each card displays the Nutrition Facts label for that food.
- Note: HEALTHY has provided more pairs of Snack Cards than will be needed per group. If desired, the staff and/or teacher can remove the pairs that include snacks unfamiliar for their area of the country or student body.
- HEALTHY staff also will provide you with a small bag (single serving) of potato chips, a large bag (12 servings) of potato chips, and a small bag (single serving) of pretzels. These may be opened and used for visual demonstrations of serving size as needed.

Instructions to Teacher:
- Go to page T-19 and enter the time of day you announce the start of FLASH time in your class.
- Distribute a FLASH workbook to each student.
- Organize students into groups of 2-5. Students will work in these groups for all of the remaining FLASH sessions in this module. Identify a group leader for each group. The group leaders should stay the same for the remaining FLASH sessions as well.
- Give the paired Snack Cards to each group leader.
- SPC OR OTHER SELECTED STUDENT READS ALOUD the News FLASH on page 17:
  “Some food may look good but you can see the truth on the Nutrition Facts label. Start looking at the food labels on what you eat. You may be surprised at what you find.”
- TEACHER READS ALOUD:
  - “Open your FLASH workbooks to page 17 and follow along as I read the Introduction.”
  - “In the second FLASH session, you learned how food helps your body stay healthy.”
  - “In the last FLASH session, you learned about the calories and fat in snacks.”
  - “Today in FLASH we are going to use the Nutrition Facts label on food to choose which snacks are healthier.”
  - “Many nutrients in food that are important to health are listed on the Nutrition Facts label. Of all the nutrients listed on the label, we are going to focus on three pieces of information: servings, calories, and grams of fat.”
  - “On pages 18 and 19 of your workbook are Nutrition Facts labels from a small bag of potato chips, a big bag of potato chips, and a small bag of pretzels.”
  - Hold up the different bags.
  - “First let’s review them. Then you will work in groups to play the Snacks Card Game.”
The text below provides information on each of the major sections of a Nutrition Facts label.

**TEACHER READS ALOUD:**

- "Let's start with servings."
- Call on several students to answer each question.
- "What is the serving size on the small bag of potato chips?"

Hold up the small bag of potato chips. **ANSWER:** 1 ounce, on average 12 chips. **TEACHER note:** You may want to open the bag and count out the 12 chips.

- "What is the serving size on the big bag of chips?"

Hold up the big bag of potato chips. **ANSWER:** also 1 ounce, on average 12 chips. **TEACHER note:** You may want to open the bag and count out the 12 chips.

- "No matter how big the bag, the serving size on the label is the same, and the number of calories, grams of fat, and other nutrients that are listed on the label are all for that one serving."

The teacher may want to ask the students to raise their hands if they think most people eat more than 12 chips at one sitting.

- "How many servings per container are in the small bag of potato chips?" **[ANSWER: 1]**
- "How about in the large bag of potato chips?" **[ANSWER: 12]**

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Serving Size 1 oz</th>
<th>Servings Per Container 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount Per Serving</td>
<td></td>
</tr>
<tr>
<td>Calories 150</td>
<td></td>
</tr>
<tr>
<td>% Daily Value</td>
<td></td>
</tr>
<tr>
<td>Total Fat 15g</td>
<td>19%</td>
</tr>
<tr>
<td>Saturated Fat 1g</td>
<td>8%</td>
</tr>
<tr>
<td>Polyunsaturated Fat 3g</td>
<td></td>
</tr>
<tr>
<td>Monounsaturated Fat 6g</td>
<td></td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium 150mg</td>
<td>7%</td>
</tr>
<tr>
<td>Total Carbohydrate 15g</td>
<td>5%</td>
</tr>
<tr>
<td>Dietary Fiber 1g</td>
<td>4%</td>
</tr>
<tr>
<td>Sugars 0g</td>
<td></td>
</tr>
<tr>
<td>Protein 2g</td>
<td></td>
</tr>
</tbody>
</table>

**Call on a STUDENT TO READ the text in the red box:**

"The Nutrition Facts label describes the amount of calories, fat, and other nutrients that are in the serving size listed on the label. This may not be the amount you eat or what you think of as one serving. If you eat twice the serving size on the label, you will get twice the calories, fat, and other nutrients that are listed on the Nutrition Facts label."

**TEACHER READS ALOUD:**

- "Now let's move on to calories."
- "How many calories are in one serving of potato chips?" **[ANSWER: 150]**
- "How many calories are in one serving of pretzels?"
- Hold up the small bag of pretzels. **ANSWER: 110 calories**

**Call on a STUDENT TO READ the text in the blue box:**

"Healthier snacks have fewer calories per serving. Some snacks are high in calories, but it’s OK to eat them once in a while, in small amounts. Aim for snacks with fewer calories."

**TEACHER ASKS:**

- "Which is the healthier snack in terms of calories?" **[ANSWER: pretzels]**

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Hold up the single serving bag of chips and the big bag of chips.

“This bag has one serving per container and 150 calories per serving. This bigger bag of chips has 12 servings per container. So how many calories would you eat if you ate this entire big bag of chips?” [ANSWER: 12 x 150 = 1800 calories]

“That’s almost as many calories as some 7th graders need in an entire day.”

“Now let’s look at total fat per serving.”

“How many grams of total fat are in the small bag of potato chips?” [ANSWER: 10 grams]

“How about in the pretzels?” [ANSWER: 1 gram]

Call on a STUDENT TO READ the text in the purple box:

“Healthier snacks have less total fat per serving. Fat is measured in grams, a unit of mass. Most snacks with less fat are better for your health than food with more fat.”

TEACHER ASKS:

“Which is the healthier snack in terms of total fat grams?” [ANSWER: pretzels]

“The Nutrition Facts label also displays many other facts about the food.”

Call on a STUDENT TO READ the text in the orange box (or TEACHER may want to ASK students questions about the nutrients named, such as ‘Does anyone know what fiber does in your body?’ ‘Does anyone know what protein does?’):

“In each serving, healthier snacks have more of the nutrients your body needs for good health.

Fiber is the part of food that is not digested and helps move food through the body.

Protein helps you build and repair all the parts of your body.

Vitamins help your body function.

Minerals help you build strong bones and teeth.”

TEACHER ASKS:

“Which is the healthier snack in terms of what your body needs for health?” [ANSWER: Other than calories, neither the potato chips nor the pretzels have many nutrients that your body needs for health. Still, pretzels are a much better choice than potato chips in terms of calories and fat.]

“Can you think of a snack that would have more nutrients?” [ANSWERS: fresh fruit such as an apple, low fat cheese such as string cheese, graham crackers with a little peanut butter, cereal and low fat milk]

For SESSION ACTIVITY, TEACHER READS ALOUD:

“For today’s activity, the group leaders will give everyone one or two pairs of Snack Cards and keep one or two pairs themselves. Be sure both cards in each pair have the same number printed on them.”

Give the class a minute to pass out the cards.

“Look at the Nutrition Facts on each pair of cards you have. Decide for yourself which is the healthier snack in each pair. Then talk to your group about how you made your decisions.”

“I am going to give you 5 minutes to work on this. Then I will call on each group leader to tell us about the group’s snack choices.”

Give students about 5 minutes to decide and talk with their group.

Then ask one group to name the snack they decided was healthier from snack pair 1. Ask the other groups if they agree or disagree. Then ask the student in the original group who received pair 1 to explain his or her reasons for making that choice.

Move to the next group and repeat the same process for snack pair 2 and so on until all Snack Card pairs that were distributed have been discussed.

Some students may comment on the amount of sugar or fiber or other nutrients in the snacks. If so, praise their interest and reinforce the central importance of calories and fat. Emphasize that although they first want to scan labels for total calories and fat per serving, it is extra healthy when snacks also have less added sugar and more fiber, vitamins, minerals, and protein.

Point out that the snacks on the cards are all
packaged snacks because this session activity is about label reading. However, many healthier snacks don’t have labels, such as fresh fruit or vegetables.

- **TEACHER READS ALOUD:**
  - “Follow along as I read the session summary. Remember:”
  - “Nutrition Facts labels can help you choose healthier snacks.”
  - “Pay attention to the serving size on the label compared to the amount you eat.”
  - “First look for snacks that are lower in calories and fat. It is extra healthy if they are also rich in vitamins, minerals, protein, and fiber.”

- “Keep in mind that some healthier snacks don’t have labels, such as fruits (like an apple) or vegetables (like carrot sticks).”

- Collect the FLASH workbooks.

- 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.
SESSION 4:

**CHOOSE HEALTHIER SNACKS**

**GOALS:**
- To learn how to read the Nutrition Facts label on food.
- To learn how to choose healthier snacks.
- To practice using Nutrition Facts labels to choose healthier snacks.

**NEWS FLASH:**
- Some food may look good but you can see the truth on the Nutrition Facts label. Start looking at the food labels on what you eat. You may be surprised at what you find.

**INTRODUCTION:**
- In the second FLASH session, you learned how food helps your body stay healthy.
- In the last FLASH session, you learned about the calories and fat in snacks.
- Today in FLASH we are going to use the Nutrition Facts label on food to choose which snacks are healthier.
- Many nutrients in food that are important to health are listed on the Nutrition Facts label. Of all the nutrients listed on the label, we are going to focus on three pieces of information: servings, calories, and grams of fat.
- On pages 18 and 19 of your workbook are Nutrition Facts labels from a small bag of potato chips, a big bag of potato chips, and a small bag of pretzels. First let’s review them. Then you will work in groups to play the Snacks Card Game.
The Nutrition Facts label describes the amount of calories, fat, and other nutrients that are in the serving size listed on the label. This may not be the amount you eat or what you think of as one serving. If you eat twice the serving size on the label, you will get twice the calories, fat, and other nutrients that are listed on the Nutrition Facts label.

**Healthier snacks have fewer calories per serving.** Some snacks are high in calories, but it’s OK to eat them once in a while, in small amounts. Aim for snacks with fewer calories.

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Size 1 oz</td>
</tr>
<tr>
<td>Servings Per Container 1</td>
</tr>
<tr>
<td>Amount Per Serving</td>
</tr>
<tr>
<td>Calories</td>
</tr>
<tr>
<td>Calories from Fat</td>
</tr>
<tr>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Total Fat</td>
</tr>
<tr>
<td>Saturated Fat</td>
</tr>
<tr>
<td>Polyunsaturated Fat</td>
</tr>
<tr>
<td>Monounsaturated Fat</td>
</tr>
<tr>
<td>Trans Fat</td>
</tr>
<tr>
<td>Cholesterol</td>
</tr>
<tr>
<td>Sodium</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
</tr>
<tr>
<td>Dietary Fiber</td>
</tr>
<tr>
<td>Sugars</td>
</tr>
<tr>
<td>Protein</td>
</tr>
</tbody>
</table>

**Healthier snacks have less total fat per serving.** Fat is measured in grams, a unit of mass. Most snacks with less fat are better for your health than food with more fat.

In each serving, healthier snacks have more of the nutrients your body needs for good health.

- **Fiber** is the part of food that is not digested and helps move food through the body.
- **Protein** helps you build and repair all the parts of your body.
- **Vitamins** help your body function.
- **Minerals** help you build strong bones and teeth.

**Nutrition Facts For Single Serving Size Bag of Potato Chips**

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Size</td>
</tr>
<tr>
<td>Calories</td>
</tr>
<tr>
<td>Total Fat</td>
</tr>
<tr>
<td>Saturated Fat</td>
</tr>
<tr>
<td>Cholesterol</td>
</tr>
<tr>
<td>Sodium</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
</tr>
<tr>
<td>Dietary Fiber</td>
</tr>
</tbody>
</table>

*Percent daily values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

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If you finish early, turn to pages 53 to 58 in the back of your workbook to do the bonus FLASH activities.

Nutrition Facts labels can help you choose healthier snacks.
- Pay attention to the serving size on the label compared to the amount you eat.
- First look for snacks that are lower in calories and fat. It is extra healthy if they are also rich in vitamins, minerals, protein, and fiber.
- Keep in mind that some healthier snacks don’t have labels, such as fruits (like an apple) or vegetables (like carrot sticks).

Summary

Remember:

- Nutrition Facts labels can help you choose healthier snacks.
- Pay attention to the serving size on the label compared to the amount you eat.
- First look for snacks that are lower in calories and fat. It is extra healthy if they are also rich in vitamins, minerals, protein, and fiber.
- Keep in mind that some healthier snacks don’t have labels, such as fruits (like an apple) or vegetables (like carrot sticks).
SESSION 4: CHOOSE HEALTHIER SNACKS
Teacher FLASH Delivery Form for FLASH Module 3 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: Snack and Fast Food Makeover

Goals:
- To learn that food can be higher or lower in calories and fat depending on how it is made, what is added, and how much you eat.
- To understand that choosing smaller portions is healthier.
- To practice replacing higher calorie and higher fat food with lower calorie and lower fat food.

Preparation and Materials:
- FLASH workbook with each student's name.
- Each student should have a pen or pencil.
- Students continue to work in small groups of 2-5 with their same group leader.

Instructions to Teacher:
- Go to page T-23 and enter the time of day you announce the start of FLASH in your class.
- Have students get into their groups of 2-5 students.
- Distribute a FLASH workbook to each student.
- SPC OR OTHER SELECTED STUDENT READS ALOUD the News FLASH:

  “Did you know that the toppings you put on food can really add a lot of calories? Things like bacon, butter, salad dressing, and gravy can add extra calories and fat that your body does not need. So keep those to a minimum, or try low fat toppings like low fat salad dressing or salsa.”

- TEACHER READS ALOUD:
  - “During the last FLASH session, you learned about the important information on a Nutrition Facts label.”
  - “Open your workbooks to page 21 and follow along in the section Introduction and Instructions.”
  - “Today you will continue to learn about how foods differ in calories and fat.”
  - “You will practice ‘making over’ snack and fast food choices students often eat.”

  “It is OK to eat some fat in your food, but it is easy to eat too much if you are not careful.”
  “Too much fat is like extra baggage that can lead to extra weight gain. One reason this happens is that fat is loaded with calories. In fact, you learned in earlier sessions that fat has twice as many calories as the same amount of protein or carbohydrates.”
  “Over time, eating more calories than you burn by being physically active may lead to extra weight gain. This can increase your risk for health problems like type 2 diabetes.”
  “Now turn to page 22 and follow along as I read two examples of how easy it is to add calories and fat to a food.”
  “Look at example #1.”
  “When you eat a small baked potato, you eat 130 calories with almost no fat.”
  “When you eat the same amount of potato sliced into strips and fried in oil to make French fries, the calories increase to 250 and the fat to 13 grams because of the oil.”
  “If you eat an extra large serving size, you are now at over 500 calories and 30 grams of fat. See the difference fat and portion size make?”
  “If you top those fries with extra cheese or ranch dressing, you increase the calories and fat even more.”
  “Refer to example #2.”
  “Next, let’s look at three versions of a fast food chicken sandwich and see how different choices make a big difference in total calories and fat.”
  “When you have a choice, try to pick grilled or baked food instead of fried food.”
  “Usually the bigger sandwich has more calories and fat.”

- Briefly discuss what they noticed or learned from the examples.
- Briefly discuss if they can think of times they have been in a fast food restaurant and no-
ticed any differences in the calories and fat in the large variety of sandwiches being offered. Ask students if they are aware of healthier options (i.e., lower calorie and fat food) available when eating at a fast food restaurant.

- **TEACHER READS ALOUD:**
  - “You will now work in small groups to make over different sandwiches, snacks, sides, drinks, and sweets that you may encounter. In this activity, you will work together to choose lower calorie and fat items to replace the higher calorie and fat items.”
  - “Turn to page 23. The food and drink you will replace are fried chicken wings, barbecue potato chips, a side salad with regular ranch dressing, a can of regular soda, and 3 chocolate chip cookies.”
  - “Try to see if you can find other food choices that you would actually eat. Once each group has completed the makeover, we will discuss your choices and vote on the best options.”
  - “Use the Food Makeover Guide on page 26 to help you make healthier food choices.”
  - “Group leaders read the food makeover instructions on page 23 to your groups.”

- Monitor each group’s progress and move to the section below when all the groups have completed their food makeover.

- **TEACHER READS ALOUD:**
  - “I will call on one person from each group to report the choices your group selected for the food makeover.”
  - Call on a representative from each group.
  - “What choices did you select, and why did you choose those particular foods?”

- Allow time for input from all the groups. Go through the five foods: fried chicken wings, chips, salad with regular ranch dressing, drink, sweets. You can ask for a show of hands to see which items they think are the best choices in each category. TEACHER may provide personal healthier selections and reasons once the students have had a chance to respond.

- “Hopefully, this activity helped you see that your food choices can result in your eating a lot fewer calories and less fat depending on the food and the portion size you choose, how the food is prepared, and the toppings that are added. Good luck as you practice making healthy choices outside of the classroom.”

- “In order to help you do this, our last activity is to look at the Smart Eating Challenge box on page 27. It asks you to name your favorite high calorie or high fat food and it gives you three possible ways you can challenge yourself to get less calories and fat from that food. Your goal for next week is to choose at least one of the strategies and see if you can do it.”

- Collect the FLASH workbooks.

- 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: Snack and Fast Food Makeover

Goals:
- To learn that food can be higher or lower in calories and fat depending on how it is made, what is added, and how much you eat.
- To understand that choosing smaller portions is healthier.
- To practice replacing higher calorie and higher fat food with lower calorie and lower fat food.

News Flash:
- Did you know that the toppings you put on food can really add a lot of calories? Things like bacon, butter, salad dressing, and gravy can add extra calories and fat that your body does not need. So keep those to a minimum, or try low fat toppings like low fat salad dressing or salsa.

Introduction and Instructions:
- Today you will continue to learn about how foods differ in calories and fat.
- You will practice ‘making over’ snack and fast food choices students often eat.
- It is OK to eat some fat in your food, but it is easy to eat too much if you are not careful.
- Too much fat is like extra baggage that can lead to extra weight gain. One reason this happens is that fat is loaded with calories. In fact, you learned in earlier sessions that fat has twice as many calories as the same amount of protein or carbohydrates.
- Over time, eating more calories than you burn by being physically active may lead to extra weight gain. This can increase your risk for health problems like type 2 diabetes.
The following are two examples of how easy it is to add calories and fat to a food.

Example #1: Potato

- When you eat a small baked potato, you eat 130 calories with almost no fat.
- When you eat the same amount of potato sliced into strips and fried in oil to make French fries, the calories increase to 250 and the fat to 13 grams because of the oil.
- If you eat an extra large serving size, you are now at over 500 calories and 30 grams of fat. See the difference fat and portion size make?
- If you top those fries with extra cheese or ranch dressing, you increase the calories and fat even more.

Example #2: Fast Food Chicken Sandwiches

- When you have a choice, try to pick grilled or baked food instead of fried food.
- Usually the bigger sandwich has more calories and fat.
Now that you have the basic idea of making over food, you are going to work as a group to make over snacks and fast food. We can use the Food Makeover Guide on page 26 to help us make healthier food choices.

Our goal is to practice replacing each food item we are given with a lower calorie, lower fat choice that is healthier for us.

It’s our turn to make over different foods. What do you choose?

Instead of fried chicken wings, we choose ____________________________________________
_________________________________________
________________________________________.
This food is a better choice because ______
_________________________________________
_________________________________________
________________________________________.

Instead of a side salad with cheese, bacon bits, croutons, and 4 tablespoons of regular ranch dressing, we choose ______________________
_________________________________________
_________________________________________
________________________________________.
This food is a better choice because ______
_________________________________________
_________________________________________
________________________________________.
SESSION 5: SNACK AND FAST FOOD MAKEOVER

Instead of potato chips, we choose
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________.

This food is a better choice because
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________.

Instead of three large chocolate chip cookies, we choose
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________.

This is a better choice because _____________
_____________________________________________________________________
_____________________________________________________________________.

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Snack and Fast Food Makeover

Session 5: Snack and Fast Food Makeover

Instead of a can of regular soda for our drink, we choose

_________________________________________

_________________________________________

________________________________________.

This is a better beverage choice because

_________________________________________

_________________________________________

________________________________________.

Congratulations. You have just practiced skills that you can use again when eating at school, home, or at a restaurant.
Use this guide to help you select healthy food for your snack and fast food makeover.

### Snack or Side Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Total Calories</th>
<th>Grams of Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small French Fries</td>
<td>250</td>
<td>13</td>
</tr>
<tr>
<td>Pretzels (1 ounce bag)</td>
<td>108</td>
<td>1</td>
</tr>
<tr>
<td>Small Green Salad with 2 tablespoons of Fat Free Ranch</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>Corn (1 cup)</td>
<td>132</td>
<td>1</td>
</tr>
<tr>
<td>Pineapple, in juice (1/2 cup)</td>
<td>74</td>
<td>0</td>
</tr>
<tr>
<td>Orange</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>Apple</td>
<td>75</td>
<td>0</td>
</tr>
<tr>
<td>Grapes (1 cup)</td>
<td>110</td>
<td>0</td>
</tr>
</tbody>
</table>

### Drinks

<table>
<thead>
<tr>
<th>Drink</th>
<th>Total Calories</th>
<th>Grams of Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soda (cola, 12 ounce can)</td>
<td>130</td>
<td>0</td>
</tr>
<tr>
<td>Water (any amount)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Orange Juice (12 ounce bottle)</td>
<td>165</td>
<td>0</td>
</tr>
<tr>
<td>Chocolate Milk (2%, 8 ounces)</td>
<td>180</td>
<td>5</td>
</tr>
<tr>
<td>Chocolate Milk (1% low fat, 8 ounces)</td>
<td>158</td>
<td>2.5</td>
</tr>
<tr>
<td>White Milk (1% low fat, 8 ounces)</td>
<td>102</td>
<td>2.5</td>
</tr>
<tr>
<td>White Milk (skim or nonfat, 8 ounces)</td>
<td>86</td>
<td>0.5</td>
</tr>
</tbody>
</table>

### Sandwiches/Fast Food Sandwiches

<table>
<thead>
<tr>
<th>Sandwich</th>
<th>Total Calories</th>
<th>Grams of Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Patty Cheeseburger</td>
<td>320</td>
<td>13</td>
</tr>
<tr>
<td>Single Patty Hamburger (no cheese)</td>
<td>270</td>
<td>9</td>
</tr>
<tr>
<td>Fried Filet of Fish Sandwich</td>
<td>400</td>
<td>18</td>
</tr>
<tr>
<td>Turkey Submarine Sandwich (no cheese, 6 inches)</td>
<td>280</td>
<td>5</td>
</tr>
<tr>
<td>Peanut Butter &amp; Jelly (2 tablespoons of regular peanut butter, 1 tablespoon of grape jelly, 2 slices white bread)</td>
<td>375</td>
<td>18</td>
</tr>
<tr>
<td>Hot Dog with Bun</td>
<td>260</td>
<td>15</td>
</tr>
</tbody>
</table>

### Sweets

<table>
<thead>
<tr>
<th>Sweet</th>
<th>Total Calories</th>
<th>Grams of Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Chocolate Chip Cookies (large)</td>
<td>390</td>
<td>18</td>
</tr>
<tr>
<td>2 Fig Newtons</td>
<td>108</td>
<td>2</td>
</tr>
<tr>
<td>Small Soft-Serve Vanilla Cone</td>
<td>160</td>
<td>4</td>
</tr>
<tr>
<td>Chocolate Ice Cream (1 cup)</td>
<td>311</td>
<td>16</td>
</tr>
<tr>
<td>Frozen Yogurt (fat-free, 1 cup)</td>
<td>234</td>
<td>0</td>
</tr>
<tr>
<td>Hot Fudge Sundae (1 cup)</td>
<td>500</td>
<td>18</td>
</tr>
<tr>
<td>Cheesecake (4 ounces)</td>
<td>364</td>
<td>24</td>
</tr>
</tbody>
</table>
SMART EATING CHALLENGE

I am willing to make over one of my own favorite high calorie, high fat foods.

Place your initials next to one of the following three makeover methods (pick the one where you are most likely to be successful). Please fill in the blanks and be as specific as possible about what you will do.

1. This week instead of ____________________________________________________________________
   Name a high fat food you eat frequently

   I will choose a food that is steamed, grilled, or baked instead of fried or deep fried.
   ________________________________________________________________________________.
   Name the food you choose and how it is made

2. This week instead of _____________________________________________________________________
   Name a high fat food topping you eat frequently

   I will choose to eat the food plain or with nonfat or low fat toppings.
   ________________________________________________________________________________.
   Name whether you will eat the food plain or with nonfat or low fat toppings

3. This week instead of _____________________________________________________________________
   Name a food that you eat often in a larger size

   I will choose to eat a food that is a smaller size.
   ________________________________________________________________________________
   Name the food you choose, and name the portion size

If you finish early, turn to pages 53 to 58 in the back of your workbook to do the bonus FLASH activities.
SESSION 5: SNACK AND FAST FOOD MAKEOVER
Teacher FLASH Delivery Form for FLASH Module 3 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:___________
Session 6: STOP – Think Before You Eat

Goals:
- To think about what makes food choices more healthy or less healthy.
- To become more aware of your eating habits through self monitoring.

Preparation and Materials:
- FLASH workbook with each student’s name.
- Each student should have a pen or pencil.
- Students continue to work in small groups of 2-5 with their same group leader.
- Note: Review the game cards and game playing details in advance of the session. A copy of the playing cards can be found on pages T-28 to T-32.
- The teacher and each group need one set of HEALTHY Food Game playing cards.
- Each group needs several copies of the HEALTHY Food Game worksheet (HEALTHY staff will provide).
- Students are given a HEALTHY self-monitoring booklet before they leave class (HEALTHY staff will provide).

Instructions to Teacher:
- Go to page T-33 and enter the time of day you announce the start of FLASH in your class.
- Distribute a FLASH workbook to each student and have students get into their groups.
- SPC OR OTHER SELECTED STUDENT READS ALOUD the News FLASH:

  “It may surprise you to find out that people make over 200 decisions about food every day. We make a lot of these decisions without thinking, so stop and think – what would a healthier choice be?”

- TEACHER READS ALOUD:
  - “Did anyone try the Smart Eating Challenge?”
  - Call on students and see if they were able to try one of the three ways to eat fewer calories and less fat and how that went—eating a food steamed, baked or grilled instead of fried, eating a food plain or with nonfat or low fat toppings, eating a smaller amount.
  - “Go back to page 27 in your workbook to the Smart Eating Challenge box. Congratulations to those of you who accomplished your goal.”
  - “If you did not try the goal or could not accomplish your goal, then talk with other group members about what they chose to do that worked.”
  - TEACHER can pause here and ask students to give examples of their experiences trying to use any of the three ways.
  - “We choose our food for lots of reasons, for example, hunger, habit, what’s available at home or school, and taste.”
  - “Sometimes it is hard to figure out the healthier choice, and sometimes we just want what we want. Even a high calorie, high fat food is OK to eat once in a while or in a smaller portion size.”
  - “When we make high calorie, high fat choices day in and day out and don’t think about the alternatives, we can gain extra weight and be at higher risk for type 2 diabetes.”
  - “Today you will learn to stop and think before you eat.”
  - “Now turn to page 29 in your FLASH workbook and follow along as I read the Introduction and Instructions.”
  - “To learn more about healthy eating, we are going to play the HEALTHY Food Game. First you will guess the food on each game card by listening carefully to the clues and taking notes.”
  - “Then, to think about what goes into choosing healthier food, you will ask five questions. The first three are the same ones we have been learning about (how food is made, extra toppings added, and the amount you eat).”
“Look at the hand pictured on page 31. These five questions can help you choose food with fewer calories and less fat.”

“Every time you answer ‘yes’ to a question, the food gets 1 point.”

“After going through each of the 5 questions, you will give the food a final rating between 0-5 points. Use the HEALTHY Food Game Worksheet on page 32 to take notes, and in your groups, figure out the HEALTHY rating for each food.”

“There is no one absolutely right answer and you may disagree on some of the point ratings. That is OK. The important thing is to stop, ask the questions, and think before you eat.”

“If a food you are rating gets closer to 5 points, that means it is lower in calories and fat and is healthier for you.”

“If a food you are rating gets closer to 0 points, that means it is higher in calories and fat and is less healthy for you.”

“Let’s go over the five questions.”

Continue reading and leading the students through the five questions.

1. **IS THE FOOD MADE WITH LITTLE OR NO FAT? (YES = 1 POINT)**
   - YES = It is served steamed, baked, grilled, or broiled.
   - No = It is served fried, deep fried, or Southern fried.
   - No = It is labeled crispy or extra crispy (code words meaning fried).
   - No = I can see oily pools of fat, fat drippings, or chunks of fat.

2. **IS THE FOOD SERVED WITH NO TOPPING OR WITH NONFAT OR LOW FAT TOPPINGS?**
   - YES = It is served without toppings (‘plain’) or with toppings labeled ‘nonfat’ or ‘low fat’ (like low fat salad dressing, salsa, hot sauce, ketchup, mustard).
   - No = It is served with extra cheese, bacon, sour cream, butter, margarine, mayonnaise, gravy, sauces, or dressings labeled ‘rich’ or ‘creamy’.
   - No = It is a cake, cupcake, pie, pastry, cookie, brownie, donut, ice cream, or candy.

3. **IS THE FOOD A SMALL OR MEDIUM SIZE?**
   - YES = It is a small or medium size.
   - No = It is large, extra large, ‘biggie’, or super sized.

4. **IS THE FOOD MADE WITH LITTLE OR NO ADDED SUGAR? (YES = 1 POINT)**
   - YES = It is served ‘plain’ with little or no added sugar (like unsweetened iced tea or canned fruit packed in water or juice, not in heavy syrup).
   - No = It is served with extra cheese, bacon, sour cream, butter, margarine, mayonnaise, gravy, sauces, or dressings labeled ‘rich’ or ‘creamy’.

5. **IS THE FOOD A FRUIT OR VEGETABLE?**
   - YES = It is a fruit or vegetable served whole, fresh, frozen, or canned.
   - YES = It is a combination that contains mostly fruits or vegetables, like a fruit salad, mixed vegetable salad, vegetable burrito or wrap, vegetable soup or stew, or vegetable stir fry.
   - No = It is not a fruit or vegetable.
   - No = The fruit or vegetable is only a small part of the main food, like jalapeño peppers on top of nachos, mushrooms on top of pizza, or strawberries on top of ice cream.
No = It is a cake, cupcake, pie, pastry, cookie, brownie, donut, ice cream, or candy.

5. IS THE FOOD A FRUIT OR VEGETABLE? (YES = 1 POINT)
YES = It is a fruit or vegetable served whole, fresh, frozen, or canned.
YES = It is a combination that contains mostly fruits or vegetables, like a fruit salad, mixed vegetable salad, vegetable burrito or wrap, vegetable soup or stew, or vegetable stir fry.
No = It is not a fruit or vegetable.
No = The fruit or vegetable is only a small part of the main food, like jalapeño peppers on top of nachos, mushrooms on top of pizza, or strawberries on top of ice cream.

Have team leaders and/or HEALTHY staff pass out the HEALTHY Food Game deck of cards. Show sample cards.

TEACHER READS ALOUD:
“Now we are passing out the HEALTHY Food Game deck of cards. Once your group leader reads the game instructions, you can start playing. Everyone in the group should get at least one chance to ask the questions on the game cards.”
“Remember, when it’s time to rate the food, the hand pictured on page 31 gives good examples and hints. Also, taking notes on the worksheet will help you guess the food and make the point rating.”
“Please turn to page 30 and the group leader will read aloud the game instructions.”

GROUP LEADER READS ALOUD THE HEALTHY FOOD GAME INSTRUCTIONS:
1. “The object of the HEALTHY Food Game is to guess the name of the food on the game card and then to rate that food from 0-5 points.”
2. “The group member asking the questions will give you two clues plus nutrition food facts to guess each food before telling you the answer.”
3. “Then everyone in the group will work together to do the point rating. Even if you guess the food item on the first clue, listen to all of the information about the food to help you make the point rating.”
4. “To help you keep track of the information on the cards, you can use the HEALTHY Food Game worksheet on page 32.”

TEACHER INSTRUCTIONS:
- Distribute several HEALTHY Food Game worksheets to each group leader for the group to use.
- Before the game starts, select one of the game cards (to model the steps) and read the clues. Ask the students to guess the food, then read to them the calorie and fat information on the card, and finally explain why you would give it that rating.
- Monitor the group game (HEALTHY staff can assist).
- When students are finished or at predetermined stop time, TEACHER READS ALOUD:
  - “I hope you found this game challenging and fun.”
  - “You now have some important questions to ask yourself when deciding what to eat. Choosing food with more points will help you eat fewer calories and less fat.”
- Before leaving the classroom, each student gets a HEALTHY self-monitoring booklet. They will use these booklets to record (self monitor) their food as directed.
- Collect the FLASH workbooks.
  - “Everyone will receive a self-monitoring booklet to record your lunch over 2 days. Fill it out and bring it back with you next time for a small reward.”
  - “Take a minute to look over the Lunch Food Tracker. You will keep track and rate all the lunch food you eat for two days in a row. Aim to increase your HEALTHY points from Day One to Day Two. The reward for turning in your Tracker is not based on how high your points are, but on making an honest effort to write everything down and make the HEALTHY ratings. The goal is to be self-aware, not to please us.”
- Go to page T-33 and enter the time of day the class completes all tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
First Clue: Fresh, sweet, crunchy, and red.
Second Clue: The original go anywhere snack.
Food Facts: 1 small, 55 calories, 0 grams of fat
Answer: APPLE
HEALTHY rating: 5 points

First Clue: Small, round, blue, and sweet.
Second Clue: Tastes great on cereal or in pancakes.
Food Facts: 1 cup, 83 calories, 0 grams of fat
Answer: BLUEBERRIES
HEALTHY rating: 5 points

First Clue: Bright red with a green leaf crown, you can buy them in little boxes.
Second Clue: Often made into pies and jellies but still sweet and delicious when served fresh and plain.
Food Facts: 1 cup, 53 calories, 0 grams of fat
Answer: STRAWBERRIES
HEALTHY rating: 5 points

First Clue: Orange food, can be eaten raw or cooked.
Second Clue: Sometimes comes baby-sized and packed for handy snacking with nonfat ranch dressing.
Food Facts: 1 cup, 50 calories, 0 grams of fat
Answer: CARROTS
HEALTHY rating: 5 points
First Clue: Regular sized tortilla filled with many types of cut up vegetables and beans.
Second Clue: Served fresh or steamed without any extra cheese or sour cream.
Food Facts: 1 medium, 245 calories, 7 grams of fat
Answer: VEGETABLE BURRITO OR WRAP
HEALTHY rating: 5 points

First Clue: Can be peeled and prepared in many different ways.
Second Clue: A simple yet tasty food when baked in its own skin with 1 teaspoon of butter added.
Food Facts: 1 small, 162 calories, 4 grams of fat
Answer: SMALL BAKED POTATO WITH BUTTER
HEALTHY rating: 4 points

First Clue: Multi-colored vegetables served in hot liquid.
Second Clue: It is warm and satisfying to eat on a chilly day.
Food Facts: 1 medium bowl, 120 calories, 3 grams of fat
Answer: VEGETABLE SOUP
HEALTHY rating: 5 points

First Clue: You are never too old to enjoy these two spreads (one nutty, one sweet).
Second Clue: Served between two slices of white bread.
Food Facts: 1 medium, 375 calories, 18 grams of fat
Answer: PEANUT BUTTER AND JELLY SANDWICH
HEALTHY rating: 3 points
First Clue: Most of this snack is cut up fresh fruit.
Second Clue: It has low fat whipped topping.
Food Facts: 1 cup, 98 calories, 1 gram of fat
Answer: FRUIT CUP OR FRUIT PARFAIT
HEALTHY rating: 5 points

First Clue: A small swirl of low fat vanilla on top, crunchy on bottom.
Second Clue: Frozen yet soft, you hold it to eat it.
Food Facts: 1 small, 216 calories, 10 grams of fat
Answer: SOFT-SERVE ICE CREAM CONE
HEALTHY rating: 3 points

First Clue: A bar made of oats, nuts, dried fruit.
Second Clue: Sometimes crunchy, this one’s chewy.
Food Facts: 1 medium, 125 calories, 5 grams of fat
Answer: CHEWY GRANOLA BAR
HEALTHY rating: 3 points

First Clue: Outer part is a hard fried shell.
Second Clue: Inner part is one serving of fried meat, shredded lettuce, and tomato.
Food Facts: 1 medium, 285 calories, 19 grams of fat
Answer: HARD SHELL BEEF TACO
HEALTHY rating: 3 points
First Clue: Mashed up with cream and large chunks of butter.
Second Clue: Large serving with lots of rich brown gravy on top.
Food Facts: 1 cup, 400 calories, 20 grams of fat
Answer: MASHED POTATOES AND GRAVY
HEALTHY rating: 2 points

First Clue: Part crunchy and salty.
Second Clue: A large container of something crunchy, smothered in a large amount of processed cheese and sometimes jalapeños.
Food Facts: 1 large, 900 calories, 56 grams of fat
Answer: NACHOS AND EXTRA CHEESE
HEALTHY rating: 1 point

First Clue: Lots of people crave this sugary treat, flavored from a cocoa bean, wrapped in silver foil.
Second Clue: This one is a ‘king’ size.
Food Facts: 1 king size, 400 calories, 22 grams of fat
Answer: CANDY BAR (CHOCOLATE BAR)
HEALTHY rating: 0 points

First Clue: A mixture of milk, ice cream, and strawberries.
Second Clue: An extra large glass (19 ounces) topped with whipped cream and a cherry.
Food Facts: 1 large, 890 calories, 47 grams of fat
Answer: STRAWBERRY MILKSHAKE
HEALTHY rating: 0 points
**First Clue:** A soft, cake-like chocolate square.
**Second Clue:** Large, frosted, and covered in nuts.
**Food Facts:** 1 large square, 540 calories, 33 grams of fat
**Answer:** CHOCOLATE FUDGE NUT BROWNIE
**HEALTHY rating:** 0 points

**First Clue:** Crunchy chocolate shell on the outside, cold, creamy vanilla on the inside
**Second Clue:** A large rectangular, frozen treat.
**Food Facts:** 1 large, 260 calories, 17 grams of fat
**Answer:** ICE CREAM BAR
**HEALTHY rating:** 1 point

**First Clue:** A greasy triangular food about 5 inches wide and 7 inches long.
**Second Clue:** It comes sliced, this serving is a single with tomato sauce and cheese on top.
**Food Facts:** 1 small, 206 calories, 8 grams of fat
**Answer:** SMALL SLICE PIZZA
**HEALTHY rating:** 3 points

**First Clue:** A large circle of sweet, deep fried dough
**Second Clue:** The sugar coating means extra sweetness and extra calories
**Food Facts:** 1 large, 330 calories, 17 grams of fat
**Answer:** GLAZED DONUT
**HEALTHY rating:** 0 points
SESSION 6:
STOP — THINK BEFORE YOU EAT

GOALS:
- To think about what makes food choices more healthy or less healthy.
- To become more aware of your eating habits through self monitoring.

NEWS FLASH:
- It may surprise you to find out that people make over 200 decisions about food every day. We make a lot of these decisions without thinking, so stop and think – what would a healthier choice be?

INTRODUCTION AND INSTRUCTIONS:
- To learn more about healthy eating, we are going to play the HEALTHY Food Game. First you will guess the foods on each game card by listening carefully to the clues and taking notes.
- Then, to think about what goes into choosing healthier food, you will ask five questions. The first three are the same ones we have been learning about (how food is made, extra toppings added, and the amount you eat).
- Look at the hand pictured on page 31. These five questions can help you choose food with fewer calories and less fat.
- Every time you answer ‘yes’ to a question, the food gets 1 point.
- After going through each of the 5 questions, you will give the food a final rating of between 0-5 points. Use the HEALTHY Food Game Worksheet on page 32 to take notes, and in your groups, figure out the HEALTHY ratings for each food.
- If a food you are rating gets closer to 5 points, that means it is lower in calories and fat and is healthier for you.
- If a food you are rating gets closer to 0 points, that means it is higher in calories and fat and is less healthy for you.
GROUP LEADER READS ALOUD the HEALTHY Food Game Instructions:

1. The object of the HEALTHY Food Game is to guess the name of the food on the game card and then to rate that food from 0-5 points.
2. The group member asking the questions will give you two clues plus nutrition food facts to guess each food before telling you the answer.
3. Then everyone in the group will work together to do the point rating. Even if you guess the food item on the first clue, listen to all of the information about the food to help you make the point rating.
4. To help you keep track of the information on the cards, you can use the HEALTHY Food Game worksheet on page 32.

If you finish early, turn to pages 53 to 58 in the back of your workbook to do the bonus FLASH activities.
#1: IS THE FOOD MADE WITH LITTLE OR NO FAT?
YES = It is served steamed, baked, grilled, or broiled.
No = It is served fried, deep fried, or Southern fried.
No = It is labeled crispy or extra crispy (code words meaning fried).
No = I can see oily pools of fat, fat drippings, or chunks of fat.

#2: IS THE FOOD SERVED WITH NO TOPPING OR WITH NONFAT OR LOW FAT TOPPINGS?
YES = It is served without toppings ('plain') or with toppings labeled 'nonfat' or 'low fat' (like low fat salad dressing, salsa, hot sauce, ketchup, mustard).
No = It is served with extra cheese, bacon, sour cream, butter, margarine, mayonnaise, gravy, sauces, or dressings labeled 'rich' or 'creamy'.

#3: IS THE FOOD A SMALL OR MEDIUM SIZE?
YES = It is a small or medium size.
No = It is large, extra large, 'biggie', or super sized.

#4: IS THE FOOD MADE WITH LITTLE OR NO ADDED SUGAR?
YES = It is served 'plain' with little or no added sugar (like unsweetened iced tea or canned fruit packed in water or juice, not in heavy syrup).
No = It is a cake, cupcake, pie, pastry, cookie, brownie, donut, ice cream, or candy.

#5: IS THE FOOD A FRUIT OR VEGETABLE?
YES = It is a fruit or vegetable served whole, fresh, frozen, or canned.
YES = It is a combination that contains mostly fruits or vegetables, like a fruit salad, mixed vegetable salad, vegetable burrito or wrap, vegetable soup or stew, or vegetable stir fry.
No = It is not a fruit or vegetable.
No = The fruit or vegetable is only a small part of the main food, like jalapeno peppers on top of nachos, mushrooms on top of pizza, or strawberries on top of ice cream.
HEALTHY Food Game Worksheet

Pay attention to the clues, food facts, and take notes.

I guess the food is ____________________________________________.

☐ IS THE FOOD MADE WITH LITTLE OR NO FAT? (YES = 1 POINT)
YES = It is served steamed, baked, grilled, or broiled.
No = It is served fried, deep fried, or Southern fried.
No = It is labeled crispy or extra crispy (code words meaning fried).
No = I can SEE oily pools of fat, fat drippings, or chunks of fat.

☐ IS THE FOOD SERVED WITH NO TOPPING OR WITH NONFAT OR LOW FAT TOPPINGS? (YES = 1 POINT)
YES = It is served without toppings (‘plain’) or with toppings labeled ‘nonfat’ or ‘low fat’ (like low fat salad dressing, salsa, hot sauce, ketchup, mustard).
No = It is served with extra cheese, bacon, sour cream, butter, margarine, mayonnaise, gravy, sauces, or dressings labeled ‘rich’ or ‘creamy’.

☐ IS THE FOOD SMALL OR MEDIUM SIZE? (YES = 1 POINT)
YES = It is a small or medium size.
No = It is large, extra large, ‘biggie’, or super sized.

☐ IS THE FOOD MADE WITH LITTLE OR NO ADDED SUGAR? (YES = 1 POINT)
YES = It is served ‘plain’ with little or no added sugar (like unsweetened iced tea or canned fruit packed in water or juice, not in heavy syrup).
No = It is a cake, cupcakes, pie, pastry, cookie, brownie, donut, ice cream, or candy.

☐ IS THE FOOD A FRUIT OR VEGETABLE? (YES = 1 POINT)
YES = The fruit or vegetable is served whole, fresh, frozen, or canned.
YES = It is a combination that contains mostly fruits or vegetables, like a fruit salad, mixed vegetable salad, vegetable burrito or wrap, vegetable soup or stew, or vegetable stir fry.
No = It is not a fruit or vegetable.
No = The fruit or vegetable is only a small part of the main food, like jalapeño peppers on top of nachos, mushrooms on top of pizza, or strawberries on top of ice cream.

☐ TOTAL POINTS FOR THIS FOOD
Session 6: STOP – THINK BEFORE YOU EAT
Teacher FLASH Delivery Form for FLASH Module 3 Session 6

Teacher Name: _______________________________________

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

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

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

Teacher tip: This lesson teaches students problem solving skills and demonstrates how to use these skills to make healthier food choices. It also helps them realize that a problem can have multiple solutions.

Goals:
- To learn how problem solving can help you make healthier food choices.
- To practice problem solving using the All-STARS system.
- To demonstrate that there can be more than one way to solve a problem.

Preparation and Materials:
- FLASH workbook with each student’s name.
- Each student should have a pen or pencil.
- Small reward (provided in advance by HEALTHY staff) for students who turn in their self-monitoring booklet.
- All-STARS problem solving poster provided by HEALTHY staff (see template on page T-40). [Note: 1 poster will be available for each problem the class chooses to work on.]
- Scotch tape or double-sided tape.
- Blank index cards (5x7).
- Students continue to work in small groups of 2-5 with their same group leader.

Instructions to Teacher:
- Go to page T-41 and enter the time of day that you announce the start of FLASH time in your class.
- Ask students to get in their groups.
- Distribute FLASH workbooks and instruct students to turn to page 33 of their workbooks.
- SPC OR OTHER SELECTED STUDENT READS ALOUD the News FLASH:
  “Problems can keep us from doing things we want to do, like making healthier food choices. But problems don’t have to stop us in our tracks. We can overcome them by using a simple system. Our FLASH session today is going to teach us a system to help us become problem solving All-STARS.”

  TEACHER READS ALOUD:
  - “Last week, we learned what makes a food more healthy or less healthy and about how to choose healthier food by asking five questions. We also kept track of the food we ate. Please remember to turn in your self-monitoring booklet for a small reward. If you were not able to self-monitor this week you can try again for next week.”
  - “Now that you are aware of what you eat, you may decide to make some changes.”
  - “We are going to use each letter in the word ‘STARS’—S, T, A, R, and S—as a way of reminding us of the steps to take when we try to solve a problem.”
  - “People sometimes face problems when they try to make healthier food choices. Your workbook lists four common problems that students your age sometimes have when they try to make healthier food choices. Take a minute to look at the list on page 33 of your workbook in the section on Introduction and Instructions.
    - I don’t like the way healthier food tastes.
      – I like the taste of junk food better.
      – I don’t know how to make healthier food taste better.
    - Healthier food is not always available.
      – We don’t have those foods at home.
      – I can’t buy those foods at a nearby store.
    - It is hard to make healthier food choices around my friends.
      – My friends eat junk food. So when I’m with them, I want junk food, too.
      – My friends tease me when I make healthier choices.
- Healthier food is hard to get when you're in a hurry.
  - It's hard to find healthier food at the corner store.
  - It's hard to find healthier food in fast food restaurants.”
- “Raise your hand if you have had any of these problems.”
- Call on 1-2 students to share their experiences. If none have had these problems, the teacher may want to share 1 or 2 examples of his/her own experiences.
- “Raise your hand if you have had problems NOT listed here.”
- Call on 1-2 students and ask them to tell the class what other problems they have had. Write these problems on the board and label them ‘other problems’. Teacher may want to share other problems he/she has faced.
- “Problems don't have to stop you from making healthier food choices. Today your FLASH session is going to show you a system for solving problems.”
- “Turn to page 34 of your workbook to learn more about the All-STARS problem solving system.”
- Give students a minute to look at the system. TEACHER can read the steps aloud to the class or call on 5 students to read a different step.

S  **STOP. Identify the problem.**
Think about the situation and figure out exactly what's keeping you from making healthier food choices.

T  **THiNk. Make a list of ways to solve the problem.**
Write down all the solutions you can think of. It's OK if they are not all perfect solutions.

A  **ASK. Ask others for ideas; add to your list.**
Ask others (like family, friends, classmates, teachers, or coaches) for suggestions on ways to solve the problem.

R  **REViEW. Review your list.**
Look at your list. Are there other ideas you can add? Can you combine any of the ideas? Are there any ideas you need to take off the list?

S  **SELECT. Select and try the best idea.**
Finally, think about each idea on the list. Choose the best idea and put it into action.

- TEACHER READS ALOUD:
  - “Let's look at an example of the All-STARS problem solving system in action. Follow along on page 35 of your workbook.”
  - “The situation is this—Cameron and Devin are on their way home from school. Cameron is hungry and wants something fast. Cameron is trying to make healthier choices and isn’t sure what to choose.”
  - Choose two students to read the example: one reads the bolded parts while one reads the unbolded parts.

- STUDENTS READ ALOUD:
  - **STOP. Identify the problem.**
  - Cameron is hungry and wants something fast.”
  - **THiNk. Make a list of ways to solve the problem.**
  - Cameron thinks up a list of ways to solve the problem:
    - Wait until I get home.
    - Stop at a convenience store and buy a soda and chips.”
  - **ASK. Ask others for ideas; add to your list.**
  - Cameron asks Devin for ideas. Devin is hungry, too, and suggests stopping at their favorite fast food restaurant. Cameron adds Devin’s suggestion to the list.
    - Stop at our favorite fast food restaurant.”
  - **REViEW. Review your list.**
  - Cameron looks at the ideas. Cameron doesn’t think there are any that need to be added, taken off, or combined.”
  - **SELECT. Select and try the best idea.**
  - Cameron has three ways to solve the problem. Now it's time to evaluate each idea and choose the best one.”

This material is the property of the HEALTHY study group. It may not be used, distributed, or reproduced for any purpose unrelated to study group programs.
Here’s how Cameron evaluates the three ideas from the All-STARS problem solving system.

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Cameron’s Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wait until I get home.</td>
<td>I’m hungry and want something now.</td>
</tr>
<tr>
<td>2. Stop at a convenience store and buy a soda and chips.</td>
<td>Easy choice, but I want something healthier. The convenience store around the corner sells fruit. Maybe I could get an apple or banana there.</td>
</tr>
<tr>
<td>3. Stop at our favorite fast food restaurant.</td>
<td>This could work. In FLASH, we learned about making healthier choices. I could stop at the fast food restaurant and get a regular size burger with extra lettuce and tomato. Or I could get a grilled chicken sandwich with lettuce and tomato. Both would be healthier choices than a burger with extra cheese and sauce. This would usually be too much for a snack, but Devin and I had a light lunch.</td>
</tr>
</tbody>
</table>

Here is the solution that Cameron chose.

Based on the information presented, Cameron decides the best solution is #3, to stop at our favorite fast food restaurant. Devin likes that idea, too. When they got to the fast food restaurant, Cameron ordered the small burger with extra lettuce and tomato and Devin ordered the grilled chicken sandwich with extra lettuce, tomato, and mustard. Both were happy because their choices were quick, easy, and healthy.

After students have finished reading the example, TEACHER READS ALOUD:

“Now it’s your turn. Look at the list of problems on page 33 of your FLASH workbook [and on the board, if applicable]. As a class, let’s choose one we will all work on. I will read each problem out loud. Raise your hand to vote on that problem. The problem that gets the most votes wins.”

Read the list of problems in the workbook and on the board aloud.

ALTERNATIVE TEACHING IDEAS:

- Teacher can select the problem for the class to work on.
- If the class is large and there are six or more groups, more than one problem can be selected. At least 3 groups need to work on the same problem to help emphasize to the class that there is more than one good solution to a problem.
- If more than one problem is selected for the class to work on, HEALTHY study staff will ensure that the class has a poster for each problem selected.

TEACHER READS ALOUD:

“We have decided to all work on (identify problem the class will work on). Work in your groups and use the All-STARS problem solving system to find a solution to this problem.”

“Everyone should turn to page 38 of the workbook.”

“As you work on the activity, fill in the blanks on page 38 of your workbook.”

Hold up this page for the class to see.

“Start by writing in the problem you’re working on under S, Stop.”

“When you are finished with the activity, each group leader will write the group’s solution on an index card.”

Hold up a card for the class to see.

“I will ask the group leaders to come to the front of the room, present the group’s solution to the problem, and tell why the group thinks it’s the best solution.”

“Any questions?”

“Let’s get started. You have ___ minutes to work on this activity. Be sure to read...”
the instructions listed on page 37 of your workbook.”

- Ask SPC to pass out the index cards.
- Monitor group progress. As students are working on the activity, write the problem your class selected on the top of the poster(s) that HEALTHY study staff provided. When the groups have completed the activity, instruct the SPC or other selected students to hang the poster(s) up in your classroom.
- Note to teacher: Here are some suggestions if the class has a difficult time coming up with appropriate solutions to the problems.

Problem:
- I don’t like the way healthier food tastes.
  - I like the taste of junk food better.
  - I don’t know how to make healthier food taste better.

Potential solutions:
- Try one bite of an unfamiliar food several times a week.
- Ask others (like parents, teachers, or friends) for suggestions on how to make healthier food taste better.
- See if I can find healthier versions of my favorite food (for example, baked chips rather than fried chips).

Problem:
- Healthier food is not always available.
  - We don’t have those foods at home.
  - I can’t buy those foods at a nearby store.

Potential solutions:
- Plan ahead by asking someone at home to buy healthier snack food for home.
- Take a healthier snack with me in the morning, so I have one when I get hungry.
- See if there are other corner stores near my school or home that sell healthier food, like fruit.
- Stop by a grocery store and get fruit, rather than visiting the corner store.

Problem:
- It is hard to make healthier food choices around my friends.
  - My friends eat junk food. So when I’m with them, I want junk food, too.

Potential solutions:
- My friends tease me when I make healthier choices.

Problem:
- Healthier food is hard to get when you’re in a hurry.
  - It’s hard to find healthier food at the corner store.
  - It’s hard to find healthier food in fast food restaurants.

Potential solutions:
- Plan ahead and take a healthier snack with me so I don’t have to get something in a hurry.
- See if there are other corner stores near my home or school that sell healthier food, like fruit.
- In fast food restaurants, choose the small burger without cheese and ask for mustard instead of sauce or mayonnaise.
- In fast food restaurants, ask for a small salad or apple slices instead of French fries.

Then TEACHER READS ALOUD:
- “Now I want the group leaders to stand beside the All-STARS problem solving poster. Bring your group’s solution card with you.”
- Wait for group leaders to stand beside the All-STARS problem solving poster. If the class is working on more than one problem, teacher instructs the group leaders to stand beside the poster with the problem their group worked on.
- “When I call your name, tell the class your group’s solution to the problem and why you think this is a good solution. Then tape your card to the star in the All-STARS problem solving poster.”
- Call on students.
- Teaching tip: It is likely that some solutions will be better than others.
if this happens, gently point out potential pitfalls with 'less than ideal' solutions, and help students modify the solution to make it more likely to be effective at solving the problem.

- “Making healthier choices is not always easy. But keep in mind that by making substitutions and eating less fat, you are well on your way. Knowing how to solve problems can help make eating healthier a little easier.”
- “So, the next time you have a problem making healthier food choices, think of the All-STARS problem solving system and use it to find a solution. Remember, you all now have what it takes to be problem solving All-STARS.”

- Collect the FLASH workbooks and self-monitoring booklets, and give out the small reward to students who turned in a self-monitoring booklet.
- Go to page T-41 and enter the time of day the class completes all tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
Sample of poster: HEALTHY staff will provide you with a set of posters for your class.

**ALL-STARS POSTER**

Problem selected by class: __________________________________________________________

Look at all the possible solutions.
GOALS:
- To learn how problem solving can help you make healthier food choices.
- To practice problem solving using the All-STARS system.
- To demonstrate that there can be more than one way to solve a problem.

NEWS FLASH:
- Problems can keep us from doing things we want to do, like making healthier food choices. But problems don’t have to stop us in our tracks. We can overcome them by using a simple system. Our FLASH session today is going to teach us a system to help us become problem solving All-STARS.

INTRODUCTION AND INSTRUCTIONS:
- Here are some common problems with making healthier food choices.
  - I don’t like the way healthier food tastes.
    - I like the taste of junk food better.
    - I don’t know how to make healthier food taste better.
  - Healthier food is not always available.
    - We don’t have those foods at home.
    - I can’t buy those foods at a nearby store.
  - It is hard to make healthier food choices around my friends.
    - My friends eat junk food. So when I’m with them, I want junk food, too.
    - My friends tease me when I make healthier choices.
  - Healthier food is hard to get when you’re in a hurry.
    - It’s hard to find healthier food at the corner store.
    - It’s hard to find healthier food in fast food restaurants.
- Problems don’t have to stop you from making healthier food choices. Today your FLASH session is going to show you a system for solving problems.
- Turn to page 34 of your workbook to learn more about the All-STARS problem solving system.
SESSION 7: PROBLEM SOLVING

All-STARS Problem Solving System

STOP. Identify the problem.
Think about the situation and figure out exactly what’s keeping you from making healthier food choices.

THINK. Make a list of ways to solve the problem.
Write down all the solutions you can think of. It’s OK if they are not all perfect solutions.

ASK. Ask others for ideas; add to your list.
Ask others (like family, friends, classmates, teachers, or coaches) for suggestions on ways to solve the problem.

REVIEW. Review your list.
Look at your list. Are there other ideas you can add? Can you combine any of the ideas? Are there any ideas you need to take off the list?

SELECT. Select and try the best idea.
Finally, think about each idea on the list. Choose the best idea and put it into action.
SESSION 7: PROBLEM SOLVING

Let’s look at an example of the All-STARS system in action. Cameron and Devin are on their way home from school. Cameron is hungry and wants something fast. Cameron is trying to make healthier choices, and isn’t sure what to choose.

STOP. Identify the problem.
Cameron is hungry and wants something fast.

THINK. Make a list of ways to solve the problem.
Cameron thinks up a list of ways to solve the problem:
- Wait until I get home.
- Stop at a convenience store and buy a soda and chips.

ASK. Ask others for ideas; add to your list.
Cameron asks Devin for ideas. Devin is hungry, too, and suggests stopping at their favorite fast food restaurant. Cameron adds Devin’s suggestion to the list.
- Stop at our favorite fast food restaurant.

REVIEW. Review your list.
Cameron looks at the ideas. Cameron doesn’t think there are any that need to be added, taken off, or combined.

SELECT. Select and try the best idea.
Cameron has three ways to solve the problem. Now it’s time to evaluate each idea and choose the best one.

Now go to the next page to see how Cameron evaluates each idea.
Here’s how Cameron evaluates the three ideas from the All-STARS problem solving system.

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<td>3. Stop at our favorite fast food restaurant.</td>
<td>This could work. In FLASH, we learned about making healthier choices. I could stop at the fast food restaurant and get a regular size burger with extra lettuce and tomato. Or I could get a grilled chicken sandwich with lettuce and tomato. Both would be healthier choices than a burger with extra cheese and sauce. This would usually be too much for a snack, but Devin and I had a light lunch.</td>
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Here is the solution that Cameron chose.

Based on the information presented, Cameron decides the best solution is #3, to stop at our favorite fast food restaurant. Devin likes that idea, too. When they got to the fast food restaurant, Cameron ordered the small burger with extra lettuce and tomato and Devin ordered the grilled chicken sandwich with extra lettuce, tomato, and mustard. Both were happy because their choices were quick, easy, and healthy.
SESSION 7:

PROBLEM SOLVING

Now it’s your turn to solve a problem using the All-STARS system.

All-STARS Problem Solving Activity Instructions

- As you work on the activity, fill in the blanks on page 38 of your workbooks.
- Here’s what you need to do for each step:
  - S, Stop: Write in the problem your group is working on.
  - T, Think: Each person in the group writes down two solutions to the problem.
  - A, Ask: Ask others in your group what their ideas are and write them in your workbook.
  - R, Review: As a group, look at the list to see if you need to add other ideas, combine any of the ideas, or take any off the list.
  - S, Select: Talk about all the ideas with your group and choose the best solution to the problem.
- Finally, as a group, come up with one sentence giving the reason why you chose this idea.
- The group leader will write the group’s best idea and reason on a 5x7 index card.
- When everyone has finished, the teacher will ask each group leader to read the group’s solution and reason to the class.
Instructions: Use this page to complete the activity. Work with the group to fill in all of the blanks below.

All-STARS Problem Solving System

S STOP. Identify the problem.
   Write down the problem: ________________________________________________________________________

T THINK. Make a list of 2 ways to solve the problem.
   Work alone and list 2 ways to solve the problem.
   1. ______________________________________________________________________________________________
   2. ______________________________________________________________________________________________

A ASK. Ask others for ideas; add them to your list.
   Discuss your ideas with your group members. Add their ideas to your list.
   3. ______________________________________________________________________________________________
   4. ______________________________________________________________________________________________
   5. ______________________________________________________________________________________________
   6. ______________________________________________________________________________________________
   7. ______________________________________________________________________________________________
   8. ______________________________________________________________________________________________

R REVIEW. Review your list.
   Together, look at all the ideas group members came up with.
   Are there any other ideas you can add? If yes, write them here: _____________________________________
   Are there any ideas that you can combine? If yes, write them here: _________________________________
   Are there any ideas that should be taken off the list? Put a line through any ideas you want to take off the list.

S SELECT. Select and try the best idea.
   As a group, evaluate each idea on your list to see if it will solve the problem. Then vote to choose the best solution. Circle the group’s best idea in your workbook.
   Now, as a group, write a sentence giving the reason why this is the best solution to the problem:
   ________________________________________________________________________________________________
   Your group leader will write the solution and reason on an index card. When the teacher says it’s time, your group leader will tell the class the solution and why your group thinks this is the best solution.

Next time you have a problem making healthier food choices, think of the All-STARS system and use it to find a solution. Remember, you all now have what it takes to be problem solving All-STARS.

If you finish early, turn to pages 53 to 58 in the back of your workbook to do the bonus FLASH activities.
SESSION 7: PROBLEM SOLVING
Teacher FLASH Delivery Form for FLASH Module 3 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: Designing a Snack Promotion (Part 1)

Goal:
- To apply knowledge and skills learned in FLASH to create and evaluate a snack.

Preparation and Materials:
- FLASH workbook with each student’s name.
- Each student should have a pen or pencil.
- Small reward (provided by HEALTHY study staff) for students who turn in their self-monitoring booklet.
- Students continue to work in small groups of 2-5 with their same group leader.

Overview of the Snack Promotion FLASH Sessions 8-10:
- In FLASH session 8, student groups will work together to create a snack and develop a food label for their snacks based on the five-point rating system they learned in session 6. The students will choose whether the snack will be something that could be offered at home, at school, or at a local store or restaurant. The students will work in groups to develop nutritional and promotional information to include on a snack label.
- Snacks may be a single item or a combination of food items. The goal is to have the students create snacks that are lower in calories and fat than those they might normally choose (e.g., baked chips instead of fried, an apple with peanut butter instead of a candy bar).
- In FLASH session 9, each student will use the snack and a label their group developed in session 8 to create his/her own snack promotion on a bag, including nutritional selling points, a slogan and a logo. At a minimum, the promotion should include a description of the snack, a slogan, a logo, and an illustration. Examples will be provided in session 9.
- In FLASH session 10, student groups will present their work to each other, in addition to each student completing a self assessment.

Instructions to Teacher:
- Go to page T-45 and enter the time of day you announce the start of FLASH time to your class.
- Have students get into their groups of approximately 2-5 students.
- Distribute FLASH workbooks.
- SPC OR OTHER SELECTED STUDENT READS the News FLASH:

  “Congratulations, All-STARS. Your problem solving skills are sharp. Remember, every day you decide what and how much to eat. You have the power to choose the healthiest food for your body.”

  TEACHER READS ALOUD:
  - “Please remember to turn in your self-monitoring booklets for a small reward.”
  - “You have learned to ask five questions to help you choose healthier food.”
  - “Over the next three FLASH sessions, you will use what you have learned to design and promote a healthy snack that other students might want to eat. You will be using your imaginations. We will not be using actual food in class. It is up to your group to decide what this snack will be. It can be something that you make with a couple of ingredients like peanut butter on an apple, or it can be a healthy snack item that you may find in the store.”
Today you will work in your groups. As a group, you will first select where you can get this snack food – at home, in a store, at a restaurant, or in the school lunch line."

Next your group will select food items to include as part of your snack. Your snack can include more than one food or drink item.

"In the next FLASH session, you will advertise your snack by designing a snack bag that promotes the best things about your tasty snack. Just like big food companies promote food to you, you will design a snack bag to promote your snack to other 7th graders."

"The snack that you choose should be lower in calories and fat than a typical snack."

TEACHING POINT: Call on a few students to describe typical snack food. Encourage truthful discussion about up-sizing and the generally high calorie and fat content in snack food. Examples include: chips, cookies, ice cream, cheese and nachos, French fries with ketchup, donuts, and candy bars.

"You will use the 5-point rating system to identify a healthy snack that would appeal to a 7th grader. Then as a group work on the reasons that 7th graders should choose your healthier snack."

"Let’s quickly review questions that make up the 5-point rating system."

- Is the food made with little or no fat?
- Is the food served with no toppings or nonfat/low fat toppings?
- Is the food small or medium size?
- Is the food made with little or no added sugar?
- Is the food a fruit or vegetable?

"Asking each of the five questions will help you to choose lower calorie and lower fat food. By choosing lower calorie and fat food, you are less likely to gain extra weight or be at risk to get type 2 diabetes."

"Go to page 41 to look at the Snack Promotion Worksheet. Your group should use this page to write down the snack your group selects."

Allow students up to 10 minutes to choose their snack. Once the group has decided on the snack, they can move to the next part of this activity (agreeing on the points for their snack).

TEACHER READS ALOUD after students have chosen their snack food:

"After your group has decided on a snack food, you will work as a group to evaluate your snack using the 5-point rating system. In addition to assigning points to your snack, you will work together to write down the reasons your snack is a healthier choice than a typical snack."

"Remember to think about how you will promote your healthier snack. Think about the reasons for choosing your snack that would appeal to other 7th graders. These will be your ‘selling points’ for your product."

"In the next FLASH session, you will be promoting your snack by designing a bag that helps ‘sell’ your snack."

Monitor group progress and assist as needed. Provide guidance, if needed, to make sure ideas are appropriate.

At the end of the FLASH session, TEACHER READS ALOUD:

"Good job creating a healthier snack. Between now and the next FLASH session, think about how you will promote your snack on a snack bag. We will be selecting the best two bags from this FLASH class to go on display centrally in our school. Over the next week, pay attention to the advertisements you see that grab your attention. Pay particular attention to messages that promote healthier food."

Collect the FLASH workbooks and self-monitoring booklets, and give out the small reward to students who turned in a self-monitoring booklet.

Go to page T-45 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:

DESIGNING A SNACK PROMOTION (PART I)

GOALS:
- To apply knowledge and skills learned in FLASH to create and evaluate a snack.

NEWS FLASH:
- Congratulations, All-STARS. Your problem solving skills are sharp. Remember, every day you decide what and how much to eat. You have the power to choose the healthiest food for your body.

INTRODUCTION:
- You have learned to ask five questions to help you choose healthier food.
- Over the next three FLASH sessions, you will use what you have learned to design and promote a healthy snack that other students might want to eat. You will be using your imaginations. We will not be using actual food in class. It is up to your group to decide what this snack will be. It can be something that you make with a couple of ingredients like peanut butter on an apple, or it can be a healthy snack item that you may find in the store.
- Today, you will work in your groups. As a group, you will first select where you can get this snack food – at home, in a store, at a restaurant, or in the school lunch line.
- Next your group will select food items to include as part of your snack. Your snack can include more than one food or drink item.
- In the next FLASH session, you will advertise your snack by designing a snack bag that promotes the best things about your tasty snack. Just like big food companies promote food to you, you will design a snack bag to promote your snack to other 7th graders.
- The snack that you choose should be lower in calories and fat than a typical snack.
- You will use the 5-point rating system to identify a healthy snack that would appeal to a 7th grader. Then as a group work on the reasons that 7th graders should choose your healthier snack.

Continued on next page
Let's quickly review the questions that make up the 5-point rating system.
- Is the food made with little or no fat?
- Is the food served with no toppings or nonfat/low fat toppings?
- Is the food small or medium size?
- Is the food made with little or no added sugar?
- Is the food a fruit or vegetable?

Asking each of the five questions will help you to choose lower calorie and lower fat food. By choosing lower calorie and lower fat food, you are less likely to gain extra weight or be at risk to get type 2 diabetes.

Go to page 41 to look at the Snack Promotion Worksheet. Your group should use this page to write down the snack your group selects.

After your group has decided on a snack food, you will work as a group to evaluate your snack using the 5-point rating system. In addition to assigning points to your snack, you will work together to write down the reasons your snack is a healthier choice than a typical snack.

Remember to think about how you will promote your healthier snack. Think about the reasons for choosing your snack that would appeal to other 7th graders. These will be your ‘selling points’ for your product.

In the next FLASH session, you will be promoting your snack by designing a snack bag that helps ‘sell’ your snack.
SESSION 8:
DESIGNING A SNACK PROMOTION (PART 1)

Snack Promotion Worksheet

1. Where do you find your snack (circle all that apply): Home  School  Store  Restaurant

2. Our snack is: ________________________________________________

3. Details about your snack:
   ■ List all food included in your snack: ___________________________________________
   ■ Are there any toppings on your snack? ________________________________________
   ■ What size is your snack? ___________________________________________________
   ■ What else can you say about your snack? ______________________________________

4. Snack Label

<table>
<thead>
<tr>
<th>Snack Label (1 point each)</th>
<th>Points</th>
<th>Why is this snack a healthier choice? What are the best aspects of this snack?</th>
</tr>
</thead>
<tbody>
<tr>
<td>MADE WITH LITTLE OR NO FAT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO TOPPING OR NON FAT/LOW FAT TOPPING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMALL/MEDIUM SIZE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MADE WITH LITTLE OR NO ADDED SUGAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRUIT OR VEGETABLE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you finish early, turn to pages 53 to 58 in the back of your workbook to do the bonus FLASH activities.
SESSION 8: DESIGNING A SNACK PROMOTION (PART 1)
Teacher FLASH Delivery Form for FLASH Module 3 Session 8

Teacher Name: _____________________________________

Session delivered:  
☐ No ➔ explain: ________________________________  STOP

☐ Yes ➔ continue

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

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

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

For study use only
Field Center ID:_________
School ID: ___________
Classroom ID: ___________
Session 9: Designing a Snack Promotion (Part 2)

Goal:
- To design a creative snack bag to promote a healthier snack.

Preparation and Materials:
- FLASH workbook with each student’s name.
- Each student should have a pen or pencil.
- Before the class begins, HEALTHY staff will provide:
  - 1 or 2 white ‘take-out’ style snack bags per student.
  - 2 labels for each student to fill in the 5-points agreed upon in lesson 8 (one label as back-up in case of mistakes).
- Art supplies provided by HEALTHY study staff for the groups to share.
- Students continue to work in their established groups of 2-5. Based on the snack identified by the group in the last session, each student will work individually on his/her own promotion bag, but uses the group to check one another’s progress and share ideas.

Instructions to Teacher:
- Go to page T-49 and enter the time of day you announce the start of FLASH time to your class.
- Have students get into their groups.
- Distribute FLASH workbooks.
- SPC OR OTHER TEACHER SELECTED STUDENT READS the News FLASH:
  - “Did you know that most food advertising is designed to get you to eat more or to choose less healthy food? Often these foods have too many calories, too much fat, or both.”
- TEACHER READS ALOUD:
  - “Open your FLASH workbooks to page 43 and follow along as I read the Introduction and Instructions.”

- “In the last FLASH session, you developed a healthier and tasty snack, worked on a label, and developed selling points.”
- “In this FLASH session, you are going to work on developing a promotional bag for your snack.”
- “In order to encourage 7th graders to choose your snack, you need to think about what will promote your snack to other students. Your promotions should include some of the things big food companies do when they tell you about their product and encourage you to buy it.”
- “One way companies promote their food is by cleverly packaging their product to look appealing.”
- “Companies that have great success selling their product usually include two major things on their packaging: a slogan and a logo. These make their products easy to recognize and remember.”
- “Now it’s your turn to design a package to promote your snack using the snack bags provided. Design your bag so that 7th graders will want to choose your healthier, lower calorie, and lower fat snack.”
- “After you present your bags in the next FLASH class, we will announce the two best bags. These two bags from your class will go on display for the whole school to enjoy.”
- HEALTHY staff will identify and notify you about the display location before the beginning of this class.
- Select the SPC or designated student to pass out 1-2 white bags and 2 labels to each student. Students should use at least 1 label on their bag.
- “Use the Snack Promotion Worksheet you worked on in the last FLASH session on page 41 for your snack bag label. The label for your snack should be placed on at least one side of your bag.”
“Before you start, write your name on the bottom of the bag, and then read the tips on pages 44 and 45 on how to create a successful package promotion. Use these worksheets to develop your slogan, a logo and the selling points for your snack.”

- Monitor students’ progress and provide guidance as needed.

- At the end of the class, students put their promotional snack bags in their FLASH workbooks. TEACHER READS ALOUD:
  “You have done a wonderful job in creating your snack promotion bags. Now please place your snack bag inside your FLASH workbook. The SPCs will collect your FLASH workbook and snack bag. You will get a chance to see your classmates’ snack bags in the next FLASH session.”

- Remind the students that you will announce the two best promotional bags in the next FLASH class and that these bags will go on display centrally in the school.

- You can select the two best snack bags, you can ask the HEALTHY staff to take care of the selection, or you can work together to select the two bags for central display.

- HEALTHY staff will help you with snack bag storage, if needed.

- Collect and store the FLASH student workbooks.

- Go to page T-49 and enter the time of day the class completes all tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
SESSION 9:

DESIGNING A SNACK PROMOTION (PART 2)

GOAL:
- To design a creative snack bag to promote a healthier snack.

NEWS FLASH:
- Did you know that most food advertising is designed to get you to eat more or to choose less healthy food? Often these foods have too many calories, too much fat, or both.

INTRODUCTION AND INSTRUCTIONS:
- In the last FLASH session, you developed a healthier and tasty snack, worked on a label, and developed selling points.
- In this FLASH session, you are going to work on developing a promotional bag for your snack.
- In order to encourage 7th graders to choose your snack, you need to think about what will promote your snack to other students. Your promotions should include some of the things big food companies do when they tell you about their product and encourage you to buy it.
- One way companies promote their food is by cleverly packaging their product to look appealing.
- Companies that have great success selling their product usually include two major things on their packaging: a slogan and a logo. These make their products easy to recognize and remember.
- Now it’s your turn to design a package to promote your snack using the snack bags provided. Design your bag so that 7th graders will want to choose your healthier, lower calorie, and lower fat snack.
- After you present your bags in the next FLASH class, we will announce the two best bags. These two bags from your class will go on display for the whole school to enjoy.
- Use the Snack Promotion Worksheet you worked on in the last FLASH session on page 41 for your snack bag label. The label for your snack should be placed on at least one side of your bag.
- Before you start, write your name on the bottom of the bag, and then read the tips on pages 44 and 45 on how to create a successful package promotion. Use these worksheets to develop your slogan, a logo and the selling points for your snack.
#1 Identify your SLOGAN

A SLOGAN is a special phrase or word. Your slogan should be catchy and easy to remember. It should provide a positive feeling about your snack. For example, a slogan for milk could be “I MOO for Milk”, or for grapes could be “Take a grape escape.”

#2 Identify your LOGO

A LOGO is an easy-to-recognize picture or symbol. A logo can remind people of your product or it can simply be eye catching. Some logos that you might know are the HEALTHY logo or your school mascot.

**HEALTHY**

| SLOGAN and LOGO Worksheet |
#3 Identify the SELLING POINTS of your product

SELLING POINTS are the reasons that 7th graders should choose your snack. For example, selling points might include descriptions about its flavor or taste, the texture of the food, how good it is for a person’s health, or other reasons that they will enjoy this snack more than a less healthy choice.

1. _____________________________________________________________________________
   _____________________________________________________________________________

2. _____________________________________________________________________________
   _____________________________________________________________________________

3. _____________________________________________________________________________
   _____________________________________________________________________________

4. _____________________________________________________________________________
   _____________________________________________________________________________

5. _____________________________________________________________________________
   _____________________________________________________________________________

6. _____________________________________________________________________________
   _____________________________________________________________________________

If you finish early, turn to pages 53 to 58 in the back of your workbook to do the bonus FLASH 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 10: Designing a Snack Promotion (Conclusion)

Goals:
- To present the snack promotional bags.
- To learn what you are eating and see if you are making better choices than you were at the beginning of these sessions.

Preparation and Materials:
- FLASH workbook with each student’s name.
- Each student should have a pen or pencil.
- Snack bags created in last week’s session.
- Organize students into their same groups of 2-5 students if you choose to have each group pick the best bag in the group and present their snack and promotion plan to the class. If you chose to display the bags around the class, you can organize the students in the manner that works best for the activity and classroom management. See the instructions below for more details about your two display choices.
- Before the start of this class, HEALTHY staff will let you know where the selected bags will be displayed in your school.

Instructions to Teacher:
- Go to page T-53 and enter the time of day you announce the start of FLASH time to your class.
- Have students get into their groups.
- Optional: Distribute FLASH workbooks and promotional bags.
- In this session students will present their work to each other, in addition to completing a self-assessment.
- Please work with the HEALTHY staff to select the promotional bag display option(s) below that will work best for your classroom:
  - Display all the bags around the class and have students examine each other’s work (similar to an art show). Tips for this option: Have students place their bag on their desk. Then each group moves clockwise around the classroom and views the bags from other groups.
  - Have each group pick the best bag in the group and present their snack and promotion plan to the class. Groups can pick their representative bag based on which slogan, logo, and selling points they liked best.
  - Again, two of the best bag promotions will be selected and displayed centrally in your school. You can select the two best snack bags, you can ask the HEALTHY staff to take care of the selection, or you can work together to select the two bags.

TEACHER READS ALOUD:
- “During the last two FLASH classes, you have worked on creating your snack bag promotions. Today we will share the results of your work.”
- Discuss the sharing method you selected above and tell the students how you want them to proceed with this activity.
- Announce the names of the two students whose snack bags were selected for display in _____ (insert the place that they HEALTHY staff said the bags will go on display).
- Proceed with display/presentations, but be sure to leave 15 minutes at the end for the self-assessment.

TEACHER READS ALOUD:
- “Now turn to page 49. Remember this? You are now going to do this activity again.”
- “On page 49 you will see a place setting surrounded by different types of food. Read the directions on page 48 and make your best guess about the number of times that you eat each of the foods shown on page 49 during a typical week.”
- “For each food pictured, write a number in the ring that represents the number of times you eat that food during a typical week.”
- “There are examples given for what you can write:
  - ‘7’ inside the colored ring next to the food means you eat it about once a
day (or more often).
- ‘3’ inside the colored ring next to
  the food means you eat it only a few
  times a week.
- ‘0’ inside the colored ring next to
  the food means it is something you
  hardly ever eat.”
- “When you are finished, add up your totals
  for the different colors and write them in
  the three large rings.”
- Monitor students’ progress, and when you see
  them writing their answers, TEACHER READS
  ALOUD:
  - “Do you notice any changes between
    where you were in session 1 and where you
    are now?”
  - Teacher can call on a few students to dis-
    cuss this.
  - “During these FLASH sessions, you have
    become more aware of the calories and fat
    in food, and you have worked on finding
    healthier food in and out of school.”
- “Now we will collect your FLASH work-
  books. Great job with these FLASH ses-
  sions.”
- You can choose to keep the remaining bags on
  display in the class for a week or two or return
  the bags to the students to take home. The
  students whose bags will go on central display
  will have their bags returned to them.
- Collect and store the FLASH student
  workbooks.
- Turn to page T-53 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:
DESIGNING A SNACK PROMOTION (CONCLUSION)

GOALS:
- To present the snack promotional bags.
- To learn what you are eating and see if you are making better choices than you were at the beginning of these sessions.

INTRODUCTION:
- During the last two FLASH classes, you have worked on creating your snack bag promotions.
- Today you will share the results of your work and the two best promotional bags will be announced. These two bags will go on display for the whole school.
- Now turn to pages 48 and 49. Remember this? You are now going to do this activity again.
Think back over the last week about what you ate on week days and on the weekend. Make your best guess about the number of days you ate each of these foods during a typical week. For example, you might write:

- ‘7’ inside the colored ring next to the food if you eat it once a day (or more often).
- ‘3’ inside the colored ring next to the food if you eat it only a few times a week.
- ‘0’ inside the colored ring next to the food if it is something you hardly ever or never eat.

**GREEN**: These foods are generally healthier choices. When eaten in the recommended serving size, they are low in calories and fat.

**RED**: These foods are high in calories from sugar or fat. Foods high in fat and/or sugar usually are not the healthiest choices. Eating these foods once in a while in small amounts can be OK. Eating too much of these foods may cause you to gain extra weight.

**YELLOW**: These foods can be more healthy or less healthy depending on how they are made. For example, the words ‘extra crispy’ and ‘deep fried’ are clues that a simple, nutritious food, like a piece of chicken or a potato, has been made much higher in calories and fat than your body needs. Another way that a food can be made higher in calories and fat has to do with the extras that get added on top of them—like when you add extra cheese sauce or regular creamy ranch dressing.

In general, **GREEN** foods are healthier than **RED** foods, and **YELLOW** foods can be more healthy or less healthy depending on how they are made. During these FLASH sessions you became more aware of the calories and fat in food. The goal was to find healthier fast food and snacks that you like, and teach this to each other. How did you do?

Now count up your totals for the three different colors and write them in the matching colored rings in the center of the page. When you are done, compare your answers with your responses on page 5 of your workbook.
If you finish early, turn to pages 53 to 58 in the back of your workbook to do the bonus FLASH 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: ________________________________
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)
FLASH BONUS ACTIVITIES

FALLEN LETTERS

Instructions: Each letter below appears in the correct column, but not in the right order. Put the letters back into the column in the right order and you will build words that ask a question about how you eat.

ITSF
OMHTU
LUARAHYOFY
HACCEYOGOR
CENLEKINDAOD

SCRAMBLED TILES

The letters on the tiles are in the right order, but the tiles are mixed up. Rearrange the tiles to reveal the message.

BE THOU EAT FOR STOP — INK
EY
ACROSS
3. When using the HEALTHY Food Game points (see the Hand), it is good to eat more foods with ___ points
4. Ask yourself 5 of these before choosing a food
8. Where you find facts about the food you eat (2 words)

DOWN
1. Color of food that is a good choice
2. Pay _______ to the clues & food facts
5. One way to remember to eat healthy food is to stop and _____ before you eat
6. Fun Learning Activities for Student Health
7. Drinking water, eating the right foods and staying active help you to be a _____ person
WORD FIND #2

ALL-STARS  SELECT
ASK        SLOGAN
GRILLED    SMALL
LABEL      SOLUTIONS
LOGO       STOP
MAKE-OVER  THINK
POINTS     VEGETABLES
REVIEW

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FALLEN LETTERS
Are you making healthy food choices for lunch today?

SCRAMBLED TILES
Stop — Think before you eat.

WORD FIND #1
HS TR W F N Y G N I W O G
VNF AU C O V T M P B F G D
IO Z E R F M I S I I C P Z J V
K J L U N T R E G V D L X W
SH V Z A I W O I O T J H N
BD Q Z MR Q Q W R T D S
HC OP X G T C S L Y Q O C A
I E I D R I U A P X L N U A
C D Q E W Z N P W B C E X A S
THE C H E A L T H Y A Y N C
HN Q P V V G J Q L F V N R D
AW I I Z E M S A M Z K D S Z
JV N Z C Z K B R E D M B A P
J N V Z T E E S E H H H K D K
AC O T J L E Z I O C V U F D

WORD FIND #2
T L O O Z E J A L E V D V R H
G H Q E W I Q U T R Z E N M
B O I B I N A G O L S G B G
L W A N S G R I L E D E C V
M L F T S E L C T M T P I
A A S O L U T I O N S A H V
B B B R S T N O P L L E O P
S J O E F I O Q B E L A L R
V T D K O R N N H N A W R E I D
R W Q L I F D M L L I T Y R
K B B X N M E Z P Z R D Q I E
J N J P P T I R D Z Z T R E D
A J B N K B P G Q P R J K W I
W U G L M E Q Z I R L B T T
L O X O N Z E J G J E D B V