Workbook Module 5

Healthy for Life Flash

Fun Learning Activities for Student Health

Student Name:
Welcome to FLASH (Fun Learning Activities for Student Health) Module 5.

This module and the four that have come before it were created to help students in HEALTHY schools across the United States learn and practice important eating and activity behaviors. If you continue to use these healthy lifestyle skills, you may reduce your risk of developing type 2 diabetes.

Type 2 diabetes is a disease which prevents the body from using food in the right way, which 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 About Diabetes section at the end of your teacher manual or student workbook on pages 31 and 32.

HEALTHY students, it has been our pleasure to teach you. Thank you for giving us the chance to have a positive influence on your health and well-being.

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SESSION 1:
LOOKING BACK AND LOOKING FORWARD

GOALS:
- To review facts learned in FLASH and the HEALTHY program by playing HEALTHY Jeopardy®.
- To review behavior changes made by you, your school, and your family since the beginning of the HEALTHY program.

HEALTHY JEOPARDY® DIRECTIONS:
- Some of you may be familiar with the game Jeopardy®. The HEALTHY Jeopardy® game is similar, but, instead of a buzzer, I will go around and ask teams to select a category and point value for the question. The harder a question is, the more points it is worth.
- On this HEALTHY Jeopardy® board, the categories are the names of the four previous FLASH modules and the HEALTHY program, in general.
- Play will continue from one team to the next. Each team will have a turn. The spokesperson for each team will tell me which category and point value the team chooses, and then I will reveal the question by removing its cover.
- Teams may briefly discuss their answer. The spokesperson provides the team’s answer. If the answer is correct, the team gets the points. If the answer is incorrect, the correct answer will be read, and the points will be subtracted from the team’s score.
- The team that earns the most points wins.

HEALTHY Changes

What changes have you made because you are in a HEALTHY school?
__________________________________________________________________________
__________________________________________________________________________

What changes have you seen in your school because it is a HEALTHY school?
__________________________________________________________________________
__________________________________________________________________________

What changes has your family made because you are in a HEALTHY school?
__________________________________________________________________________
__________________________________________________________________________
SESSION 2:
CREATE A HEALTHY MOVE IT ROUTINE

GOAL:
- To put together a short physical activity routine that would be fun to do anywhere at any time.

How to create a HEALTHY Move It routine:
- Step 1. We will all do the same warm-up movements in our seats. You’ve learned in PE class that warming up helps prevent injuries and gets you ready for more intense movement.
- Step 2. Each group will get the same deck of cards with movements shown on them. We will play the HEALTHY Move It song and each group will stand up and create its own routine set to the music, using the movements on the cards. Use the HEALTHY Move It Planning Worksheet to plan and record which movements you want to use, in which order, and with how many repetitions. You can repeat any of the movements as many times as you want and repeat the whole routine, too, if you want.
- Step 3. We will all do the same cool-down movements in our seats. Like warming up, cooling down helps prevent injuries.
- The only rules are to keep your arms and legs moving to the music continuously and to have fun. Your routine is to last about as long as the HEALTHY Move It song. Keep in mind that, if you are willing, you may be invited to perform your routines for the school or may be photographed or videotaped so your routines can be shared with your school or other HEALTHY schools.
- Turn to page 6 for the warm-up movements.
Warm-Up Movements

Instructions:
As an example, the warm-up movements have been put together into a routine and recorded on a sample worksheet. The worksheet shows the movement names and how many times to repeat each one.

Warm-Up Worksheet

<table>
<thead>
<tr>
<th>Do</th>
<th>Repeat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the card name here:</td>
<td>Write the number of times to repeat the movement here:</td>
</tr>
<tr>
<td>Arm circles</td>
<td>4 times</td>
</tr>
<tr>
<td>Shoulder shrugs</td>
<td>2 times</td>
</tr>
<tr>
<td>Knee lifts</td>
<td>2 times</td>
</tr>
<tr>
<td>Raise heels and arms</td>
<td>4 times</td>
</tr>
</tbody>
</table>

Go ahead and start to create your routine using the deck of cards you are given. Record your plan on the HEALTHY Move It Planning Worksheet on page 7. You will have about 10 minutes today and more time next session, too. During session 4 your group will show its routine to the class.
Use this worksheet to plan your routine and make changes to it as you practice it.

### HEALTHY MOVE IT PLANNING WORKSHEET

<table>
<thead>
<tr>
<th>Do</th>
<th>Repeat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the card name here:</td>
<td>Write the number of times to repeat the movement here:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**COOL-DOWN MOVEMENTS**

- **Seat twist**
  Sit up straight. Put your right hand back behind you and hold onto either the top of your chair or place the hand on your lower back. Twist your upper body to the right, looking over the right shoulder. Release the hand and turn the upper body back to center. Repeat on the other side.

- **Neck stretch**
  Face forward and inhale. Look to the right and exhale. Face forward again and inhale. Look to the left and exhale. Repeat. Face forward and inhale. Bring your right ear toward your shoulder and exhale. Face forward again and inhale. Bring your left ear toward your shoulder and exhale. Repeat.

- **Belly (stomach) breath**
  Close your eyes. Inhale through the nose, filling the belly (stomach) with air as if it were a balloon. Exhale out the nose, bringing the belly (stomach) back in towards the spine.

- **Fallout breath**
  Take a deep breath in through the nose. Exhale out the mouth with a sigh.

**COOL-DOWN WORKSHEET**

<table>
<thead>
<tr>
<th>Do</th>
<th>Repeat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the card name here:</td>
<td>Write the number of times to repeat the movement here:</td>
</tr>
<tr>
<td>Seat twist</td>
<td>Once on each side</td>
</tr>
<tr>
<td>Neck stretch</td>
<td>Once on each side</td>
</tr>
<tr>
<td>Belly (stomach) breath</td>
<td>4 times</td>
</tr>
<tr>
<td>Fallout breath</td>
<td>2 times</td>
</tr>
</tbody>
</table>

If you finish early, turn to pages 33 to 37 in the back of your workbook to do the bonus FLASH activities.
SESSION 3:
PRACTICE YOUR HEALTHY MOVE IT ROUTINE

GOAL:
■ To complete any unfinished HEALTHY Move It routines and practice them in class.

WARM-UP MOVEMENTS

These are the same warm-up cards as in the last session but they are in a different order.

WARM-UP WORKSHEET

<table>
<thead>
<tr>
<th>Do</th>
<th>Repeat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the card name here:</td>
<td>Write the number of times to repeat the movement here:</td>
</tr>
<tr>
<td>Shoulder shrugs</td>
<td>2 times</td>
</tr>
<tr>
<td>Knee lifts</td>
<td>2 times</td>
</tr>
<tr>
<td>Arm circles</td>
<td>4 times</td>
</tr>
<tr>
<td>Raise heels and arms</td>
<td>4 times</td>
</tr>
</tbody>
</table>

Now turn to page 7 and look over the routine on the HEALTHY Move It Planning Worksheet.
# HEALTHY MOVE IT FINAL WORKSHEET

<table>
<thead>
<tr>
<th>Do</th>
<th>Repeat</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Write the card name here:</strong></td>
<td><strong>Write the number of times to repeat the movement here:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you finish early, turn to pages 33 to 37 in the back of your workbook to do the bonus FLASH activities.
COOL-DOWN MOVEMENTS

Seat twist
Sit up straight. Put your right hand back behind you and hold onto either the top of your chair or place the hand on your lower back. Twist your upper body to the right, looking over the right shoulder. Release the hand and turn the upper body back to center. Repeat on the other side.

Neck stretch
Face forward and inhale. Look to the right and exhale. Face forward again and inhale. Look to the left and exhale. Repeat. Face forward and inhale. Bring your right ear toward your shoulder and exhale. Face forward again and inhale. Bring your left ear toward your shoulder and exhale. Repeat.

Belly (stomach) breath
Close your eyes. Inhale through the nose, filling the belly (stomach) with air as if it were a balloon. Exhale out the nose, bringing the belly (stomach) back in towards the spine.

Fallout breath
Take a deep breath in through the nose. Exhale out the mouth with a sigh.

COOL-DOWN WORKSHEET

<table>
<thead>
<tr>
<th>Do</th>
<th>Repeat</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Write the card name here:</strong></td>
<td><strong>Write the number of times to repeat the movement here:</strong></td>
</tr>
<tr>
<td>Seat twist</td>
<td>Once on each side</td>
</tr>
<tr>
<td>Neck stretch</td>
<td>Once on each side</td>
</tr>
<tr>
<td>Belly (stomach) breath</td>
<td>4 times</td>
</tr>
<tr>
<td>Fallout breath</td>
<td>2 times</td>
</tr>
</tbody>
</table>
SESSION 4:
SHARE YOUR HEALTHY MOVE IT ROUTINE

GOALS:
■ To practice your HEALTHY Move It routine and share it with the class.

WARM-UP MOVEMENTS

Raise heels and arms
With both feet flat on the ground, lift both heels (keeping toes on the ground). Interlace the fingers and lift the arms up toward the ceiling. Lower the heels and arms.

Knee lifts
Starting with both feet flat on the ground, lift the right leg up, with the knee bent. Lower the leg, then repeat with the left leg.

Shoulder shrugs
Lift both shoulders up toward your ears. Then release the shoulders down and back.

Arm circles
Stretch both arms out at shoulder level and parallel to the ground. Make one big circle from front to back.

These are the same warm-up cards as in the last session but they are in a different order.

WARM-UP WORKSHEET

<table>
<thead>
<tr>
<th>Do</th>
<th>Repeat</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Write the card name here:</strong></td>
<td><strong>Write the number of times to repeat the movement here:</strong></td>
</tr>
<tr>
<td>Raise heels and arms</td>
<td>4 times</td>
</tr>
<tr>
<td>Knee lifts</td>
<td>2 times</td>
</tr>
<tr>
<td>Shoulder shrugs</td>
<td>2 times</td>
</tr>
<tr>
<td>Arm circles</td>
<td>4 times</td>
</tr>
</tbody>
</table>

Now turn to page 10 and look over your HEALTHY Move It Final Worksheet. Go ahead and run through your routines a few times. Then you will share them with the class.
Great work! Continue to have fun doing your routines during the day, sharing them with each other, and making up new ones. Doing your routines is one way to stay active everyday. You can change the routines whenever you want and teach them to anyone willing to learn. As you change, so can your routines. For example, when you do them at home, you could add sit ups or push ups.

If you finish early, turn to pages 33 to 37 in the back of your workbook to do the bonus FLASH activities.
SESSION 5:

JASMINE AND JOSE EAT HEALTHY AT THE FOOD COURT

GOALS:
- To play the role of two 8th graders as they make lunch choices while eating out.
- To practice making menu choices using the HEALTHY Requests Guidelines.

STUDENTS READ ALOUD (one student reads each section):

- Jasmine woke up late on Saturday to find her older brother Brandon in the kitchen getting ready to go to his job at the mall. He said, “Mom is working a double shift today, so she left $25 on the counter to get something to eat. I’m headed to the mall soon. Do you want a ride over?”
- On the way to the mall they picked up her friend Jose and her older brother said, “Mom said not to spend that money on a bunch of junk food or candy—and you know Mom, she is probably going to call and check—so you better tell her I told you so.” “I know how to make my own choices.” replied Jasmine.
- At the mall, Jasmine said, “Let’s go eat lunch at the Market Place Deli & Grill. I have enough money for both of us.”

INSTRUCTIONS:

Look over the entire menu and don’t forget to read the HEALTHY Requests Guidelines before making orders for Jasmine and Jose. Write down ways to make your menu choice as healthy as possible. Remember, you have $25 to spend. Choose wisely!
HEALTHY Requests Guidelines

Remember the hand you learned about in FLASH? It’s back! The hand will point you to the healthy choices on almost any menu. Here is how it works.

1. Little or no fat
   - Eat grilled, not fried or breaded OR remove fried or breaded skin before eating.
   - Choose little or no sauce, salad dressing, or gravy OR ask for these on the side so YOU control the amount you eat.
   - Eat only one slice of cheese.
   - For side orders, choose soup or a garden salad instead of chips, fries, or onion rings.
   - For salad, choose a fresh garden salad or veggies instead of creamy coleslaw or potato salad.
   - Choose low calorie or fat free salad dressing instead of regular salad dressing.
   - Eat a plain baked potato, not a loaded baked potato.

2. No toppings or nonfat or low fat toppings
   - Use mustard, ketchup, salsa, or hot sauce instead of mayonnaise or tartar sauce.
   - Leave off the bacon and creamy sauces and toppings.
   - Add extra lettuce, tomato, or pickle on your burger, sandwich, taco, or burrito.
   - Ask for more vegetables (like tomatoes, peppers, mushrooms, and onions) and less meat on pizza.

3. Small or medium size
   - Choose small or medium size instead of large or extra large.
   - Eat one burger patty or cheese slice instead of two or more.

4. Little or no added sugar
   - Drink water or skim milk instead of soda.
   - Choose fresh fruit instead of apple fritters, cake, or cookies for dessert.
   - Share a dessert.

5. Fruit or vegetable
   - Choose a vegetable entree as a main meal (vegetable or bean soups, wraps, mixed veggie salads).
   - Eat raw, steamed, grilled, and stir-fried vegetable dishes.
   - Choose fresh fruit for dessert.

Remember the hand. It will “point” you toward healthy choices!
HEALTHY Requests Guidelines

1. Little or no fat
2. No toppings or nonfat or low fat toppings
3. Small or medium size
4. Little or no added sugar
5. Fruit or vegetable
### Appetizers

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potato Skins</td>
<td>5.29</td>
</tr>
<tr>
<td>Served with cheddar cheese, bacon bits, and seasoned sour cream.</td>
<td></td>
</tr>
<tr>
<td>Onion Rings</td>
<td>4.99</td>
</tr>
<tr>
<td>Gourmet, breaded, piled high, and served piping hot.</td>
<td></td>
</tr>
<tr>
<td>Fresh Garden Vegetable Tray</td>
<td>4.99</td>
</tr>
<tr>
<td>Super sweet cherry tomatoes, broccoli and cauliflower florets, red peppers, radishes, carrot and celery sticks with your choice of low fat creamy ranch or low fat creamy parmesan dip.</td>
<td></td>
</tr>
<tr>
<td>Fresh Fruit and Cheese Platter</td>
<td>5.99</td>
</tr>
<tr>
<td>Fresh red and green grapes, California strawberries, and small wedges of Swiss and creamy, mild French-style soft cheese.</td>
<td></td>
</tr>
</tbody>
</table>

### Soups & Salads

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Noodle Soup</td>
<td>2.29</td>
</tr>
<tr>
<td>Garden Salad</td>
<td>3.29</td>
</tr>
<tr>
<td>Add cheese and bacon.</td>
<td>add 1.49</td>
</tr>
<tr>
<td>Caesar Salad</td>
<td>6.99</td>
</tr>
<tr>
<td>Romaine lettuce lightly coated with low fat Caesar dressing and topped with parmesan cheese and croutons.</td>
<td></td>
</tr>
<tr>
<td>With grilled or Cajun chicken.</td>
<td>add 1.00</td>
</tr>
<tr>
<td>Taco Salad</td>
<td>7.99</td>
</tr>
<tr>
<td>Tortilla bowl filled with your choice of spicy beef or chicken, shredded lettuce, cheddar cheese, tomatoes, onions, black olives, and jalapeños. Served with salsa and sour cream.</td>
<td></td>
</tr>
</tbody>
</table>

### Main Dishes

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamburger</td>
<td>5.99</td>
</tr>
<tr>
<td>A small burger with lettuce, tomato, and pickle.</td>
<td></td>
</tr>
<tr>
<td>Cheeseburger</td>
<td>6.99</td>
</tr>
<tr>
<td>Choice of American, Swiss, mozzarella, provolone, or cheddar cheese.</td>
<td></td>
</tr>
<tr>
<td>With bacon and special creamy sauce.</td>
<td>add 1.00</td>
</tr>
<tr>
<td>Chicken Sandwich</td>
<td>6.99</td>
</tr>
<tr>
<td>Chicken breast, charbroiled or fried extra crispy, served on a sesame seed bun with choice of spicy hot sauce or creamy blue cheese dressing.</td>
<td></td>
</tr>
<tr>
<td>Grilled Cheese Sandwich</td>
<td>4.99</td>
</tr>
<tr>
<td>Cheddar cheese and tomatoes served on 9-grain bread.</td>
<td></td>
</tr>
<tr>
<td>With bacon</td>
<td>add 1.00</td>
</tr>
<tr>
<td>Available in half sandwich with a cup of soup for 5.99</td>
<td></td>
</tr>
<tr>
<td>Ranch Chicken Wrap</td>
<td>6.99</td>
</tr>
<tr>
<td>Grilled chicken breast slices, shredded lettuce, diced tomatoes, red onions, cucumbers, and light ranch dressing, all wrapped in a flour tortilla.</td>
<td></td>
</tr>
<tr>
<td>Margherita Pizza</td>
<td>7.99</td>
</tr>
<tr>
<td>10 inch traditional thin-crust Italian pizza topped with fresh tomatoes and basil, garlic, drizzled olive oil, balsamic vinaigrette, mozzarella, and parmesan cheeses.</td>
<td></td>
</tr>
</tbody>
</table>

### Sides

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baked Potato</td>
<td>1.50</td>
</tr>
<tr>
<td>White Rice</td>
<td>1.50</td>
</tr>
<tr>
<td>Sautéed Veggies</td>
<td>1.50</td>
</tr>
<tr>
<td>Fresh Cut Fruit</td>
<td>2.50</td>
</tr>
<tr>
<td>Our seasonal selection. Ask us.</td>
<td></td>
</tr>
<tr>
<td>Fresh Baby Carrots</td>
<td>1.50</td>
</tr>
<tr>
<td>Nacho Chips</td>
<td>1.50</td>
</tr>
<tr>
<td>Salsa, large</td>
<td>.79</td>
</tr>
</tbody>
</table>

### Beverages

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
<td>1.95</td>
</tr>
<tr>
<td>Skim or 2%.</td>
<td></td>
</tr>
<tr>
<td>Sparkling Water</td>
<td>2.95</td>
</tr>
<tr>
<td>Barton’s Soda</td>
<td>2.95</td>
</tr>
<tr>
<td>Grape or orange.</td>
<td></td>
</tr>
<tr>
<td>Root Beer</td>
<td>2.95</td>
</tr>
</tbody>
</table>

### Desserts

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra Large Chocolate Chip or Oatmeal Raisin Cookie</td>
<td>2.50</td>
</tr>
<tr>
<td>A giant home-style cookie served warm from the oven.</td>
<td></td>
</tr>
<tr>
<td>With a scoop of vanilla ice cream.</td>
<td>add 1.99</td>
</tr>
<tr>
<td>Double Fudge Brownie</td>
<td>3.50</td>
</tr>
<tr>
<td>A rich home-style brownie with chocolate fudge icing.</td>
<td></td>
</tr>
<tr>
<td>With a scoop of vanilla ice cream.</td>
<td>add 1.99</td>
</tr>
<tr>
<td>Low Fat Creamy Vanilla Ice Cream</td>
<td>4.49</td>
</tr>
<tr>
<td>One scoop of ice cream smothered in fresh strawberries, blueberries, and bananas.</td>
<td></td>
</tr>
<tr>
<td>Jasmine’s Order</td>
<td>HEALTHY Requests Guidelines used: How can you make this menu choice healthier?</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Jose’s Order</td>
<td>HEALTHY Requests Guidelines used: How can you make this menu choice healthier?</td>
</tr>
</tbody>
</table>

If you finish early, turn to pages 33 to 37 in the back of your workbook to do the bonus FLASH activities.
SESSION 6: STRENGTH, BALANCE, AND CHOICE—PLAN FOR SUCCESS

GOALS:
- To identify reasons to eat healthy and be active now and in the future.
- To identify challenges to healthy eating and an active lifestyle, especially next year.
- To develop your own plan for taking charge of your eating and physical activity choices.

INTRODUCTION AND INSTRUCTIONS:
- Small changes, such as replacing soda with water, walking instead of getting a ride, watching less TV, or choosing to eat fruit instead of chips or fries, will add up to a healthy lifestyle over time.
- To stay on track, it helps to know what is working for you now, to learn what motivates you, and to be aware of any obstacles that might get in your way.
- Ask yourself: Personally, what are the benefits I notice when I eat healthy and am active? What are the challenges I face when trying to eat healthy or be more active?
- By thinking about your personal benefits and challenges, you can develop a plan to stay motivated to take care of your health.
SESSION 6:
PART 1: MY HEALTHY LIFESTYLE CHOICES

Instructions:
■ Put a checkmark by the healthy eating and physical activity choices you regularly make.
■ Write down in the spaces next to “other” any healthy eating and physical activity choices you regularly make that are missing from the list.

- drink more water; drink water instead of sugar added beverages; drink less soda
- use my pedometer to monitor my steps
- choose snacks low in calories and fat
- watch less TV
- spend less time on the computer
- exercise more often
- exercise for a longer period of time
- eat more fruits and vegetables
- choose smaller portions of food high in calories and fat
- practice my HEALTHY Move It routine
- eat fewer fried foods
- encourage family or friends to make healthy choices with me

- other: ____________________________________________
- other: ____________________________________________
- other: ____________________________________________
SESSION 6:
PART 2: THE BENEFITS OF MAKING HEALTHY CHOICES

Instructions:
■ Put a checkmark by the benefits that are most important to you.
■ Write down in the spaces next to “other” any benefits that are important to you that are missing from the list.

- to live longer
- to prevent type 2 diabetes
- to feel and be healthy
- to have more energy
- to be able to play sports better/longer
- to look better/healthy
- to be stronger
- to be a good example for my friends
- to be a good example for my family
- other: ______________________________________
- other: ______________________________________
- other: ______________________________________
- other: _______________________________________
SESSION 6:
PART 3: CHALLENGES TO MY HEALTHY LIFESTYLE

Instructions:
■ Put a checkmark by the challenges that are the most difficult for you.
■ Write down in the spaces next to “other” any challenges you have noticed in making healthy choices that are missing from the list. Try to focus on challenges that you might be able to control or change.
■ Next, in the space provided below the list, write down any ideas you have for dealing with those challenges you identified so you are able to make healthier lifestyle choices.

- being active takes more time
- it takes more energy to make healthy choices
- my friends or family are not active
- I like the taste of less healthy food
- I am not sure I will like eating healthier
- it is hard to get motivated to be physically active once I get home
- it can be harder to find healthy food choices
- healthy food can be more expensive
- I don’t like to sweat
- other: ___________________________________________
- other: ___________________________________________
- other: ___________________________________________
- other: ___________________________________________

Write down any ideas you might have for dealing with your challenges so that you are more able to make healthy lifestyle choices.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
SESSION 6:
PART 4: GETTING SUPPORT FOR HEALTHY CHOICES

Instructions:
- Write down the ways other people can help you build a healthier lifestyle, including healthy food choices and physical activity.

- Who can help? Write in the name or names of the person or people who can help.

- What will you ask them to do to help you build a stronger healthy lifestyle?

If you finish early, turn to pages 33 to 37 in the back of your workbook to do the bonus FLASH activities.
SESSION 7:
LETTER TO YOURSELF IN HIGH SCHOOL

GOALS:
- To write a letter to yourself to remind you of what you learned in the HEALTHY program.
- To help you make a commitment to continuing to make healthy lifestyle choices in high school.

INTRODUCTION AND INSTRUCTIONS:
- Today you will write a letter to yourself that you will open just before entering high school.
- You will use the worksheet in your FLASH workbook on page 28 to outline the main points that you want to put in your letter. You will have 7 to 10 minutes to complete your outline.
- When writing the outline, you should think about why eating healthy and being active is important to you. You may want to look back at some of the benefits you identified in the last session to get you started.
- Also, try to think about what it would take for you to commit to your healthy goals for the summer and for the first year of high school—what do you need to do, and how will you do it?
- Once the outline is complete you will use it to write a letter to yourself on HEALTHY stationery.
- At the end of class, you will be given an envelope in which to seal your letter. This letter is to be opened right before starting high school.
Letter to Yourself: Outline

Dear ________________ (your name here),

Now that I am going to high school, eating healthy and being active are important to me because
__________________________________________________________________________________________________
__________________________________________________________________________________________________.

The challenges I am likely to have in high school in eating healthy and being active are
Eating: __________________________________________________________________________________________
__________________________________________________________________________________________________.
Activity: __________________________________________________________________________________________
__________________________________________________________________________________________________.

To make choosing healthy foods and beverages easier, I can
__________________________________________________________________________________________________
__________________________________________________________________________________________________.

(Try to include specific things you can do to help yourself overcome some of the challenges you face choosing healthy foods.)

To make it easier for me to be physically active, I can
__________________________________________________________________________________________________
__________________________________________________________________________________________________.

(Try to include specific things you can do to help yourself overcome some of the challenges you face being physically active.)

Close your letter by adding your own personal notes. For example:
What are the most important things you learned from being a part of the HEALTHY program?
Why might you want to encourage friends and family to make healthier food and activity choices?
__________________________________________________________________________________________________
__________________________________________________________________________________________________.

Once you have your outline complete, you will write your final letter on the HEALTHY stationery, place it in the envelope provided, and seal the envelope.

Take your letter home and open it right before you start high school.
As you get older, it will be increasingly up to you to take charge of your health.

It is up to you. What choices will you make?

If you finish early, turn to pages 33 to 37 in the back of your workbook to do the bonus FLASH activities.
SESSION 8:

HEALTHY BRAIN GAME

GOALS:
- To have fun and to be healthy.
- To review the concepts from FLASH to promote lifelong healthy behavior.

INSTRUCTIONS FOR THE HEALTHY BRAIN GAME:

STUDENTS READ ALOUD (one student reads each section):

- The HEALTHY Brain Game consists of cards grouped in four categories that will be selected at random using a spinner. Whoever answers the most questions correctly wins.
- The four card categories are:
  - HEALTHY Charades cards. The student with this card must silently act out the activity on the card in front of the group. The group has one minute to correctly guess the activity.
  - Picture of Health cards. The student with this card must draw the item/activity on the card. The student has one minute, once they begin to draw, while the group tries to guess the item/activity.
  - HEALTHY Program cards. The student with this card reads the question aloud to the group. The group then has one minute to answer the trivia question on the card. The question may be true/false, multiple choice, or open ended. The group has one minute to discuss before providing the correct answer (only one answer may be given).
  - HEALTHY Spellbound cards. The student with this card reads the letters on the card to the group, while another student writes each letter on individual pieces of scratch paper. Once done the timer begins. The students have one minute to rearrange the letters to correctly spell a healthy-related word.

Congratulations! You have now successfully completed the last session of FLASH. The HEALTHY program has worked with your school for the past three years to help you to prevent type 2 diabetes. Good luck in the future and remember to eat healthy, stay active, drink water, and have fun!

If you finish early, turn to pages 33 to 37 in the back of your workbook to do the bonus FLASH activities.
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 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)
Let’s Be ACTIVE

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

ACTIVITY
BASKETBALL
BREATHING
BURN
CALORIES
CHALLENGE
DANCING
EXERCISE
GYM

HEALTHY
HOUR
JOGGING
MINUTES
MOVE
MOVEMENT
MUSCLES
PEDOMETER
ROLLERBLADING

RUNNING
SIXTY
SKATEBOARDING
SKATING
SPORTS
STEPS
WALKING
My HEALTHY Life

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

| C | T | I | P | L | A | V | E | H | E | T | H | Y | E | A | O | S | E | T | H |
| T | O | U | R | E | F | U | T | E | A | L | N | A | . | E | A | N | T |
| D | B | D | I | A | N | N | O | W | I | C | A | N | C | H | O | A | N |
| N | D |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
Water and You

BOTTLE
CHALLENGE
COOLER
DEHYDRATED
DIABETES
DRINK
FIVE
FOUNTAIN
GLASSES
GOAL
ICE
LIFE
NONFAT
QUENCH
REFRIGERATOR
SWEAT
TAP
THIRSTY
TIRED
WATER

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ACROSS
3. The amount of energy from food is measured in _______.
6. A healthier snack should have not more than ____ hundred calories.
8. Calcium and magnesium are examples of _______, which are found in healthy foods.
10. Remember, by the time you feel thirsty, you are already __________.
11. Strive for _____ glasses of water a day.

DOWN
1. What is the nutrient found in chicken, beef, beans, and egg whites that is used to build muscle?
2. This counts the number of steps you take.
4. You should strive to be active each day for at least one______.
5. Your school has been part of the _______ program.
7. Which of these have no calories: skim milk, soda, regular sport drinks, juice, or water?
9. A term for something that makes us behave in certain ways—like the bell that the scientist Pavlov used with his dogs.
Be In Balance

Draw a line to match the Food Card and Activity Card to the correct number of calories in the center to be in balance.

- medium chewy granola bar: 55 calories
- medium vegetable burrito: 216 calories
- small potato with 1 teaspoon of butter: 245 calories
- small low fat, soft-serve vanilla ice cream cone: 162 calories
- small apple: 125 calories

- washing a car: 55 calories
- walking: 216 calories
- walking: 245 calories
- dancing: 162 calories
- skateboarding: 125 calories

Many of the vitamins in apples are in the skin, or peel.

Ice cream has been a dessert since Roman times.

In 1995, potatoes became the first crop to be grown by NASA in space.
FLASH BONUS ACTIVITIES ANSWERS

Let's Be ACTIVE

Water and You

My HEALTHY Life
I can plan and choose to eat healthy and be active now and in the future.

CROSSWORD

Be In Balance

<table>
<thead>
<tr>
<th>FOOD</th>
<th>ACTIVITY</th>
<th>CALORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small apple</td>
<td>15 minutes of walking</td>
<td>55</td>
</tr>
<tr>
<td>Medium vegetable burrito</td>
<td>1 hour of skateboarding</td>
<td>245</td>
</tr>
<tr>
<td>Small low fat, soft-serve vanilla ice cream cone</td>
<td>1 hour of walking</td>
<td>216</td>
</tr>
<tr>
<td>Small baked potato with 1 teaspoon of butter</td>
<td>1 hour and 15 minutes of washing a car</td>
<td>162</td>
</tr>
<tr>
<td>Medium chewy granola bar</td>
<td>45 minutes of dancing</td>
<td>125</td>
</tr>
</tbody>
</table>