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.
Welcome to the fifth module of FLASH (Fun Learning Activities for Student Health). FLASH is an integrated set of brief, scripted sessions to promote daily physical activity and healthier eating behaviors to enhance the goals of the HEALTHY study. Similar to the first four modules, this module’s materials are minimal, as most FLASH sessions are self-contained in the student workbook. You have the teacher manual and each student has a student workbook. The preparation and materials necessary for each session are indicated on the first page of the session. HEALTHY study staff will assist you in your preparation as needed. Please ask them if you have questions or need help with sessions.

This FLASH module begins with a review of major concepts that were introduced during the first four FLASH modules over the last two years. These concepts emphasize the skills students have learned to make healthier food and beverage selections and decisions to be physically active rather than inactive. Across the remaining sessions of Module 5, students will develop their own brief physical activity routines that can be done anywhere and anytime, practice skills for making healthier choices at fast food restaurants, identify barriers to making healthy eating choices and being active in the future, and write a letter to themselves to prepare for healthy choices in high school. The intent of this module, therefore, is to bring together the major concepts of FLASH and to help empower students to continue making healthy choices in the future. Module 5 builds directly on the previous modules that progressively delivered knowledge, skills, and concepts about healthy choices in grades 6 to 8:

- Module 1: Water and You was delivered in the second half of 6th grade.
- Module 2: Let’s Be Active was delivered in the first half of 7th grade.
- Module 3: Let’s Eat Healthy was delivered in the second half of 7th grade.
- Module 4: Let’s Be Balanced was delivered in the first half of 8th grade.
- Module 5: HEALTHY for Life is delivered in the second half of 8th grade.

Activities in Your Classroom

- Prior to the first FLASH session, HEALTHY study staff will write students’ names on the student workbooks.
- Between sessions, the FLASH workbooks are stored in a box in the classroom.
- FLASH is designed to enhance cooperative skills, such as listening and communicating, problem solving, decision making, sharing, team building, and working together to establish healthy behaviors as the standard, and to help students choose those healthy behaviors.
- There are 8 FLASH sessions in this module.
- Each session is designed to take no more than 30 minutes.
- Session 1 begins with an introduction and review of information from Modules 1 through 4 of FLASH, conducted in a manner similar to the game Jeopardy®.
- Sessions 2, 3, and 4 are completed by students working in groups and involve the creation of simple physical activity routines that can be done almost anywhere and anytime to burn calories.
- Session 5, completed by students working in groups, involves a role play in which students select the healthiest meals possible when eating at a fast food or quick serve restaurant.
- Session 6, completed by students working in groups, involves identifying barriers to healthy eating, now and in the future, and has students make plans to overcome barriers to eating healthy.
- Session 7 has students write a letter to themselves. They will take the letter home with them to open later, before they begin high school. In their own words, students will discuss the importance of being healthy and make a personal commitment to making...
How to Present FLASH

- Select a time for FLASH each week. The timing is up to you. You may want to adopt some FLASH cue to designate weekly FLASH time, e.g., hang a sign or pennant, turn on a flashlight, or switch room lights off and on.
- Select groups of 2–5 students who will work together during sessions 1 to 8.
- Select a FLASH student group leader for each group. The group leader stays the same for all sessions.
- Deliver only one FLASH session at a time and not more than one session per week unless there are unusual circumstances.
- One or two students in each class have been chosen to act as “student peer communicators”—in this manual they are referred to as SPCs, although in your school a different term might be used. The SPC can help you with simple tasks like doing the FLASH cue or distributing and collecting materials. The SPC also can read the instructions or other student text in the session. If the SPC is absent, then you may select another student or perform the task yourself.
- For each session:
  - Announce the start of FLASH time.
  - Distribute the student workbooks.
  - Read the printed instructions or script to the class.
  - Have students complete the session’s activities during the allotted time period.
  - Complete the Teacher FLASH Delivery Form, which is on a tear-out page at the end of each session.
  - The Teacher FLASH Delivery Form will be removed from the FLASH teacher manual and collected by HEALTHY study staff.

- Then FLASH workbooks will be returned to the students to keep, and you may keep your FLASH teacher manual.

How to Complete the Teacher FLASH Delivery Form

- At the start of each session’s instructions, you will be reminded to turn to the form page for that session and enter the time of day you started the session, i.e., when you announce “FLASH time”. The time recorded is just before any tasks related to the session will take place—the first task is typically to take out and distribute the materials required for the session.
- Teacher instructions for the session will end with a reminder to record the time you ended the session. The time recorded is just after the completion of all tasks related to the session—the last task is typically to collect and store the FLASH workbooks.
- Finally, indicate whether you encountered any barriers or problems during delivery of this session. Some possible barriers/problems are already listed, or you may write your own. This information will help in the development of learning activities like FLASH.

Sessions may be attended by HEALTHY study staff to monitor student participation and level of engagement and enjoyment. Classes to be monitored will be selected on a random basis. In addition, study staff may ask to meet with you to talk about your experiences with the program. Your feedback is important, as it will help us understand how the program worked in the classroom and how to improve the materials.
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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.

Preparation and Materials:
- FLASH workbooks will be distributed, one to each student, with his or her name on the workbook.
- Each student should have a pen or pencil.
- HEALTHY staff will provide teachers with a HEALTHY Jeopardy® poster, tape, and Velcro tape or “sticky tack” to attach the cards with the point values to the HEALTHY Jeopardy® poster.

Instructions to Teacher:
- Go to page T-7 and enter the time of day that you announce the start of FLASH time in your class.
- For this session the activity is a modified HEALTHY Jeopardy® game. Depending on the number of students and your personal preference, you can have students in their 2–5 member groups, and then organize those into a total of three or four teams, or you can directly organize the students in three or four teams. The teams are used to allow students to ‘huddle up’ and discuss their answers and for competition among teams. Each of the teams will need a spokesperson.
- Subsequent sessions are carried out in 2–5 member groups, with one identified group leader for each group.
- Distribute a FLASH workbook to each student.
- Students will start on page 3 of their FLASH workbooks.

TEACHER READS ALOUD:
“Welcome back to FLASH. Many of you did FLASH activities as 6th, 7th, and 8th graders. For those of you who are new to FLASH, FLASH stands for Fun Learning Activities for Student Health. You should each have a FLASH workbook. Check to see that your name is on the cover.”
“To help you stay healthy and active, we will have a FLASH session about once a week for 8 sessions. We will be building on what many of you learned previously in FLASH.”
“Who remembers what FLASH was about in 6th grade?”

Call on students to recall messages, behaviors, and activities from prior FLASH sessions. Stop the listing after a few comments, as these will be reviewed in the HEALTHY Jeopardy® game, which is this session’s primary activity.

The general themes of the earlier FLASH modules are listed here to prompt students in the review discussion.

Module 1: Water and You
- Water is the best drink for being healthy.
- Sugary drinks are not the best choice.
- Drink at least 5 cups of water a day.
- Recording behaviors helps you remember them.
- Make a poster about drinking more water.

TEACHER READS ALOUD:
“In 7th grade?”

Module 2: Let’s Be Active
- Learn the calories burned in different activities.
- Be active at least 60 minutes a day.
- Learn different ways to be active.
Use a pedometer to count steps and be more active.
Make a radio message about being active.

Module 3: Let’s Eat Healthy
Learn about healthier snacks and how to choose them.
Learn about reading food labels.
Become aware of eating habits.
Practice problem solving using the All-STARS system.
Create and promote a HEALTHY snack.

After the teams have had a minute to select a name and spokesperson, ask each team its name, write the team names on the board, and announce that this is the order that you will be calling on teams to select and answer questions in the HEALTHY Jeopardy® game.

TEACHER READS ALOUD:

“In the first half of 8th grade?”

Module 4: Let’s Be Balanced
Learn the calories in food and drinks and the calories used in different physical activities.
Learn how portion sizes, time spent being physically active, and television viewing have changed over the years.
Learn how to make healthy choices about what you eat and drink and how physically active you are.
Make a work of art that relates to being a student in a HEALTHY school.

When the review is completed:

TEACHER READS ALOUD:

“In FLASH sessions 2, 3, and 4 you will be designing a physical activity that will be done to music and then teaching it to others. It will be your personal energizing physical activity.”

“Today we will play HEALTHY Jeopardy® to review what you have learned in the four previous FLASH modules.”

If you have not previously organized students into three or four HEALTHY Jeopardy® teams and moved the HEALTHY Jeopardy® board in the front of the class, do so now. Tell the teams that they have a minute to come up with a name and a spokesperson for their group. The spokesperson will be the one telling you which question the team selects and the team’s answers.

Write the teams’ scores on the board as the teams make their selections and answer the questions. Call on the teams in a set order, and when all the questions have been selected or you feel time is up for the game, end the competition. You will need approximately 7 minutes for the final session activity.

Total the points to determine the HEALTHY Jeopardy® winner, but congratulate all students on how well they did remembering what they learned from the FLASH modules.

Depending on your preference, students can
stay in the teams used in the game or move back to work by themselves for this session’s final activity.

**TEACHER READS ALOUD:**

“Your answers to those questions showed that you learned a lot from being at a HEALTHY school. Now, let’s take a minute to think back on the changes you have seen in yourself, your school, and your family because you are at a HEALTHY school.”

“Turn to page 3 in your workbook. You have four minutes to write in answers to the three questions written there.”

- If you choose to have students remain in their teams when completing these questions, you may want to allow them an opportunity to discuss their answers before you call on them to read what they have written.
- Give students a few minutes and then call on students to read aloud what they wrote.

**TEACHER READS ALOUD:**

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

“Wear your sneakers for the next FLASH session because we will be moving.”

- Collect the FLASH workbooks.
- Go to page T-7 and enter the time of day the class completes all tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
### Let's Be Active

**How long should you be active each day?**
Answer: at least one hour

### Water & You

**Put these four foods in order by the number of calories they contain from lowest to highest:**
- Large order of fries
- Apple
- Granola bar
- Peanut butter sandwich

**How many glasses of water should you drink each day?**
Answer: five or strive for 5

### Let's Eat Healthy

**Put these three activities in order by the number of calories they use from lowest to highest:**
- Walking
- Swimming
- Hiking

**How many calories in a healthier snack?**
Answer: 200 calories or less

### Let's Be Balanced

**Which of these have gone down over the last 20 years?**
- B. time spent in physical activity in school

**Put these beverages in order by the amount of sugar they contain from most to least:**
- Sport drink
- Water
- Fruit drink
- Soda

**What is the nutrient that is found in chicken, beef, beans, and egg whites that is used to build muscle?**
Answer: protein

### The HEALTHY Program

The HEALTHY program was sponsored or paid for by the National Institutes of Health (NIH), B. MTV, C. Nike sports.

**The HEALTHY Program was sponsored or paid for by which one of these?**
A. the NIH

**What is the term for something that makes us behave in certain ways, for example, the bell that the scientist Pavlov used with his dogs?**
Answers include: stimulus, cue, or trigger

**What percentage or fraction of your body is water?**
- A. one fourth (25%)
- B. one half (50%)
- C. two thirds (66%)
- D. nine tenths (90%)

**What is the nutrient that is found in chicken, beef, beans, and egg whites that is used to build muscle?**
Answer: protein

**What is found in higher amounts in brightly colored fruits and vegetables?**
- Nutrients, vitamins, health promoting chemicals, all are acceptable
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?
__________________________________________________________________________
__________________________________________________________________________

Wear your sneakers for the next FLASH session because we will be moving.
SESSION 1: LOOKING BACK AND LOOKING FORWARD
Teacher FLASH Delivery Form for FLASH Module 5 Session 1

Teacher Name: _____________________________________

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

Date: _____ / _____ / _________

Time started: ___ : ___ ❑ AM ❑ PM

Time ended: ___ : ___ ❑ AM ❑ PM

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

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

Note: The routine will be set to the HEALTHY Move It song. At some schools, the routines may be photographed or videotaped for sharing with the school and other schools in the HEALTHY program. HEALTHY study staff will talk to you in more detail about options at your school.

Preparation and Materials:
- FLASH workbooks will be distributed, one to each student, with his or her name on the workbook.
- Each student should have a pen or pencil.
- A CD player with a repeat button (rehearse playing the song ahead of time) or a computer with a CD drive and powerful speakers, if possible (the speakers on many computers do not project well).
- HEALTHY staff will provide:
  - A CD that includes the HEALTHY Move It song.
  - Decks of HEALTHY Move It cards, which include 6 blank cards.

Plan Ahead:
1. For this session and the next two, HEALTHY has selected simple movements for the students to do that are likely to be fun but not disruptive. However, every class is different. Become familiar ahead of time with the movements for warming up and cooling down (these are printed only in the student workbook and teacher manual and not in the deck of cards) and with the movements for the HEALTHY Move It routine on the HEALTHY Move It cards. If you think any of the movements are likely to cause behavior problems, skip them in the workbooks and remove them from the card decks. Also, remove any cards that describe movements that you think would be unsuitable for your students. For example, squats would be unsuitable if students are wearing short skirts.
2. The blank cards in the HEALTHY Move It deck are for students to use to record their own ideas for movements, which ideally would engage the students and allow for more creativity and fun. However, remove the blank cards from the decks if you think this would cause behavior problems.
3. The instructions below do not include a reference to the blank cards, in case you wish to remove them. If you decide to include them, be sure to add an explanation of the purpose of the blank cards. For example, “Each deck has some blank cards that you can use to record any movements that your group creates.”
4. The movements for warming up and cooling down will be done while the students are seated. The other movements (on the HEALTHY Move It cards) will be done with the students standing in their small groups. Plan ahead for where you want the students to stand, considering the size of the small groups, the size and design of the classroom, and any issues related to student behavior. For example, you may want students to stand in clusters in an open area of the classroom or in a space created by moving their desks to the side. If space is limited in your classroom, you may need to have students stand right next to their desks and form groups with students whose desks are next to each other or remove from the deck movement cards that require more space than is available.
5. Decide how you want to use the music during the sessions. It would be ideal to play the song on repeat continuously throughout the session so the students are inspired by the music and have many opportunities to match their movements to
the beat of the song. Another option is to play the song several times, have the students plan their routines, and then play the music again as the students practice.

**Instructions to Teacher:**
- Go to page T-15 and enter the time of day that you announce the start of FLASH time in your class.
- Distribute a FLASH workbook to each student.
- Students work in FLASH groups of 2–5. Use a method that works for you to assign students to their groups. One student in each group will be the group leader. Students will be in the same groups for the remainder of the FLASH sessions in this half-year.
- Students will start on page 5 of their FLASH workbooks.

**TEACHER READS ALOUD:**

“In the last session, we played HEALTHY Jeopardy®. Who remembers what the categories were? (Water and You, Let’s Be Active, Let’s Eat HEALTHY, Let’s Be Balanced, and The HEALTHY Program). Those categories summarize what the HEALTHY program is all about: drinking more water and less sugar-added drinks, being active, eating healthy, and balancing what you eat with the physical activities you do. It’s also about making wise choices for a healthy life, not just for now, but in the coming years, starting when you’re in high school. We want you to move onto high school with the skills you need to make healthy choices.”

“Finding fun ways to be active is important to staying healthy for life. You can make the choice to be active throughout the day, everyday, so why not make it fun? In this session, each group is going to create a short physical activity routine that would be fun for you to do anywhere at any time. You will set the routine to the HEALTHY Move It song.”

“Turn to page 5 in your FLASH workbooks and follow along as I read the instructions.”

“Any questions?”

“Turn to page 6 for the warm-up movements.”

- Read each card aloud and demonstrate it or have the HEALTHY staff and/or SPC do so.
Warm-Up Movements

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

Here’s what the routine looks like.

Demonstrate the routine or have the HEALTHY staff and/or the SPC do so.

Let’s do it twice through.

Lead the class in the routine twice or have the HEALTHY staff and/or the SPC do so.

Any questions?

Have the SPC distribute the HEALTHY Move It card decks, one to each group.

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.

Distribute the card decks to each group leader and play the music.

Discuss and determine if it would be helpful or appropriate for the HEALTHY staff, the SPC, or you to demonstrate any of the movements to get the students started.

Allow about 10 minutes for the groups to work on their routines. Note: If students have trouble recording their routines in writing on the worksheet, or if time is short, you may want them to write numbers on the cards they

Warm-Up Worksheet

<table>
<thead>
<tr>
<th>Do</th>
<th>Repeat</th>
</tr>
</thead>
<tbody>
<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>

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decide to use and then record just the number of each HEALTHY Move It card and the number of times to repeat each movement, rather than writing the movement names. Another option is to have students put the cards themselves into the order they are to be used in the routine, write on each card the number of times to repeat that movement, and then tape the cards into the group leader’s workbook.

### 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>
</tbody>
</table>

### Step-touch
Stand with feet together. Reach the left leg out to the side and touch the toe to the ground. Return your left foot to the center and put it down in its original position. Repeat with the right leg.

### Helicopter
Make a fist with one hand. Lift that hand above your head and circle it in the air.

### Windshield wipers
Open the hands, fingers spread wide and palms facing away. With elbows bent, move both hands in front of the face from side to side, like windshield wipers.

### Elbow pump
Make fists with both hands. Lift elbows out to the sides so the fists come together, knuckles close to your face and arms at shoulder level. Push forearms away from you.

### Side hops
Hop on both feet two times to the side with both arms trailing out to the side, in the other direction.

### Hop in place
Hop on one foot then the other.

### March in place

### Squats
Stand with legs a little more than shoulder width apart. Bend knees and squat down, keeping back as straight and perpendicular to the floor as possible.

### Side hops
Hop on both feet two times to the side with both arms trailing out to the side, in the other direction.

### Hop in place
Hop on one foot then the other.

### March in place

### Squats
Stand with legs a little more than shoulder width apart. Bend knees and squat down, keeping back as straight and perpendicular to the floor as possible.
Pony kicks
Kick your left leg up and reach for your toes with your right hand. Repeat with the other leg.

Football player
Bend forward slightly from the waist. Run in place on tiptoes to a count of four, letting your arms hang loose. Stand straight and then arch back slightly from the waist. Run in place on tiptoes to a count of four, letting your arms hang loose.

Double-out, Double-in
Start with feet together. Step out to the right side with the right foot and then out to the left side with the left foot, so you are now standing with the feet apart. Then step the right foot in and then step the left foot in, so that you’re standing with the feet together again.

Knee up, knee down, and snap
Stand with back straight. Keeping back straight, lift right knee and then put that foot down. Reach hands up to level of ears, and snap. Repeat steps starting with the left knee.

Volleyball
Jump up with both hands above your head as if you were returning a volleyball over the net.

Crossover
Jump up and land with feet crossed. Jump again and land with feet in normal position.

Hockey stick
Make fists with your hands and place them as if you were holding a hockey stick. Bend forward slightly and pretend you are hitting a hockey puck with the stick.

Jump-clap
With feet together, jump up and clap your hands as your feet touch the ground again.

Double-out, Double-in
Start with feet together. Step out to the right side with the right foot and then out to the left side with the left foot, so you are now standing with the feet apart. Then step the right foot in and then step the left foot in, so that you’re standing with the feet together again.

Shrug shoulders and lock elbows.

Pony kicks
Kick your left leg up and reach for your toes with your right hand. Repeat with the other leg.

Heel touch
Lift one foot behind you and touch that heel with the opposite hand.

Football player
Bend forward slightly from the waist. Run in place on tiptoes to a count of four, letting your arms hang loose. Stand straight and then arch back slightly from the waist. Run in place on tiptoes to a count of four, letting your arms hang loose.

Jump-clap
With feet together, jump up and clap your hands as your feet touch the ground again.

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TEACHER READS ALOUD:

“Okay. Great work. Sit back down now, and turn to page 8.”

“Now it’s time to do the cool-down routine.”

Read aloud and demonstrate each movement, then demonstrate the routine on the worksheet, and finally lead the class in doing the cool-down routine two times. Or have the HEALTHY staff and/or SPC do so.

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. Tilt 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>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>

TEACHER READS ALOUD:

“Between now and the next session, practice your routines at least once everyday. And remember to drink plenty of water to help you stay hydrated.”

“Next session in FLASH you will have more time to finish planning your routines, if you need it, and to practice them. Then, during session 4 you will share your routines with the rest of the class.”

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

- Collect the FLASH workbooks.
- Go to page T-15 and enter the time of day the class completes all tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
SESSION 2:
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><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>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.

<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>
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<td></td>
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<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><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>

If you finish early, turn to pages 33 to 37 in the back of your workbook to do the bonus FLASH activities.
SESSION 2: CREATE A HEALTHY MOVE IT ROUTINE
Teacher FLASH Delivery Form for FLASH Module 5 Session 2

Teacher Name: __________________________________________

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

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

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

For study use only
Field Center ID:_________
School ID:_______________
Classroom ID:____________

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Session 3:
Practice Your HEALTHY Move It Routine

Goal:
- To complete any unfinished HEALTHY Move It routines and practice them in class.

Preparation and Materials:
- FLASH workbooks will be distributed, one to each student, with his or her name on the workbook.
- Each student should have a pen or pencil.
- A CD player with a repeat button (rehearse playing the song ahead of time) or a computer with powerful speakers, if possible.
- The CD that includes the HEALTHY Move It song.
- The decks of numbered HEALTHY Move It cards, which include 6 blank cards.
- As a refresher, you might want to review the Plan Ahead section of session 2 on page T-9.

Instructions to Teacher:
- In this session, students will have time to finish and practice their routines. The music should be played as many times as possible during the session.
- Go to page T-19 and enter the time of day that you announce the start of FLASH time to your class.
- Distribute a FLASH workbook to each student.
- Students work in FLASH groups of 2–5, with one student designated as group leader.

TEACHER READS ALOUD:
“In this session you will have more time to finish and practice your HEALTHY Move It routines. First, we’ll do the warm-up routine on page 9.”

Warm-Up Movements

TEACHER READS ALOUD:
“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>
TEACHER READS ALOUD:

“Here’s what the routine looks like.”

■ Demonstrate the routine or have the HEALTHY staff and/or the SPC do so.

TEACHER READS ALOUD:

“Let’s do it twice through.”

■ Do the routine with the class twice.

TEACHER READS ALOUD:

“Now turn to page 7 and look over your routine on the HEALTHY Move It Planning Worksheet.”

“Go ahead now and practice your routines in your group and record any changes you want to make on the planning worksheet. When your routine is in its final form, write it in the HEALTHY Move It Final Worksheet, so that you have a good copy to use when practicing.”

■ Distribute the decks of cards to the group leaders and allow 10 minutes for students to work on and practice their routines.

TEACHER READS ALOUD:

“Now get back into your seats and we’ll do the cool-down routine on page 11.”

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. Turn 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>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>

TEACHER READS ALOUD:

“Between now and the next session, practice your routine at least once everyday and teach it to someone else.”

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

■ Collect the FLASH workbooks.

■ Go to page T-19 and enter the time of day the class completes all tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
SESSION 3:
PRACTICE YOUR HEALTHY MOVE IT ROUTINE

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

WARM-UP MOVEMENTS

**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><strong>Shoulder shrugs</strong></td>
<td><strong>2 times</strong></td>
</tr>
<tr>
<td><strong>Knee lifts</strong></td>
<td><strong>2 times</strong></td>
</tr>
<tr>
<td><strong>Arm circles</strong></td>
<td><strong>4 times</strong></td>
</tr>
<tr>
<td><strong>Raise heels and arms</strong></td>
<td><strong>4 times</strong></td>
</tr>
</tbody>
</table>

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

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>
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<tbody>
<tr>
<td>Write the card name here:</td>
<td>Write the number of times to repeat the movement here:</td>
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</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. Tilt 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 inhale. 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</td>
</tr>
<tr>
<td></td>
<td>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>
SESSION 3: PRACTICE YOUR HEALTHY MOVE IT ROUTINE
Teacher FLASH Delivery Form for FLASH Module 5 Session 3

Teacher Name: _____________________________________

Session delivered:  
☐ No ➔ explain: ________________________________________  STOP
☐ Yes ➔ continue

Date: _____ / _____ / ___________

Time started: ___ ___ : ___ ___  AM  PM
Time ended: ___ ___ : ___ ___  AM  PM

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

☒ not enough time to complete the activity
☒ disruptive student behavior
☒ student confusion over instructions
☒ teacher confusion over instructions
☒ inadequate materials to do activity
☒ language or grammar (communications) issues
☒ school wide interruption, e.g., fire drill, announcement
☒ other ➔ explain: ________________________________________
Session 4: Share Your HEALTHY Move It Routine

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

Preparation and Materials:
■ FLASH workbooks will be distributed, one to each student, with his or her name on the workbook.
■ Each student should have a pen or pencil.
■ A CD player with a repeat button (rehearse playing the song ahead of time) or a computer with powerful speakers, if possible.
■ The CD that includes the HEALTHY Move It song.
■ The decks of HEALTHY Move It cards, which include 6 blank cards.
■ As a refresher, you might want to review the Plan Ahead section of session 2 on page T-9.
■ Before teaching this session, plan how you want student groups to demonstrate their routines to the class. Keep in mind the number of groups, the time available, the willingness of groups to perform in front of the class, the size and design of the classroom, and any issues related to student behavior. Three possibilities are:
  1. Have each group demonstrate their routine to the entire class (in some classes, there may not be time for this).
  2. Assign each group to another group and then have each pair of groups demonstrate their routines to each other. Rotate the pair assignments, if time allows.
  3. Ask for student input regarding how they might demonstrate their routines (strongly encourage some form of demonstration).

Instructions to Teacher:
■ Go to page T-25 and enter the time of day that you announce the start of FLASH time to your class.

▼ Distribute a FLASH workbook to each student.
▼ Students work in FLASH groups of 2–5 students, with one student designated group leader

**TEACHER READS ALOUD:**
“Today groups will have a few minutes to run through their HEALTHY Move It routines before sharing the routines to the class.”

▼ Explain the method you’ve chosen or ask the class to choose.

**TEACHER READS ALOUD:**
“First, we’ll do the warm-up routine on page 13.”

**Warm-Up Movements**

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

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

- **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.

- **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.

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TEACHER READS ALOUD:

“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>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>

TEACHER READS ALOUD:

“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.”

- Give student groups a few minutes to run through their routines.
- Then ask student groups to share their routines with the class, using the method you have planned or the method the class has chosen.

TEACHER READS ALOUD:

“Now get back into your seats and we’ll do the cool-down routine on page 14.”

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. Turn 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. Look to the left and exhale. Repeat. Face forward again 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>Seat twist</td>
<td>Once on each side</td>
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<tr>
<td>Neck stretch</td>
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</tr>
<tr>
<td>Belly (stomach) breath</td>
<td>4 times</td>
</tr>
<tr>
<td>Fallout breath</td>
<td>3 times</td>
</tr>
</tbody>
</table>
“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.”

“For the last three sessions, we have focused on physical activity. One part of being healthy for life is to find fun ways to be active and to make active choices throughout the day, everyday. Remember, it is up to you to choose to be active.”

“Another part of being healthy for life is to make wise choices about the foods you eat, including when you eat out. That will be the focus of the next session.”

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

- Turn to page T-25 and enter the time of day the class completes the FLASH tasks. Also indicate if you encountered any barriers delivering the session.
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>Write the card name here:</td>
<td>Write the number of times to repeat the movement here:</td>
</tr>
<tr>
<td>Raise heels and arms</td>
<td>4 times</td>
</tr>
<tr>
<td>Knee lifts</td>
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<tr>
<td>Shoulder shrugs</td>
<td>2 times</td>
</tr>
<tr>
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<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 4: SHARE YOUR HEALTHY MOVE IT ROUTINE
Teacher FLASH Delivery Form for FLASH Module 5 Session 4

Teacher Name: ________________________________

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

Date: _____ / _____ / ________

Time started: ___ ___ : ___ ___ ❑ AM ❑ PM
Time ended: ___ ___ : ___ ___ ❑ AM ❑ PM

Did you encounter any barriers or problems during delivery of this FLASH session?
❑ No ❑ Yes ➔ Check all that apply.
❑ not enough time to complete the activity
❑ disruptive student behavior
❑ student confusion over instructions
❑ teacher confusion over instructions
❑ inadequate materials to do activity
❑ language or grammar (communications) issues
❑ school wide interruption, e.g., fire drill, announcement
❑ other ➔ explain: ________________________________
Session 5:
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.

Preparation and Materials:
- HEALTHY Requests Guidelines may be posted in the classroom or cafeteria.
- FLASH workbooks will be distributed, one to each student, with his or her name on the workbook.
- Each student should have a pen or pencil.
- There are two ways to conduct this menu activity:
  1. Use the menu provided in the student workbooks.
  2. Copies of local menus for quick serve or fast food restaurants commonly visited by students may also be used. Determine with HEALTHY staff which method will work best for each class.

Instructions to Teacher:
- Go to page T-29 and enter the time of day that you announce the start of FLASH time in your class.
- Distribute a FLASH workbook to each student.
- Students work in groups of 2–5, with one student designated as group leader.
- Students will start on page 15 of their FLASH workbooks.

TEACHER READS ALOUD:
“We have been having fun moving and burning calories for the last few FLASH sessions, and now we are going to turn our attention to choosing healthy foods.”

“Who can tell me the term that we use to describe the balance between Calories Out and Calories In?”

Answer: Energy balance.

TEACHER READS ALOUD:
“Sometimes when we go out to eat at a restaurant, there are so many foods to choose from we don’t know where to start.”

“Especially if it is a celebration, or someone else is treating us, we see it as a chance to eat whatever we want and forget about the healthy guidelines we know.”

“However, you may be surprised to find out that there are many healthy and tasty choices on restaurant menus if you learn how to look for them.”

“Turn to page 15 of your FLASH workbook. Your group leader, or students in your group, will read the paragraphs ‘Jasmine and Jose Eat Healthy At the Food Court’.”
STUDENT READS ALOUD:
“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.’”

TEACHER READS ALOUD (when groups have finished the task):
“Let’s discuss the choices you made. [Name of group leader], will you tell us what your group selected for Jasmine and Jose to eat?”

■ Ask each group in turn to share their selections. Time permitting, possible discussion questions may include:

TEACHER READS ALOUD:
“Have you found yourself in situations like this before?”

“Have you figured out ways to make healthier choices from menus like these?”

TEACHER READS ALOUD:
“During the next session we will talk more about how best to prepare for making healthy decisions about your food and physical activity.”

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

■ Collect the FLASH workbooks.
■ Go to page T-29 and enter the time of day the class completes all tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
SESSION 5:
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></td>
</tr>
<tr>
<td><strong>Caesar Salad</strong></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><strong>Taco Salad</strong></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><strong>Chicken Sandwich</strong></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 bleu cheese dressing.</td>
<td></td>
</tr>
<tr>
<td><strong>Grilled Cheese Sandwich</strong></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><strong>Ranch Chicken Wrap</strong></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><strong>Margherita Pizza</strong></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><strong>Root Beer</strong></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><strong>Double Fudge Brownie</strong></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><strong>Low Fat Creamy Vanilla Ice Cream</strong></td>
<td>4.49</td>
</tr>
<tr>
<td>One scoop of ice cream smothered in fresh strawberries, blueberries, and bananas.</td>
<td></td>
</tr>
</tbody>
</table>
### Jasmine’s Order

**HEALTHY Requests Guidelines used:** How can you make this menu choice healthier?

<table>
<thead>
<tr>
<th>Cost per menu item</th>
</tr>
</thead>
</table>

### Jose’s Order

**HEALTHY Requests Guidelines used:** How can you make this menu choice healthier?

<table>
<thead>
<tr>
<th>Cost per menu item</th>
</tr>
</thead>
</table>

**TOTAL:**

---

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

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Teacher FLASH Delivery Form for FLASH Module 5 Session 5

Teacher Name: ____________________________

Session delivered:  
☐ No ➔ explain: ________________________________________  STOP
☐ Yes ➔ continue

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

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

Preparation and Materials:
- FLASH workbooks will be distributed, one to each student, with his or her name on the workbook.
- Each student should have a pen or pencil.

Instructions to Teacher:
- Go to page T-35 and enter the time of day that you announce the start of FLASH time in your class.
- Distribute a FLASH workbook to each student.
- Students work in FLASH groups of 2–5, with one student designated as group leader.
- The goal of this session is for students to develop their own plans for eating healthy and being active, now and in the future.
- Students will start on page 21 of their FLASH workbooks.

TEACHER READS ALOUD:

“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.”

TEACHER READS ALOUD:

“Turn to page 22 and look at the list titled Part 1: My Healthy Lifestyle Choices.”

“As a part of having HEALTHY in our school you have learned multiple ways you can make healthy eating and activity choices.”

“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.”

Give the students 3 to 5 minutes to complete Part 1.

For the next two tasks, Part 2 and Part 3, students will be asked to volunteer to talk with the other students in their groups about the personal benefits and challenges they face related to making healthy lifestyle choices. Use your judgment about how best to direct the
TEACHER READS ALOUD:

“Now look at the list titled Part 2: The Benefits of Making Healthy Choices.”

“Consider the list of potential benefits of a healthy lifestyle.”

“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.”

“When you finish, tell others in your group one benefit that is important to you and why.”

“Once everyone in your group has had a turn, put your pencils or pens down and wait for the next instruction.”

Give the students 3 to 5 minutes to complete Part 2.

TEACHER READS ALOUD:

“Finally, turn to page 25 to the section called Part 4: Getting Support for Healthy Choices.”

“Write down the ways other people can help you build a healthier lifestyle, including making healthy food choices and increasing physical activity.”

“What 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?”

Give the students 3 to 5 minutes to complete Part 4.

“Now look at the list titled Part 3: Challenges to my Healthy Lifestyle.”

“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.”

“When you finish, tell others in your group about one of the challenges you marked and your idea for dealing with the challenge.”

“Once everyone in your group has had a turn, put your pencils or pens down and wait for the next instruction.”

Give the students 3 to 5 minutes to complete Part 3.
Once the students have completed these activities, lead students in a short classroom discussion (5 to 10 minutes) about taking charge of their health now and in the future, including the benefits, challenges, and sources of support. If time permits, call on students or ask for volunteers to discuss what they wrote, or use personal examples if you wish. You can use the questions below as prompts for discussion.

- What are some of the benefits you notice when you make healthy choices? (Possible answers: I feel better, I have more energy, I feel good about taking care of myself.)

- Are the benefits you identified powerful enough to motivate you to continue to work toward making healthy food choices and being active? If not, what might motivate you to make some healthy eating and activity changes? (Possible answers: To stop eating lots of candy and cookies, I try to think about how I feel tired and don’t feel like doing much when I have been eating so much junk food everyday. I keep track of my exercise progress on a chart and leave the chart out as a reminder to exercise even when I don’t feel like it.)

- What are some of the challenges for you to eat healthy or be physically active? (Possible answers: It takes too much time to do physical activities, is unpleasant or I feel uncomfortable. Healthy food doesn’t taste as good.)

- What might you do to be able to overcome challenges, so that you are able to make healthy food and beverage choices and be more physically active? (Possible answers: I start out walking slowly and build up; I ask a friend to go to the gym or recreation center with me; I replace some TV time with activity; I listen to music while I work out so the time passes more quickly; I still eat the foods I like but take smaller portions; I eat a fruit and/or vegetable first and then eat the rest of my meal; I always keep a filled water bottle in the refrigerator to grab and go.)

- What are some ways that your friends and family can help you with your healthy lifestyle choices? (Possible answers: I remind my parents just before they go shopping to not forget to get more apples and bananas. They usually get healthy snack foods, especially if they know I like them, and the foods won’t go to waste; I can ask my friends at lunch not to tease me because I get the healthy foods; my aunt really likes it when I go walking with her and that helps me stay active too.)

- Collect the FLASH workbooks.

- Go to page T-35 and enter the time of day the class completes all tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
SESSION 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 I: 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:__________________________________________________

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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:__________________________________________________

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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.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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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.
Teacher Name: ________________________________

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

Date: ______ / ______ / ___________

Time started: ___ ___ : ___ ___  ☐ AM  ☐ PM

Time ended: ___ ___ : ___ ___  ☐ AM  ☐ PM

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

☐ not enough time to complete the activity
☐ disruptive student behavior
☐ student confusion over instructions
☐ teacher confusion over instructions
☐ inadequate materials to do activity
☐ language or grammar (communications) issues
☐ school wide interruption, e.g., fire drill, announcement
☐ other ➔ explain: ____________________________________
Session 7: 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.

Preparation and Materials:
- FLASH workbooks will be distributed, one to each student, with his or her name on the workbook.
- Each student should have a pen or pencil.
- The HEALTHY staff will provide 2 sheets of stationery per student and an envelope for them to seal up their letters to themselves.

Instructions to Teacher:
- Go to page T-39 and enter the time of day that you announce the start of the FLASH time in your class.
- Distribute a FLASH workbook to each student.
- Students work in FLASH groups of 2–5. Although the students will work mostly individually during this FLASH session they should be allowed to use their groups to discuss ideas.
- The goal of this session is to help the students to make a commitment to a healthy lifestyle in high school.
- Students will start on page 27 of their FLASH workbooks.

TEACHER READS ALOUD:

“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.”

Give student groups 7 to 10 minutes to complete their outlines. As long as it doesn’t disrupt progress, you can encourage discussion of outlines within groups. Once the outlines are complete, pass out the stationery on which students will write their final letters to themselves.

TEACHER READS ALOUD:

“Now you should use the outline you created to write a letter to yourself. When you finish, I will give you an envelope for you to seal your letter.”
Pass out the stationery and give students 10 minutes to write their final letters.

Note: Although not ideal, it is acceptable to have a student include the outline in the envelope if he or she cannot complete the letter in the allotted time.

Once the letters are written, distribute the envelopes.

TEACHER READS ALOUD:

“This letter is designed to be opened just before you start high school to remind yourself of the progress you have made already and of your commitment to eating healthy and staying active.”

“To remind you to open this letter, you will probably need to put this envelope in a place where you will see it, such as taped to a mirror. Or you could post a note to yourself on a calendar or on your refrigerator.”

Collect the FLASH workbooks.

Go to page T-39 and enter the time of day the class completes all tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
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 delivered:  
☐ No ➔ explain: ________________________________  STOP
☐ Yes ➔ continue

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

Did you encounter any barriers or problems during delivery of this FLASH session?
☐ No  ☐ Yes ➔ Check all that apply.
   ☐ not enough time to complete the activity
   ☐ disruptive student behavior
   ☐ student confusion over instructions
   ☐ teacher confusion over instructions
   ☐ inadequate materials to do activity
   ☐ language or grammar (communications) issues
   ☐ school wide interruption, e.g., fire drill, announcement
   ☐ other ➔ explain: ________________________________
Session 8: HEALTHY Brain Game

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

Preparation and Materials:
- FLASH workbooks will be distributed, one to each student, with his or her name on the workbook.
- Each student should have a pen or pencil.
- HEALTHY staff will provide teachers with the following HEALTHY materials:
  - Scratch paper
  - 1 timer
  - Spinner (one per group)
  - Set of HEALTHY Brain Game cards
- Discuss with the HEALTHY staff whether the workbooks will be collected by the HEALTHY staff and returned to the students at a later date or if the students will take their FLASH workbooks home at the end of the session.

Instructions to Teacher:
- Go to page T-47 and enter the time of day that you announce the start of FLASH time in your class.
- Distribute a FLASH workbook to each student.
- Students will start on page 29 of their FLASH workbooks.
- Assign the SPC or other students to fill the following roles:
  - 1 student = spinner
  - 1 student = score keeper
  - 1 student or teacher = reads the cards aloud to the class
- Teachers may choose one of the following ways to have students play the game, based on personal preference and teaching style.
  1. Have the entire class play together, allowing for as many students to participate as possible. The class can then compete for points against other classes while playing the game within a set time limit (10 to 15 minutes, or more if time allows). The Picture of Health activities can be drawn on a chalkboard, a flip chart, or an overhead projector.
  2. Divide the class in half. Play the game and keep score to see which group wins. The first student to raise his or her hand gets the first chance to stand up and answer the question; if that student gets the answer wrong, the other group has the chance to win the point by answering correctly. When the spinner lands on Picture of Health, have one student from each group go up to the board, chart, or overhead projector. The next student on the team is selected to raise their hand and correctly guess the drawing. The first student to correctly guess the drawing wins the point.

TEACHER READS ALOUD:

“Many of you have been participating in FLASH since the 6th grade and you have learned a wealth of information since then.”

- Call on a few students to share a few things they have learned from FLASH since 6th grade. For example: you could ask students to list themes from the previous modules.
"Today is your last FLASH session. The information you have learned in FLASH can be applied to your life now and in the future."

"In the previous sessions of this module you reviewed everything you learned in the previous four modules about water, physical activity, nutrition, and a balanced lifestyle. You discovered that you can stay active your own way by creating your own healthy movement. You learned how to make healthy food choices when you are eating out. And you learned how to set future goals regarding your healthy behavior."

"Everyone involved in the HEALTHY program hopes that you will continue to live a healthy lifestyle and prevent type 2 diabetes as you proceed into high school and beyond. To help you accomplish this goal, we will review many of the concepts you have learned in FLASH by playing the HEALTHY Brain Game."

"Instructions for the HEALTHY Brain Game:"

"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 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."
### Eating
Fact: Eating a healthy breakfast can help you perform better in school.

### Ice Skating

### Playing Football
Fact: American football developed from rugby football in which a ball is kicked at a goal and/or run over a line.

### Running
Fact: In terms of on-site media coverage, the Boston Marathon ranks as the second largest single day sporting event in the world.

### Skateboarding
Fact: Skateboarding was first called “sidewalk surfing” and early skaters copied surfing style and moves.

### Playing Soccer
Fact: The FIFA World Cup tournament is viewed by two times more people than the Summer Olympics.

### Kickboxing
Fact: The term kickboxing refers to a variant of Muay Thai and Karate styles of martial arts created in the 1950s.

### Jumping Rope
Fact: Most modern day jump ropes are made of cloth, plastic, beaded string, or plastic-coated wire.

### Playing Basketball
Fact: Peach baskets were used as the goals until 1906, when metal hoops with backboards finally replaced them.

### Practicing Yoga
Fact: Yoga has been practiced in the US since the late 19th century, but it is thousands of years old.

### Swimming
Fact: The IM or Individual Medley is a combination of all four swimming strokes. Butterfly is done first, then backstroke, breaststroke, and finally freestyle.

### Playing Volleyball
Fact: In beach volleyball the game is played on sand with only 2 players per team, not 6.

### Dancing
Fact: Dance can express ideas or emotions or it can tell a story.

### Surfing
Fact: The annual international surfing championships are held in Hawaii.

### Sleeping
Fact: Between the ages of 12 and 17 you need 8 to 9 hours of sleep each night. Try to set the same sleep schedule everyday to ensure a healthy and alert brain!
<table>
<thead>
<tr>
<th><strong>Grapes</strong></th>
<th><strong>A Water Bottle</strong></th>
<th><strong>A Jump Rope</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grapes grow in clusters of 6 to 300 and can be crimson, black, dark blue, yellow, green, or pink.</td>
<td>Strive for 5! Drink 5 glasses of water a day!</td>
<td>Ten minutes of jumping rope is roughly the equivalent of running an 8-minute mile.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Popcorn</strong></th>
<th><strong>A Dog</strong></th>
<th><strong>A Skateboard</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Air-popped popcorn is naturally high in fiber, low in calories and fat, contains no sodium, and is sugar free.</td>
<td>Walking or playing with a pet is a great way for you to be active.</td>
<td>Early skateboards were shaped like flat surfboards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Carrots</strong></th>
<th><strong>An Apple</strong></th>
<th><strong>A Soccer Ball</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>They are often chopped, boiled, fried, steamed, or cooked in soups and stews. They are also used as baby and pet foods.</td>
<td>Winter apples are picked in late autumn and stored just above freezing.</td>
<td>The standard ball size is size 5 and weighs between 410 and 450 grams.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>A Grilled Chicken Sandwich</strong></th>
<th><strong>Milk Carton</strong></th>
<th><strong>Weights/Dumbbells</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The chicken can travel up to 9 miles an hour.</td>
<td>When choosing milk try to drink nonfat, low fat, skim, or soy milk with calcium.</td>
<td>Muscle weighs four times as much as fat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Veggie Pizza</strong></th>
<th><strong>Drinking Fountain</strong></th>
<th><strong>Stairs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximately 3 billion pizzas are sold in the US each year.</td>
<td>In some regions of the US, water fountains are referred to as bubblers.</td>
<td>By taking the stairs rather than the elevator you will burn more calories.</td>
</tr>
<tr>
<td><strong>HEALTHY Program Cards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What is the best way to stay healthy?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eat healthy foods.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise for at least one hour a day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drink at least 5 glasses of water a day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>All of the above.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Which disease does the HEALTHY program hope to prevent?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart disease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type 2 diabetes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asthma</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>True or False?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is possible to find healthy fast food options.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TRUE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What does the first S stand for in All-STARS Problem Solving?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STOP Identify the problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State the problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggest an alternative.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study the problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>State two of the questions on the HEALTHY hand diagram.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the food ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Made with little or no fat?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Served with no topping or with nonfat or low fat toppings?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A small or 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>A fruit or vegetable?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>State two different places on school grounds where you can get water.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A drinking fountain and a vending machine (Answers may vary.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How many teaspoons of fat are in a large order of french fries?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 teaspoons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 teaspoons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 teaspoons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 teaspoons</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How many “junk food” commercials are typically shown during one hour of television?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About nine food commercials are shown in one hour of television. More than five of these show foods with a lot of fat or sugar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Name two things on a Nutrition Facts label you can look at to help you make a healthy choice.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total calories, Total fat, Serving size (There are many possible answers.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How long do you have to jump rope to burn off one small cookie?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About 15 minutes of jumping rope will burn that cookie.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How many “junk food” commercials are typically shown during one hour of television?</strong></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total calories, Total fat, Serving size (There are many possible answers.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How much physical activity a day do you need to be healthy?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 hour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Which activity burns more calories? Riding a bike or playing soccer?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing soccer</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>True or False?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being active makes your hair look better.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FALSE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>True or False?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A pedometer counts the number of steps you take.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TRUE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>True or False?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It takes 10 hours of walking to use 900 calories (the number of calories in a 16-ounce container of Nachos with cheese).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FALSE (4 ½ hours)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TEACHER READS ALOUD:

“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!”

- Collect the FLASH workbooks or give other directions to the students as discussed with the HEALTHY staff.
- Go to page T-47 and enter the time of day the class completes all tasks related to FLASH. Also indicate if you encountered any barriers delivering this session.
SESSION 8:  
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.
Session 8: Healthy Brain Game
Teacher FLASH Delivery Form for FLASH Module 5 Session 8

Teacher Name: ________________________________

Session delivered:
☐ No ➔ explain: ____________________________________________
☐ Yes ➔ continue

Date: _____ / _____ / _______

Time started: ___ ___ : ___ ___ ☐ AM ☐ PM
Time ended: ___ ___ : ___ ___ ☐ AM ☐ PM

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

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

For study use only
Field Center ID:__________
School ID:______________
Classroom ID:___________

T-47
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

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

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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
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.

**Food Card**
- medium chewy granola bar
- medium vegetable burrito
- small potato with 1 teaspoon of butter
- small low fat, soft-serve vanilla ice cream cone
- small apple

**Activity Card**
- washing a car
- walking
- walking
- dancing
- skateboarding

Calories:
- 55 calories
- 216 calories
- 245 calories
- 162 calories
- 125 calories

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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>