WORKBOOK MODULE 3:
LET'S EAT HEALTHY

FLASH!
FUN LEARNING ACTIVITIES
FOR STUDENT HEALTH

Student 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.
Session 1  Are You Making Healthy Food Choices?
Session 2  Food Facts for Healthier Choices
Session 3  What’s in Snacks?
Session 4  Choose Healthier Snacks
Session 5  Snack and Fast Food Makeover
Session 6  STOP—Think Before You Eat
Session 7  Problem Solving
Session 8  Designing a Snack Promotion (Part 1)
Session 9  Designing a Snack Promotion (Part 2)
Session 10  Designing a Snack Promotion (Conclusion)
Questions and Answers About Diabetes
FLASH Bonus Activities
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 1:**

**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 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
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
- It helps me do better work
- I have a big game tomorrow
- I want to be strong
- I want to be healthy
- I want to be healthy
- 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.
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.
SESSION 2:
FOOD FACTS FOR HEALTHIER CHOICES

Food Facts Crossword Puzzle

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 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.
SESSION 3:
WHAT’S IN SNACKS?

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.

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

FEWEST CALORIES
1
2
3
4
5
6

MOST CALORIES

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>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 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.

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

**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 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.
SESSION 5:
SNACK AND FAST FOOD MAKEOVER

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.
GROUP LEADER READS ALOUD

- 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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
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 ____________
_________________________________________
________________________________________.
________________________________________.
Instead of a can of regular soda for our drink, we choose

_________________________________________

_________________________________________

________________________________________

This is a better beverage choice because

_________________________________________

_________________________________________

________________________________________.
Use this guide to help you select healthy food for your snack and fast food makeover.

**FOOD MAKEOVER GUIDE**

<table>
<thead>
<tr>
<th>Snack or Side Items</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>

<table>
<thead>
<tr>
<th>Drinks</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% lowfat, 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>

<table>
<thead>
<tr>
<th>Sandwiches/Fast Food Sandwiches</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>

<table>
<thead>
<tr>
<th>Sweets</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 will 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 will 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 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.
SESSION 6:
STOP — THINK BEFORE YOU EAT

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 jalapeño peppers on top of nachos, mushrooms on top of pizza, or strawberries on top of ice cream.

STOP
Think before you eat

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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, cupcake, 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 7:
PROBLEM SOLVING

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.
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.
## Session 7: Problem Solving

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.
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.
SESSION 7: PROBLEM SOLVING

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 8:

DESIGNING A SNACK PROMOTION (PART 1)

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.
**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><strong>TOTAL POINTS</strong></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 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.
SESSION 9:  
DESIGNING A SNACK PROMOTION (PART 2) 

#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.

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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.
SESSION 10:
DESIGNING A SNACK PROMOTION (CONCLUSION)

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.
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.

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

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.

```
B E T H O U E A T F O R S T O P — I N K
E Y
```

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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
ASK
GRILLED
LABEL
LOGO
MAKE-OVER
POINTS
REVIEW
SELECT
SLOGAN
SMALL
SOLUTIONS
STOP
THINK
VEGETABLES
FALLEN LETTERS
Are you making healthy food choices for lunch today?

SCRAMBLED TILES
Stop — Think before you eat.

WORD FIND #1

WORD FIND #2

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