

TODAY

Treatment options for
type 2 Diabetes in Adolescents & Youth

Lifestyle Materials

Family Support Person Manual



Introduction

Welcome to the TODAY Lifestyle Program (TLP). The program is designed to help children with Type 2 diabetes and their families make changes aimed at weight loss in order to take care of diabetes. Families who join the TLP are learning to make permanent behavior changes that will help them lose weight and become healthier for life—and help their children take care of diabetes. With your help, your child can learn to make some very important, very healthy changes in eating and activity habits.

Who are we talking about in the TLP chapters?

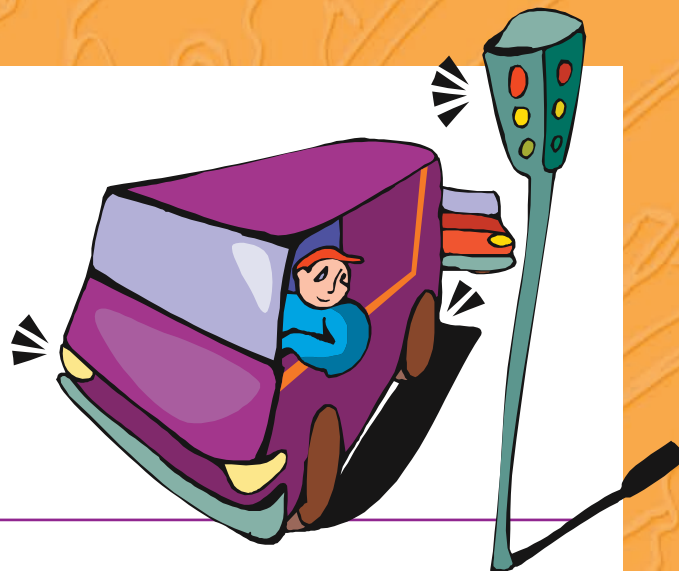
Everybody: women and men, girls and boys, but mostly you and your child. That's what we mean, even though sometimes we say "he," "him" or "his," and other times "she," "her" or "hers." We switch back and forth because it makes smoother reading than using "he/she," "him/her" or "his/hers." It's our way of including everyone and making the chapters easier to read. Bottom line: we're talking about you and your child all the time.

Who do we mean when we say "parent" in the TLP chapters?

You may be the child's parent. Or you may not be the parent. You may be the child's grandparent, aunt or uncle. You could be the child's guardian. That doesn't matter so much. We're talking more about what you do than who you are.

A child you care about is trying to deal with diabetes. The child is making big changes. She is trying to eat more healthy foods. She is trying to be more active. This can be hard work. The child needs help. You have promised to support the child. You are helping the child make these changes. Calling you a "parent" makes the chapters easier to read. It also describes your role. You are helping out like a parent would.

Preview of the Road Ahead



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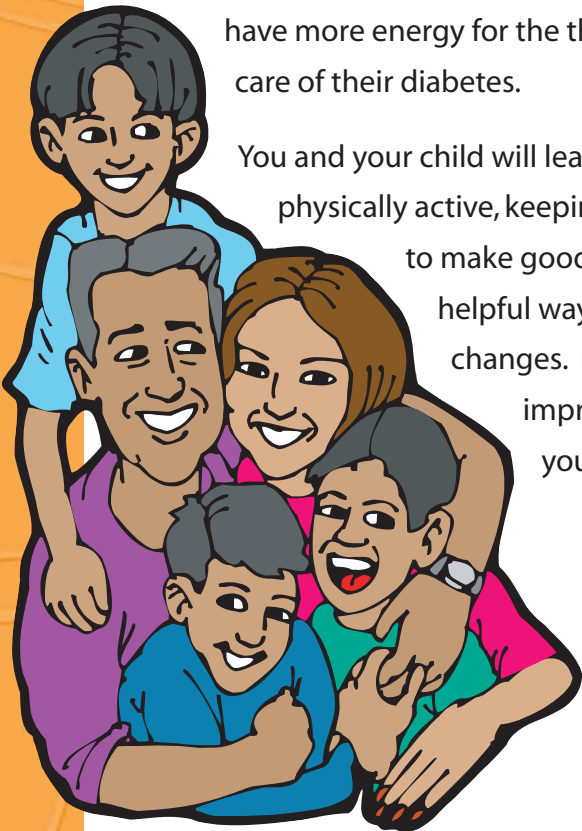
Chapter 1:

Introduction to the TODAY Lifestyle Program (TLP)

Welcome to the **TODAY Lifestyle Program for Youth with Type 2 Diabetes!** The TODAY Lifestyle Program (sometimes called “TLP”) can help you and your child make healthy lifestyle changes. These changes will include working to have a healthy weight, making better food choices, and becoming more physically active.

Changing the way you eat and getting more activity are called lifestyle changes. These changes are intended to be lifelong. Your child will be making these healthy changes, and we hope you will too. Lifestyle changes have helped many people lose weight, have more energy for the things they like to do, and take care of their diabetes.

You and your child will learn about nutrition, being physically active, keeping track of your habits, and how to make good choices. You will learn some helpful ways to help your child make these changes. Positive parenting methods can improve the way you interact with your child in other ways.



Things to do before your next meeting with your PAL:

- 🎯 Read and complete this chapter
- 🎯 Encourage your child to meet his or her goals

🎯 _____

Suggested

- 🎯 *Contact your primary care provider to set up an appointment so that you can make healthy lifestyle changes yourself*

Changing the way you eat and getting more activity are called lifestyle changes.

How the TODAY Lifestyle Program will help your child

The TLP has a very important goal—to help your child learn how to take care of diabetes.

Although there is no cure for diabetes, your child can take care of their diabetes by making healthy lifestyle changes. To do this, your child will need to:

- ▶ lose weight
- ▶ eat healthy foods
- ▶ increase the amount of physical activity each day

Doing these things will help to keep the level of blood sugar in your child's blood near normal. This is what we mean by taking care of diabetes. It's really controlling blood sugar levels. Other kids have learned to take care of their diabetes by doing these things. Your child can also.

To lose weight, eat healthier foods, and increase physical activity, you and your child will need to learn some new information. Most importantly, your child will also need to understand his or her own habits, make healthy lifestyle choices, and practice doing these things.

Your active participation is very important.



How will my participation help my child? It's my child who needs to change some habits.

Your active participation is very important. What you say and what you do can have a very powerful effect on your child. It can make all the difference in the world.

Parents often have more power than they think. In fact, the choices you make may be even more important than those your child makes. Why? Because your decisions powerfully influence the decisions your child will make.

Many parents feel they do not have the influence they would like to have. We will teach you how to influence your child's decisions in ways that can improve your relationship with your child. You can strengthen your influence in positive ways.

In fact, your decisions will make the good choices your child makes just that much more powerful. That's because you will be working as a team. Working as a team makes everyone more effective.

Stop and think about this. It isn't your power so much as how you use it.



You need to use your parental authority to make sure that you, your child, and all the other members of your family are working as a team to take care of your child's diabetes. A team to make your child much healthier. A team to make you all much healthier.



How can I be involved?

There are two ways you can be a part of the TLP. Both ways will help your child lose weight and take care of his diabetes.

When your child was selected for the TLP, you agreed to participate at the basic level. The basic level of participation involves:

- ▶ coming with your child to weekly meetings with the Personal Activity/Nutrition Leader, or PAL
- ▶ meeting with your child every day
- ▶ encouraging your child
- ▶ making changes in some things you do at home
- ▶ learning some new parenting skills, like how to motivate your child

Your involvement at this level is essential for your child's success.

You can also get more involved by making healthy lifestyle changes yourself. We strongly recommend this choice! Your full participation will be more powerful than just doing what is required. Full participation involves:

- ▶ coming with your child to weekly meetings with the Personal Activity/Nutrition Leader, or PAL
- ▶ meeting with your child every day
- ▶ encouraging your child
- ▶ making changes in some things you do at home
- ▶ learning some new parenting skills, like how to motivate your child
- ▶ eating fewer calories
- ▶ eating fewer unhealthy foods and more healthy foods
- ▶ being more physically active
- ▶ being less sedentary

There are some very important reasons for making healthy lifestyle changes yourself. By making lifestyle changes yourself, you will be a model and an inspiration for your child.

And you will also help yourself.

If you are above a healthy weight range, you can lose weight. If you are in a healthy weight range, you can benefit by improving your eating and physical activity habits.

By making lifestyle changes yourself, you will be a model and an inspiration for your child.

Most importantly, you will be doing all you can to help your child—while helping yourself!

Your level of involvement is, of course, your decision.

But we would like to say, “Go for it!”



Some ways you can help your child

Listed below are some ways that you can help your child with this program. Can you think of things to add to the list? If so, write them in. The more ideas you and your child come up with, the better.

Support for Healthy Eating	Support for Physical Activity	Motivational Support
Plan healthy meals	Go on a family bike ride	Encourage your child
Serve healthy meals	Go for walks with your child	Praise your child for doing the right thing
Shop for healthy food	Walk the dog with your child	Encourage friends and family to support your child
Help your child plan healthy snacks	Go swimming with your child	Join your child in making healthy lifestyle changes
Don't bring junk food into the house	Go on a family outing to the YMCA	Make sure you have family meetings every day
Limit taking your child to fast food restaurants	Don't use bad weather as an excuse not to do physical activity	Encourage family members and friends to join you and your child in making lifestyle changes
Encourage other children to eat healthy too	Keep the television off unless there is a special show for your family to watch	
Don't allow eating outside of the kitchen	Keep sports equipment handy for your child	
Send healthy snacks with your child to school parties		
Don't give your child candy as a present for holidays		
Talk to other parents about foods that are healthy for your child		



Do I need permission to participate fully and make lifestyle changes myself?

Yes.

Before you begin to make your own lifestyle changes, we must receive permission from your primary care physician. Your PAL will be able to help you do this.

Throughout these chapters, you will see information about suggested activities and assignments for you to do. You may do these after you have received approval from your doctor.

Making lifestyle changes yourself will improve your health. It's a good thing to do. It will also make you a role model for your child.



What makes it so important for me to get so fully involved? I'm not so sure I really want to make all these changes myself.

It's true. You can help your child just by doing the things you already promised to do. Just by doing the basics.

But you can do a lot more if you become fully involved. Here are some questions to ask yourself before you decide not to get fully involved yourself.

What makes you hesitate? Is it that you think you don't need the program? Or are you concerned that making changes may be difficult? Are you worried that you might not succeed? How important are your reasons for not participating?

What message will **not participating** send to your child? What message will you send if you join your child in making changes?

How's your health? Could you stand to lose some weight? Would it make you healthier? Have you talked about it with your physician? What would your physician say about you participating in the weight-loss part of the program?

What would the impact be on your child if you don't fully participate? Or if you do? If you fully participate in making healthy lifestyle changes, your child will probably do a lot better. You will be serving as a model for your child. Your child will be able to learn from you, both from what you do and your determination to do it.

There are benefits just for you as well. Getting more physical activity, being less sedentary, and eating healthier can give you more energy. It

will help your body work better. Improve how you feel about your body. Improve your mood. And improve your general health. This could be something you do for yourself as well as your child.

Do you want others in your family to make healthy lifestyle changes? Would they be helped by healthier eating habits? By being more physically active?

Your chances of getting your whole family involved will be much greater if they see you making changes yourself.

In fact, the strongest support your child can have would be for you to get your entire family involved. If you can get your family acting like a team, your child will find it much easier to make these healthy lifestyle changes.

Think about these questions before you decide whether or not to participate. Talk it over with your physician, with your child, and with the rest of your family.



Your goals - for yourself and for your child

List some good things you want to happen by being in this program.

For your child:

For yourself:

Have you decided to make healthy lifestyles changes yourself?

Yes ___ No ___

Tell your child and the PAL about your decision. Explain why you made it.

Your child will be making a similar list. Explain to your child about why your goals are important to you. Then talk about why your child's goals are important to him or her.

Be sure to show the goals to your child's PAL at your first meeting.

Put this list where you can see it every day. This will remind you of what you are working to achieve. Encourage your child to post his or her goals where they can serve as reminders.

Meeting these goals will not be easy. But it won't be as hard as you or your child might think. You will have help from your child's PAL, other family members, and friends. Your child will have help from those people as well as extra support from you. We will teach you how to support your child.



What's the link between lifestyle and diabetes?

Some facts are clear.

A lifestyle of unhealthy eating habits and not getting enough physical activity causes many people to become overweight. This unhealthy lifestyle can also cause some people to develop diabetes. It may have been one of the things that contributed to your child's diabetes.

We can't say for sure why you or your child is overweight. There is one sure way to lose weight. That's to eat healthy and get more physical activity every day.

As you know, there is no cure for diabetes. The good news is that making lifestyle changes will help you and your child lose weight and help take care of your child's diabetes.

How can my child manage diabetes?

There are 5 ways to manage diabetes:

- ▶ check blood sugar
- ▶ take diabetes medicines
- ▶ eat healthy food
- ▶ be physically active every day
- ▶ lose weight

Your child's Diabetes Educator has already taught your child the basics about how to check blood sugar and take diabetes medicines. Your child will continue to talk about these with the Diabetes Educator.

Your child's PAL will teach you and your child how to make lifestyle changes. These lifestyle changes—being more active and eating healthier foods—will help you both be healthier. And these changes also can improve your child's mood, how your child views his or her body, and how capable your child feels about being able to handle diabetes.

Lifestyle changes can help your child take care of his or her diabetes. Eating healthier foods and being more active can help keep your child's blood sugar levels within a normal range.



What goes wrong with a child with diabetes

Here are some things that can happen if your child doesn't take care of his or her diabetes. By changing unhealthy lifestyle habits, your child may be able to keep these bad things from happening.

On the list below, put a ✓ by some of the bad things your child has already experienced.

Your child may:

- ▶ feel faint ____
- ▶ have sores that do not heal ____
- ▶ be limited in what he or she can do ____
- ▶ sometimes get sick more often ____
- ▶ have to go to the bathroom a lot ____
- ▶ have infections that do not heal ____
- ▶ find that doing things is unpleasant or even painful ____
- ▶ not have the energy to play, work, or have fun ____
- ▶ feel tired, sleepy and thirsty because of high blood sugar levels ____
- ▶ develop other serious health problems ____



Why do some kids and adults gain too much weight?

Good question. It's really a matter of balance: energy balance.

Your body turns food into energy to grow or to power your body. Energy from food is measured in calories. If you do not use all the calories you eat, it gets stored as fat.

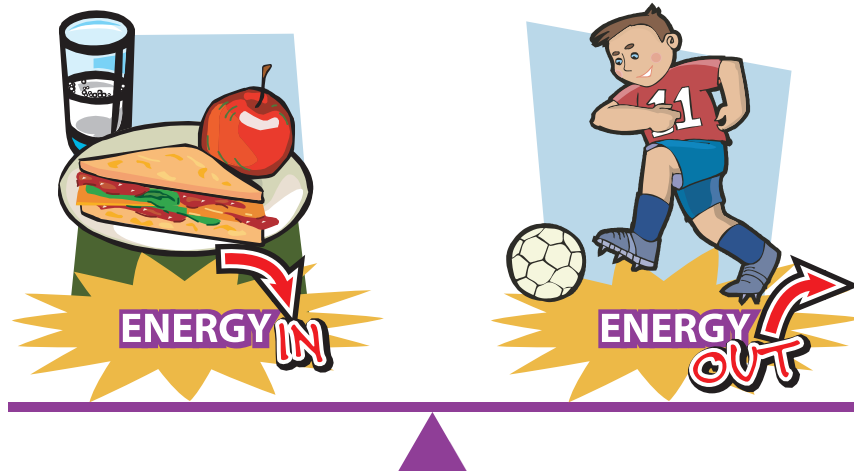
Your weight stays the same when the energy (calories) you eat equals the energy (calories) you use when doing activity. This is called "energy balance" because energy-in equals energy-out.

You gain weight when you eat more calories than you use.

You lose weight when you use up more calories than you eat.

There are two ways to tip the energy balance in your favor so that you and your child can lose weight. Doing these will also help manage diabetes.

One way is to eat fewer calories-less energy in.



The other way is to burn up more calories by being more physically active than you have been-more energy burned up.

It's best to do both. Eat less food. Burn stored calories by being active.

This is simple to understand, but not always easy to do. We are here to help!

You lose weight when you use up more calories than you eat.



Is it just us?

You and your child are not alone in the struggle to lose weight. Many of us have gained too much recently. There are several reasons why Americans are heavier than ever.

For one, people are less active. Labor-saving machines, like cars, power lawn mowers and escalators, make it less necessary to be active. Television, movies and computers encourage sitting instead of being active. Sitting around uses up less energy than being active. The combination of more sitting and less activity means that many of us gain weight.

At the same time, there is more food—and more rich food—around. By rich, we mean foods full of fats and calories—but not much that is good for us. Grocery stores stock more of this food than ever. Clever ads encourage us to eat at fast food restaurants. They try to persuade us that we need more food than we do. “Super-size everything,” we’re told.

Of course, we’re not told that fast foods are usually rich foods.

With so much rich, fattening food around and fewer and fewer ways to get physical activity every day, it takes real determination not to gain weight. Gaining too much weight seems to happen before you know it.

But there’s good news.

You and your child are in a special program that can help you both lose weight and be healthier.

Did you know that this program was developed by some of the leading medical experts in the country? They know all about being healthy, losing weight, and taking care of diabetes.

Stick with the program and you may be one of the few people you know who successfully loses weight. What’s more, you will learn how to keep it off!

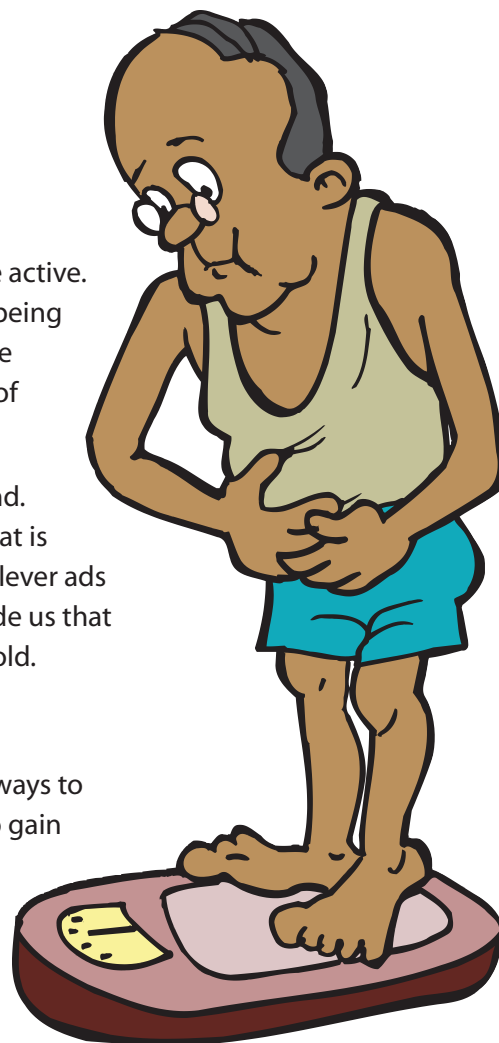


Will we be on a special diet?

No. A lifestyle change is not a “diet.” We will not put you or your child on a special diet.

Our goal is not just to help your child lose weight. It is to change your and your child’s eating habits.

Some people do use fad diets, skip meals, eat only special foods, take medications, or do too much physical activity in order to lose weight.



People do these things because they think they can lose a lot of weight fast.

This type of dieting isn't healthy and doesn't work.

People who go on diets like this gain back the weight they lost after they end their diet. They can't keep the weight off because they haven't changed their eating and activity habits.

This type of dieting is like holding your breath and swimming under water. You can't hold your breath underwater forever, and you can't diet forever. We call these extreme approaches to losing weight "crash diets."

We are going to help you and your child change your eating and your activity habits. This is why we call it a "lifestyle" change.



What's a lifestyle change? Is that just another name for diet?

Not at all.

This program is not a diet program.

You will change the "style" or way in which you live your life. This means you will be making changes in the ways you eat and how active you are. This will make you healthier. We also think you will learn new ways to enjoy life.

By eating healthier meals and snacks, you can feel full but actually lose weight.

Amazing! This is because you will actually eat fewer calories than before.

Eating fewer calories will tip the energy balance in your favor, and you will lose weight. By eating a variety of healthy foods and being more physically active, you will keep off the weight you lose.

You and your child will be taught to use the Traffic Light Eating Plan to make healthy food choices. This is not a "crash diet." It is a way of learning about foods that will help you make healthy changes in your eating for life.

The weight you and your child lose may seem small, but it will be steady. It will add up. And you will keep it off.

In general, children are expected to lose about 1 pound a week. Adults could lose 1-2 pounds a week.

We **don't** want you or your child to lose 5 or 10 pounds in two weeks by an intense crash diet.

We want you and your child to lose weight gradually over the course of 6 months by changing your lifestyle. Losing weight this way will help you and your child develop healthy habits that will continue to work for the rest of your lives. That's why we call it a "healthy lifestyle change."



What makes lifestyle change difficult?

You may think that it is too hard to make these lifestyle changes and are asking, "Why should I try?"

Here are some of the reasons people have for not making changes. Do you know other reasons for not making changes? Write those down too. Check off the ones that apply to you or your child.

You	Your child	
		It's hard.
		I don't really care.
		I don't know how.
		I like food too much.
		I don't like physical activity.
		It takes too much effort.
		I don't understand why I should.
		I don't want to give up my favorite foods.
		I don't want to take the time to read food labels.
		I don't have support from family or friends.
		I'm too self-conscious about my body to do physical activity.
		I don't want to take the time to measure food sizes.
		I don't want to get my hair messed up by exercising.
		My friends might make fun of me for eating different foods.
		I eat a lot of meals at restaurants with my friends, and I can't find healthy foods to eat.

Understanding the TLP

Let's take a look at 5 parts of the TLP.

- ▶ Family meetings
- ▶ Meeting with your PAL
- ▶ Your TLP Chapters
- ▶ Keeping track of your habits
- ▶ Assignments

1

Family Meetings

We want you to try to meet every day with your child for a short time. This family meeting will help to make you a team. It gives you a chance to find out what your child is doing so you can offer advice and encouragement. Family meetings should be pleasant. They can be a special time that your child looks forward to.

If other members of your family have decided to make healthy lifestyle changes, you should also meet with them. Usually you will meet with each child alone. Sometimes, however, you may want to meet with the entire family. For example, you may want everyone there when you are planning healthy meals for the week.

Tips on having a good family meeting

- ▶ Meet in a quiet place, without a TV or radio. Pick a place you can be alone and where your child feels comfortable.



WHAT'S IMPORTANT TO ME?

Here are some of the reasons people *want* to lose weight.

Put a check by the ones that are most important to you.

Health

to live longer

to feel and be healthier

to manage my diabetes

Sports/Ability

to be better at sports

to have more energy

to be able to do more things

Appearance

to look better

to be stronger

to fit into my clothes

Relationships

to not feel self-conscious

to make my family proud

to feel better about myself

Are there other reasons why *you* want to lose weight? Write these personal reasons on the lines below.

Put a check by the ones that are most important to you.

Because these are your reasons, they are very important. Share them with your child at a family meeting and with your child's PAL.

Your child is also writing down his or her reasons for making lifestyle changes. Discuss them with your child at a family meeting. Your child will share them with the PAL at the next meeting.

Tear out this page and post it where you can see it every day. It will remind you of what's important to you. Also, every time you look at it, take a moment to feel good about your decision to do all you can to help yourself and your child.



This family meeting will help to make you a team.

- ▶ Meet at the same time and in the same place every day. After dinner is often best. Things are usually calmer, and what happened that day will be easier for your child to remember.
- ▶ Keep the meeting short, usually 5-10 minutes, unless you are doing a special activity like planning meal menus or making a shopping list.
- ▶ Make sure you go over your child's Lifestyle Log every time. Sign the log after you have talked about it.
- ▶ Go over activities and review questions in your child's chapter. Explain things that your child is having difficulty understanding. Help out if your child is finding it hard to do the activities.
- ▶ Ask if your child has any questions. Do your best to answer them. Write down questions you are not sure about so you can ask the PAL.
- ▶ Talk about any problems your child is having in meeting personal goals. Try to solve problems and encourage.
- ▶ Listen to any feelings that are bothering your child.
- ▶ Be positive. Give lots of praise. Making lifestyle changes can be difficult. It's important to encourage your child. Don't nag or criticize. Try to think of at least one thing you can praise your child for each day. For example: keeping good food records, not having to be reminded to record food or activity, eating healthy foods, being more active, or doing assignments in the chapter.
- ▶ Make plans for any special activities, like shopping for healthy foods or getting physical activity.
- ▶ Thank your child for meeting with you.

When would be a good time to meet? _____

What do you think will be most important for you to keep in mind in order to have good family meetings?

2

Meeting with your PAL

Your child has a special coach—called a PAL—to help your family make changes in eating behaviors and daily activities. This PAL has been specially trained to help you.

During the next 6 months, you and your child will meet for about an hour with your PAL each week. During the second 6 months, you will

meet every other week with your child's PAL. On the other weeks your child's PAL will talk with you and your family by phone. After the first year, you will meet once a month with your child's PAL. You can also talk by phone between meetings as needed.

Your child's PAL will teach, coach, and encourage your child. Your child's PAL is also trained to help you reach your goals. Here are some of the things that you will be doing at meetings with the PAL.

Checking weight

Your child's weight will be checked at the beginning of each meeting. If you plan to participate in your own lifestyle changes, your weight will also be recorded at the beginning of each session. You and your child will be taught how to keep a record of your weight. This will help you see the progress you are making.

Have you thought about whether you would like to lose weight? _____

How much weight would you like to lose? _____

How much weight do you think you could lose easily? _____

How much would you like to weigh? _____

Your child meeting alone with the PAL

After your weight is checked, your child will meet first with the PAL. They will go over how your child has managed his or her eating and physical activity over the previous week. They will also go over the work your child has done in the chapter. Your child can talk to the PAL about any questions, thoughts, or feelings he or she has about the program.

Getting started on your TLP chapter

While your child meets with the PAL, you can read ahead. You can work on the activities in the next chapter. We ask that parents read each chapter and complete the exercises and review questions.

You meet with your child's PAL

Your PAL will review your assignments and give you tips about how to help your child meet his or her goals. Information that is only important to parents will be discussed during this session. If you chose to make changes in your eating and activity behaviors, the PAL will also coach you.

Meeting together with your child and your child's PAL

You and your child will meet with your PAL together. First you will identify the goals that you met and talk about what you did that helped you meet your goals. Knowing what works makes it easier to keep doing it.

Then you will review any problems that came up in meeting your goals

from last week. You and your child will use this time to decide how to handle these issues in the future.

At the end of the meeting your PAL will introduce the topic for next week and give you and your child assignments for next week.

Your TLP Chapters

You and your child will each have TLP chapters. You and your child will be assigned a chapter to read before each meeting with your child's PAL.



How do the TLP chapters work?

- ▶ Each chapter gives important information you need to know. Your child's chapter is focused on changing eating and activity habits. It has lots of activities in it, including family activities. Your chapter gives you positive parenting information.
- ▶ Assignments for the next week are at the beginning of every chapter. This is a good reminder.
- ▶ Activities are included whenever new information is presented. These activities will help you and your child learn the new information more easily.
- ▶ Helpful charts and lists are included so that you can easily check about types of food. Some of the information about food is very detailed, but the charts will help you quickly find what you need.
- ▶ Review questions are included at the end of each chapter. These questions will help you be sure you know what is needed to make healthy choices.

It's best if you and your child read the assigned TLP chapters as soon as you can after meeting with your PAL. That way what the PAL tells you about the chapter will be fresh in your mind and things will be easier to understand. It's also important to read it as soon as you can because there are many activities in the chapter that you will need to do before next week.

Keeping Track



To help your child learn more about eating and activity habits, your child will keep track of them in a little book called a Lifestyle Log. Your child will also record other things that we will describe in more detail as they come up.

Keeping records will help you and your child learn more about your and your child's choices. You will see what changes you want to make and how your new habits are helping you meet your goals.

There are spaces for you to put your initials in your child's log to show you had a family meeting with your child and that you looked over your child's Lifestyle Log every day.

If you chose to make lifestyle changes with your child, you will also keep track of your eating and activity habits in your own Lifestyle Log. You will find out more about the Lifestyle Log after you meet with your PAL.

Although there is no cure for diabetes, your child can learn to manage diabetes.



Assignments

Every week you will be asked to do some things to help your child lose weight and deal with diabetes. In the process you will help yourself become healthier.

What have you learned from this chapter?

Although there is no cure for diabetes, your child can learn to manage diabetes.

You can help your child do this. There are 5 ways your child can manage diabetes: checking blood sugar regularly, taking diabetes medicines, eating healthy foods, being more physically active, and losing weight.

In this program you will concentrate on improving eating habits and being more active. These "lifestyle changes" will help manage diabetes. They will also help you and your child lose weight.

You have also learned about energy balance. Eating more calories than you burn up by being active leads to weight gain. Eating fewer calories than you burn leads to weight loss. Eating the same number of calories as you burn results in no weight change. Since you and your child want to lose weight, you need to eat fewer calories and burn up more calories by being active.

Your child will begin making lifestyle changes by changing eating habits. Later your child will begin to be more physically active. An important part of making lifestyle changes is to get support from your family and friends.

Having family meetings with your child every day will help your child make changes. These family meetings are very important. This is a time to teach, coach, and encourage your child. It's a great way of keeping your child on track.

One of the best things you can do would be to join your child in making lifestyle changes yourself. We suggest you see your doctor and get permission as soon as you can.

Here's how you can help your child:

- ▶ Participate in family meetings every day.
- ▶ Complete the reading, activities, and review questions in your chapter.
- ▶ Do special jobs. Sometimes you and your child will be given special assignments that will help you learn new information or manage diabetes even better. For example, you and your child may be asked to plan healthy meals or buy more healthy foods.

Here's how you can help yourself:

- ▶ Participate with your child. Make healthy lifestyle changes in your own eating and activity habits as well.

REVIEW

1. Which are ways your child can take care of diabetes?
 - A. Losing weight
 - B. Increasing amount of physical activity
 - C. Eating a healthier diet
 - D. All of the above
2. Your decisions as a parent _____.
 - A. Powerfully influence the decisions your child will make
 - B. Have no effect on the decisions your child will make
 - C. Have little effect on the decisions your child will make
 - D. Do not matter to your child one way or the other
3. Which is a way you can help your child with this program?
 - A. Tell your child to eat RED snacks
 - B. Take your dog for walks
 - C. Praise your child for doing the right things
 - D. Remind your child to take care of his diabetes on his own
4. A good way for your child to lose weight is to _____.
 - A. Go on a special diet that only allows special foods
 - B. Make healthy changes in diet and physical activity that will last a lifetime
 - C. Do a very large amount of physical activity
 - D. Skip meals
5. When having your family meetings, which should you do?
 - A. Make sure your child brings all her materials to the meeting
 - B. Ask your child to bring up any problems she is having
 - C. Meet at the same time and same place every day
 - D. All of the above

Please write any questions you have for your PAL in the space below.

Answers:
1. D 2. A 3. C 4. B 5. D

Chapter 2:

Keeping Track

Here's what you learned about in Chapter 1:

- ▶ Although there is no cure for diabetes, your child can learn to take care of his or her diabetes.
- ▶ You can help your child do this. There are several ways your child can manage diabetes: checking blood sugar regularly, taking diabetes medicines, eating healthy food, being more physically active, and losing weight.
- ▶ In this program you will concentrate on improving eating habits and being more active. These "lifestyle changes" will help manage diabetes. They will also help you and your child lose weight.
- ▶ You also learned about energy balance. Eating more calories than you burn up by being active leads to weight gain. Eating fewer calories than you burn leads to weight loss. Eating the same number of calories as you burn results in no weight change. Since you and your child want to lose weight, you need to eat fewer calories and burn up more calories by being active.
- ▶ Your child will begin making lifestyle changes by changing eating habits. Later, your child will begin to be more physically active. An important part of making lifestyle changes is to get support from your family and friends. Having family meetings with your child every day will help your child make changes. This is a time to teach, coach, and encourage your child. It's a great way of keeping your child on track.
- ▶ One of the best things you can do would be to join your child and make lifestyle changes yourself. We suggest you see your doctor and get permission as soon as you can.



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals

⊙ _____
⊙ _____

Suggested

- ⊙ *Record food, drinks, and calories in your Lifestyle Log*

Here's what you will learn about in this chapter:

- ▶ 4 important lifestyle changes that will help you and your child lose weight
- ▶ How to keep track of eating behaviors
- ▶ How to keep track of your weight and your child's weight



Having a family meeting every day is very important.

Being overweight is not healthy. It also makes diabetes control worse.

Many children with diabetes have unhealthy eating and activity habits. This makes them overweight. It also makes their diabetes control worse. You and your child can change those habits by working together. This will help your child lose weight and be healthier. To do so, your child will need to change some eating and activity habits. It will be even better for both you and your child if you make these healthy lifestyle changes too.

4 Important Lifestyle Changes

The TLP will help you and your child make 4 important lifestyle changes. Lifestyle changes are not crash diets nor short-term efforts. They are lifelong habits. These lifestyle changes will help your child lose weight, manage diabetes, and live a healthier life.

Making these lifestyle changes will also help **you** lose weight, if necessary, and live a healthier life.

1 Eat fewer calories

To lose weight, your child should eat 1200-1500 calories per day.

The energy you eat and the energy that helps your body be active is measured in calories. Right now your child is probably eating too many calories. Some young people eat much more than they can burn off in movement and activity. Since the amount they eat is more than the amount they burn, the extra calories get stored in their bodies as fat.

Being overweight is not healthy. It also makes diabetes control worse. The TLP will help your child lose weight and manage diabetes. One way to do this is to eat fewer calories. The program will teach your child how to do this.

If you want to lose weight, you should also eat fewer calories per day.

2 Eat fewer unhealthy foods and more healthy foods

People often eat foods that are too high in calories and too low in nutritional value. Because these foods have a lot of fat or sugar in them, they do not help your body grow in healthy ways. Eating too many calories can contribute to diabetes and cause you and your child to gain a lot of weight. These are called RED foods to warn your child to stop and think before eating them.

The TLP will teach you and your child how to limit unhealthy foods. It will also teach you how to switch to foods that are healthier. These are called GREEN foods because it's safe to go ahead and eat them.

3

Be more physically active

The more active you are, the more calories you use. Using up calories by getting physical activity helps you lose weight and have more energy. It also helps your child manage his or her diabetes. Later you and your child will begin to keep track of physical activity. Then your child—and possibly you—will begin to be more active.

Can you guess how many hours your child is physically active every week? _____

Can you guess how many hours you are physically active every week? _____

You will see how close your guesses are when you start recording physical activity in a few weeks!

4

Be less sedentary

Many people spend too much time sitting around watching television or playing video games rather than being active. This type of “sitting around” behavior is called “sedentary.” In the TLP, sedentary behavior is called “RED activity” and being physically active is called “GREEN activity.”

Being active burns calories and helps your child manage diabetes. Too much sitting around allows the calories you eat to turn to fat. Some sitting is necessary. Your child needs to sit at school, at family meals, and when doing homework. But being sedentary for too long every day is unhealthy.

The TLP will teach your child ways to be less sedentary.

Being active burns calories and helps your child manage diabetes.

PARENTS ASK:

What should I do about my child’s TLP chapters?

Basically, make sure that your child is reading them and doing the activities. Encourage your child to get started early in the week. There’s too much to read and do if your child puts it off.

Parents find it useful to have their children show them the activities they have done every day. This gives you a chance to see what your child is learning. It also gives you a chance to help if your child is stuck.

We give you a few sample activities in your chapter, but not all of them.

Go over all your child’s activities at your family meeting. Some of the activities in your child’s chapters involve you. For example, planning

healthy menus or making contracts about support cannot be done without your help. These are called “Family Activities” in your TLP chapter.

If your child is having difficulty understanding something like the Food Reference Guide, take time to explain it.

One last thing about your child’s chapter. Going over it gives you more things to praise.

Tell your child you are proud of the way she is keeping up with things, doing physical activities, or learning so much about how to be healthy.

Remember, kids never get too much praise for doing the right things!

Get started by keeping track of eating habits

All 4 of these lifestyle changes are important. It’s hard to change everything all at once. First we will focus on changing eating habits. We will teach you and your child how to eat fewer calories by eating fewer unhealthy foods. Later your child will work on being more physically active. To get clear about your habits, you need to observe and keep track of them.



What’s the most difficult change?

Mark the column of the lifestyle change that you think will be most difficult for you to make. Then mark the change that you think will be easiest for you to make. Then explain why.

Lifestyle Change	Hardest	Easiest	Why
eating fewer calories			
eating more healthy foods and less RED foods			
being more physically active doing GREEN activities			
doing less RED (sitting) activities			

Your child has also filled out a chart like this. Talk about what you and your child wrote down at your family meeting. Show these charts to the PAL. The PAL may have suggestions for how to deal with what is most difficult.

Look for things to praise and look for things to change.

How do we use the Lifestyle Log?

Go over your child's Log at every family meeting. Encourage your child to do a good job of recording. You may have to help your child learn to use the Lifestyle Log. Here's what to tell your child.

First, check the day of the week and write the date. For the next few weeks, you will be writing down what you eat and drink by filling out the four spaces called: Time, Food, Amount, and Calories. Later you will record the type of food you eat.

In the Time column, keep track of the time of day you eat. This is important information because it will help you see there are times when habits occur more often than other times, like eating potato chips every day at 3 P.M. Once you see these patterns, it is easier to change them.

Write down everything you eat and drink in the Food column, including any snacks.

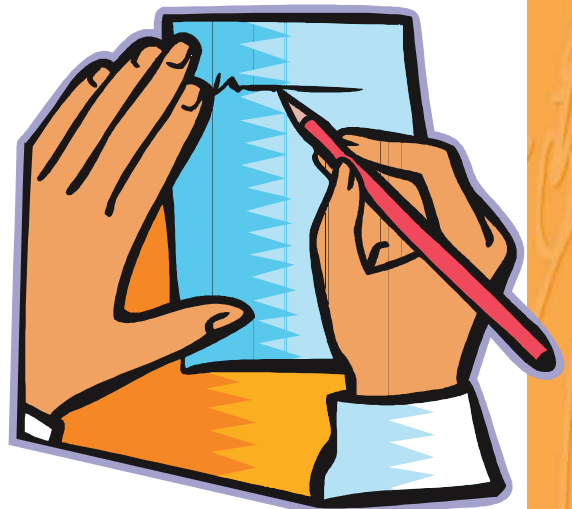
Mark the number of portions you have in the Amount column. For example, if you have two pieces of pie, write down "2." If you aren't sure how much food makes one portion, go ahead and guess.

Then write down the number of calories you ate. Use the Food Reference Guide to help you.

When writing in your Lifestyle Log, spelling is not important. When writing in your Log, it is more important to be accurate. Don't be afraid to guess now, but measure portions after you are taught. It is important to be complete. Include everything you eat and drink.

Food Reference Guide

The Food Reference Guide (FRG) is a group of charts that gives you important information about almost any food you might want to eat. Foods are listed according to their group in the Diabetes Food Guide Pyramid. You can use it to look up how many calories are in a portion. A portion is the size of a regular serving. A serving size is the amount you are supposed to eat of each food.



This is a good example of what your child's Lifestyle Log should look like.

Name: Alicia

Date: 9/7/2003

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Food Monitoring: Fill in as much information as you can

Time	Food	Amount	Calories	RED servings
7:30 am	bagel	1	320	
	butter	1 teaspoon	35	
	Grapefruit (large)	½	50	
	milk (2%)	2 cups	240	
11 am	corn chips	1 oz.	155	
	Pop/soda	1 can	200	

Alicia did a good job. She recorded everything she ate for breakfast and her snack. She tried to be as specific as possible about everything. She listed the butter she put on her bagel. She listed the type of milk she drank. She even listed the calories.

PARENTS ASK:

What should I do when I look over my child's Lifestyle Log?

In general, there are two things you should do. Look for things to praise and look for things to change.

Start by finding things to praise. This will make your child feel good. It will also make your child want to do more things to earn your praise.

Probably the first thing you can do is praise your child for writing things down in her Log. Let her know how important it is and how proud of her you are.

Encourage your child to record everything she eats and drinks. It will be so much easier if she carries it with her so she can write down everything right away.

Ask if she has had any problems keeping track today. If she has, talk about them and encourage her to keep trying. Does she need help recording calories? Does she need help with the Food Reference Guide?

After stressing the positive, ask what your child has learned by keeping

the Lifestyle Log today. Is there something she might like to change? Anything she might like to do which will improve her eating habits? Do you have any suggestions?

Keeping track makes the choices clear.

Becoming aware helps you change

You will be able to see how close your guesses are to what really happens by keeping track of these eating habits.

Being aware of what you eat is the first step in learning to eat healthier.

Remember, lifestyle changes take time and practice. Don't expect you or your child to make changes all at once. Taking one step at a time is the best way to reach your goals of losing weight and improving your health.

Your Habits

Do you think you have any unhealthy eating habits? ____

What are they?

Would you like to change these unhealthy eating habits? ____

What are your healthy eating habits?

Your child's habits

Do you think your child has any unhealthy eating habits? ____

What are they?

What are your child's healthy eating habits?



Why is keeping track so important?

You and your child are about to change some habits you have had for a long time. Habits like how you shop for food, how fast you eat, how much you eat, where and when you eat, and what foods you eat.

But before you or your child begin to make these changes, you need to be clear about what you need to change.

Everyone is different. You may have some very good eating habits. You may also have some poor eating habits.

Keeping track of everything you eat or drink may seem like a lot to ask of a child—or even a parent. It doesn't take a lot of time, but it does require being careful. Actually it takes more time in the beginning to learn. Then it takes less time. After a week or so, keeping track becomes routine.

Keeping an accurate food log is worth the effort. The whole business of changing habits begins with knowing what those habits are. Otherwise, it's too easy to fool ourselves.

Writing things down will help your child see exactly what the healthy and unhealthy eating choices are. Writing down the time also makes clear what the circumstances are. Your child may be eating healthy meals at home and filling up on junk foods at school or while watching television.

Keeping track makes the choices clear.

When all this is clear, when it's down in black and white, you, your child, and the PAL can begin making plans to change things, one step at a time.

The TLP is a proven program. It's not just one person's idea. A team of some of the nation's leading experts put the TLP together.

These experts have found that the people who do the best job keeping track of their eating habits do the best job of changing them. They do the best job of losing weight. The best job of keeping it off.

In fact, how well people keep track is the best way to predict success, they say.

So, keeping track may take time to learn. It may take patience, but it's the key to success. That's what the experts say. Be sure you explain this to your child.

Your child needs a lot of support to make changes that are difficult.

You will also need to make sure that you have made your home a healthier environment.

Keeping your weight graphs



People who weigh themselves and keep track of changes tend to have better long-term success at weight loss.

Your PAL will check your child's weight at every session. Your PAL will also check your weight at each session if you fully participate as we hope you will. But you and your child should also keep track of your weight at home. You will keep track of your weight on a weight graph. This is a sheet of paper that your PAL will give you where you can write down your weight each week. Look it over. See if you understand how to use it. If so, go over the process with your child. If not, ask your PAL for help.

How to use your weight graph:

- 1) Weigh yourself every week.
- 2) Weigh yourself on the same day and at the same time every week. You can do this first thing in the morning or right before you go to bed.
- 3) Put a dot on your weight graph next to the number that is your weight for the week.
- 4) Connect the dots on your weight graph after a few weeks in the program. See if your weight goes down, up, or up and down.
 - ▶ If your line is going down, that means that you are losing weight.
 - ▶ If your line is going up, that means that you are gaining weight.
 - ▶ If your line goes up and down, it means that you gained weight on some weeks and lost weight on other weeks, so your weight for those weeks probably stayed about the same.



Fill in the blanks below to plot your weight goals.

- Starting weight _____
- Weight goal at 4 weeks _____
- Weight goal at 8 weeks _____
- Weight goal at 12 weeks _____
- Weight goal at 16 weeks _____
- Weight goal at 20 weeks _____
- Weight goal at 24 weeks _____

If it will help you keep track of them, you can mark these goals on a weight graph.

How would you feel if you lost 24 pounds in 6 months?

Do you think you can meet this goal?

- ___ Yes
- ___ Maybe
- ___ No

Why?

What have you learned from this chapter?

The TLP will help you and your child make 4 important lifestyle changes: *eating fewer calories, eating fewer unhealthy foods, being more physically active, and being less sedentary.* These lifestyle changes will help you and your child lose weight. They will help your child take care of his or her diabetes and live a healthier life.

Keeping track of your eating habits in the Lifestyle Log is the first step in making lifestyle changes. In fact, it may be the single most important thing your child learns to do. It is the basis of all the other changes your child will make. Be sure to go over your child's Log each day. Encourage and ask questions as you look at the Log. You also learned how to keep a weight graph.

Here's how you can help your child:

- ▶ Help your child keep a Lifestyle Log.
- ▶ Help your child use the weight graph.

Here's how you can help yourself:

- ▶ Keep your own Lifestyle Log.
- ▶ Keep track of your weight on a weight graph.

REVIEW

- The TLP will help you and your child make _____ major lifestyle changes.
 - Two
 - Three
 - Four
 - Five
- To lose weight, your child should eat between _____ calories per day.
 - 1000-1200
 - 1200-1500
 - 1500-2000
 - 2000-2500
- An example of sedentary behavior is:
 - Watching TV
 - Playing video games
 - Playing basketball
 - Both A and B
- Tiffany completed her Lifestyle Log. If she did it right, Tiffany learned _____.
 - What kinds of things she eats or drinks
 - How much she eats or drinks
 - The calories she eats or drinks
 - All of the above
- After Deborah connected the dots on her weight graph, she saw that the line was going down. This means that Deborah is _____.
 - Gaining weight
 - Staying about the same weight
 - Losing weight
 - Eating too many calories

Answers:
1. C 2. B 3. D 4. D 5. C

Please write any questions you have for your PAL in the space below.

Chapter 3:

Learning About Foods – What’s Healthy and What’s Not So Healthy

Here’s what you learned about in Chapter 2:

- ▶ The TODAY Lifestyle Program will help you and your child make 4 important lifestyle changes: eating fewer calories, eating fewer unhealthy foods, being more physically active, and being less sedentary. These lifestyle changes will help you and your child lose weight. They will help your child take care of his or her diabetes and live a healthier life.
- ▶ Keeping track of eating habits in the Lifestyle Log is the first step in making lifestyle changes. Keeping track may be the single most important thing your child learns to do. It is the basis of all the other changes your child will make. Be sure to go over your child’s Log each day. Encourage and ask questions as you do.
- ▶ You also learned to use a weight graph to help you keep track of your progress.



Here’s what you will learn about in this chapter:

- ▶ The Diabetes Food Guide Pyramid and different food groups
- ▶ The Food Reference Guide
- ▶ How to know how many foods to eat from each food group
- ▶ The Traffic Light Eating Plan
- ▶ RED, YELLOW, and GREEN foods
- ▶ How to encourage and help your child make healthy changes



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals

⊙ _____

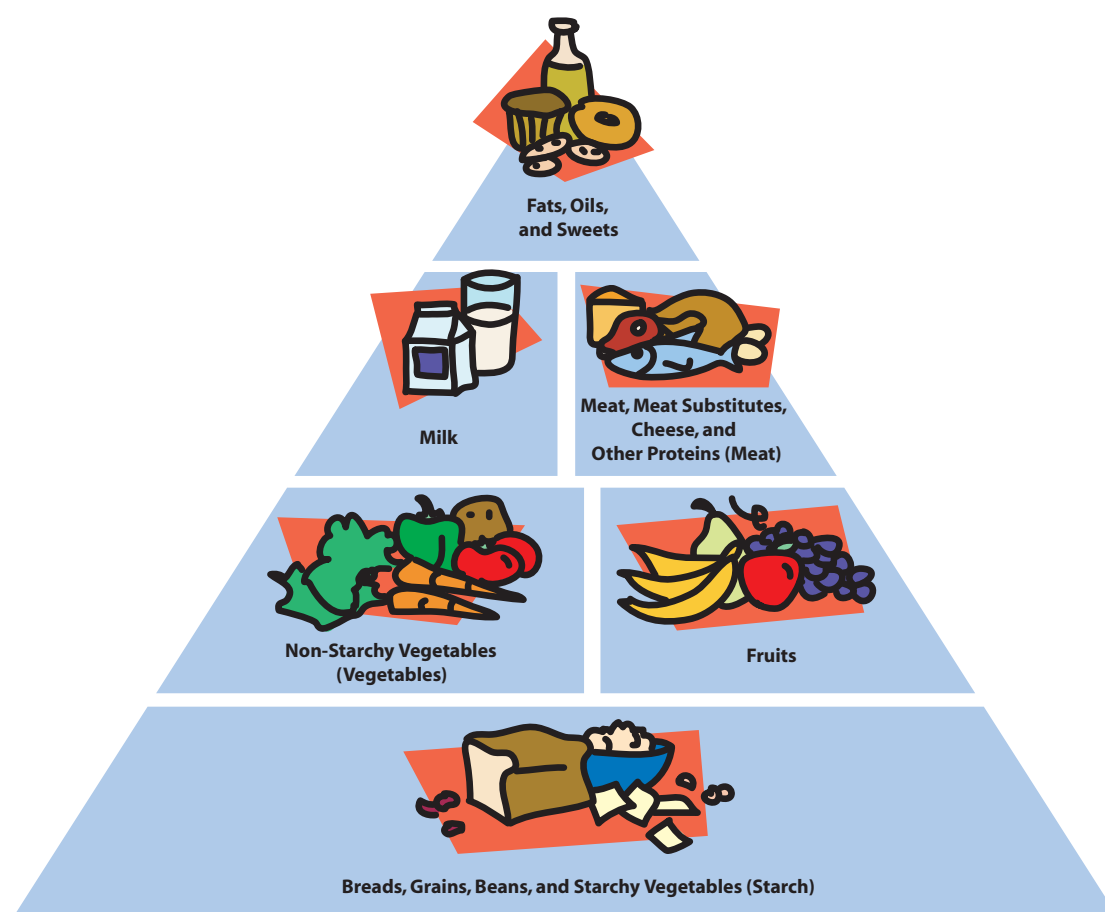
Suggested

- ⊙ Meet your weight goal _____
- ⊙ Complete your Lifestyle Log each day
- ⊙ Meet your calorie goal of 1200-1500 calories per day

The Diabetes Food Guide Pyramid

The Diabetes Food Guide Pyramid divides food into several basic groups. Some of the groups have long names. To make it simple, we will give you a short name for some of these groups.

- ▶ Bread, Grains, Beans, and Starchy Vegetables (Starch)
- ▶ Fruits
- ▶ Non-Starchy Vegetables (Vegetables)
- ▶ Meat, Meat Substitutes, Cheese, and Other Proteins (Meat)
- ▶ Milk
- ▶ Fats, Oils, and Sweets



The food groups are arranged in a pyramid to show you how many servings of each food to eat every day. The pyramid is bigger on the bottom and smaller on the top. This shows you that you need to eat more foods from the bottom of the pyramid and fewer from the top.

Foods from the bottom five food groups should be your first choice. They are foods that help your body grow and be strong.

Let's take a closer look at each of the food groups, starting at the bottom.

The Starch Group

The Starch Group on the bottom of the Diabetes Food Guide Pyramid is the biggest. You need to eat more servings from this group than from any other group, but if you eat too much of these foods they can still cause you to gain weight. Bagels, crackers, oatmeal, spaghetti, potatoes, baked beans, and taco shells are all in the Starch Group. Most of the foods in this group are made from grains, but it also includes starchy vegetables and beans. For example, starchy vegetables like corn and potatoes are in this group. The foods in the Starch Group come from plants. Some grains are ground into flour. The flour is used to make bread, crackers, and muffins. Sometimes we eat the grains whole, like rice.



- ▶ To lose weight, you and your child should at least eat 4½ servings from the Starch Group every day.

Fruits

Apples, kiwi, pineapples, strawberries, and watermelon are fruits. Foods in this group have vitamin A, vitamin C, and fiber. Your body needs these vitamins to help heal cuts and see in the dark. Your body needs fiber to help keep your digestive system working.



- ▶ To lose weight, you and your child should eat at least 2 servings of Fruits every day.

Vegetables

Broccoli, carrots, and zucchini are non-starchy vegetables. Vegetables have a lot of vitamins. Your body needs these vitamins for healthy skin, hair, and eyes. Every vegetable is a part of a plant. It could be the root, stem, leaf, flower, fruit, or seed.



- ▶ To lose weight, you and your child should eat at least 3 servings of Vegetables every day.

Meat

The Meat Group is made up of meat and meat substitutes. Turkey, steak, and fish are proteins. Eggs and cheese are also in this food group. Your

Write down some fruits you and your child like.

I like:

My child likes:

Write down some vegetables you and your child like.

I like:

My child likes:

body needs protein to build muscles and help you grow.



Most of the foods in this group come from animals. Some foods in this group, like tofu, come from plants.

- ▶ To lose weight, you and your child should eat 2 servings from the Meat Group every day.

Milk

Skim milk and yogurt are foods in the Milk Group. All of the foods from this group are made from milk. These foods have calcium. Your body needs calcium to build strong bones and teeth. Cheeses are in the protein group, not the milk group, because they provide protein and often substitute for meat or fish.



- ▶ To lose weight, you and your child should eat at least 2 servings from the Milk Group every day.

Fats, Oils, & Sweets

At the very top of the pyramid is the Fats, Oils, & Sweets Group. This group is the smallest. Soda, candy, butter, and mayonnaise are foods in this group.



These foods are full of fat, sugar, oil, and calories. Most have very little nutritional food value.

Most do not help your body to grow strong or healthy.

Eating too many of these fatty and sugary foods may keep you from eating enough foods from the other 5 food groups. Eating sweets can give you tooth decay. Our bodies need some fat, but most Americans eat too much. Eating too much fat and sugar can also make you gain weight. This makes your child's diabetes control worse. Eating fewer of these foods from the top of the Diabetes Food Guide Pyramid will help you reduce your calories.

- ▶ To lose weight, you and your child should eat very few servings from the Fats, Oils, & Sweets Group.



Getting to know food groups

Put each of these foods in the column that identifies their food group. Your child has a chart like this. Go over this activity with your child at a Family Meeting. Use the Food Reference Guide to check. This will help your child learn to use the Food Reference Guide to identify food groups.

Apple	Chicken	Fish	Potato Chips
Bagel	Cottage Cheese	Milk	Strawberry
Broccoli	Crackers	Spinach	Swiss cheese
Butter	Eggs	Pineapple	Yogurt
Candy			

Starch	Fruits	Vegetables	Meat	Milk	Fats, Oils, & Sweets

Using the Food Reference Guide

The Food Reference Guide (FRG) is a group of charts that gives you important information about almost any food you might want to eat. Foods are listed according to their group in the Diabetes Food Guide Pyramid. You can use it to look up how many calories are in a serving. It also tells you how large a regular serving of a food is. A serving size is the amount you are supposed to eat of each food. The serving size in the FRG may be a lot smaller than the amount of food you normally eat. Here are some examples:

Food	FRG Serving Size	Serving size typically eaten
bagel	1/4 bagel (1 oz)	1 bagel (4 oz)
Cereal (dry, unsweetened)	3/4 cup	1 to 1 1/2 cups
pasta	1/3 cup	1 to 2 cups

The Food Reference Guide makes it easy to see which foods are the most healthy. The color of the text tells you which color group that food is in. The color is really a code—a quick way of letting you know some important information. Some foods are coded RED. Others are GREEN or YELLOW. You will learn more about how this works later in this chapter.

Healthy Eating

Healthy eating means eating foods that are from each of the food groups and have lots of vitamins. It also means eating the right amount of food. Healthy eating is important for everybody. It is especially important for your child because eating well helps people manage diabetes. It also helps you lose weight.

Here's a handy list of how your child can use the Diabetes Food Guide Pyramid to eat healthy and lose weight. To lose weight, you and your child should eat this amount of food every day:

- ▶ **At least 4 1/2** servings from the Starch Group
- ▶ **At least 3** servings from the Vegetable Group
- ▶ **At least 2** servings from the Fruit Group
- ▶ **2** servings from the Meat Group
- ▶ **At least 2** servings from the Milk Group
- ▶ **very few** servings from the Fats, Oils, & Sweets Group

At some point, you may feel comfortable with your weight. You may not want to lose anymore. But you may want to continue healthy eating habits and maintain your weight. To maintain your weight and maintain your level of health, you should eat this amount of food every day:

- ▶ **6-11** servings from the Starch Group
- ▶ **3-5** servings from the Vegetable Group
- ▶ **2-4** servings from the Fruit Group
- ▶ **2-3** servings from the Meat Group
- ▶ **2-3** servings from the Milk Group
- ▶ **very few** servings from the Fats, Oils, & Sweets Group



How can I use the Lifestyle Log to help my child make changes?

Another good way to find things to praise is to compare what your child ate today with what she ate yesterday or last week. Go through the Log and look for these changes. Point them out and praise your child for making healthy changes.

A change could be small. Did your child eat one more fruit today, or one more vegetable? Did she change her snack from potato chips to carrots? Is her Log more accurate today than yesterday? Did she eat fewer calories today?

Ask if it was hard to make these changes. Give your child a chance to brag a little. Be sure to praise her for making the effort.

After stressing the positive, ask what your child has learned by keeping a daily log. Is there something she might like to change?

Get your child's ideas about making changes first. Only if she seems stuck should you offer some suggestions of your own. Make sure you have several ideas so that your child can choose the one she likes best. Nobody likes to feel like she is being ordered to do something.

On some days maybe nothing will change. On some days it may just be best to encourage your child to keep doing a new behavior until it becomes a healthy habit. After all, lifestyle changes come in small steps. The important thing is to keep moving forward.


The Traffic Light Eating Plan

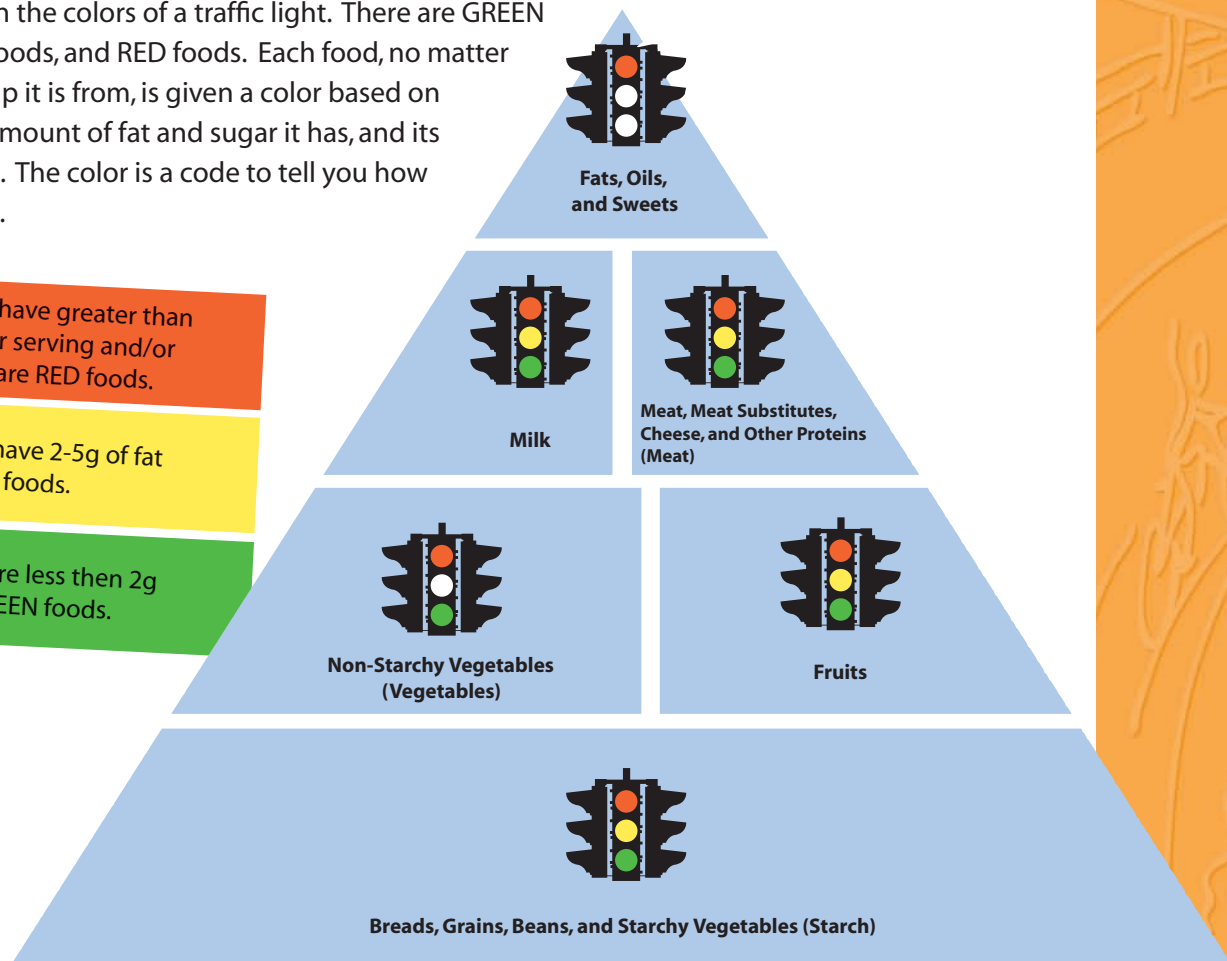
The TLP program uses the Traffic Light Eating Plan to help you and your child make good food choices. This will help you both lose weight. It will also help your child take care of his or her diabetes. The TLP Eating Plan uses the Diabetes Food Guide Pyramid and the Food Reference Guide (FRG).

In the TLP Eating Plan, each basic food group is broken down into food choices based on the colors of a traffic light. There are GREEN foods, YELLOW foods, and RED foods. Each food, no matter which food group it is from, is given a color based on its calories, the amount of fat and sugar it has, and its nutritional value. The color is a code to tell you how healthy a food is.

 Foods that have greater than 5g of fat per serving and/or high sugar are RED foods.

 Foods that have 2-5g of fat are YELLOW foods.

 Foods that are less than 2g of fat are GREEN foods.





GREEN Foods

Like the color on a traffic light, GREEN means go ahead when you want to eat these foods. GREEN foods have little or no fat or sugar. GREEN foods have fewer calories than other foods and are full of nutritional value. GREEN foods have less than 2 fat grams.

Foods in the GREEN group should be your **first choice** when choosing what to eat. Most fruits and vegetables are GREEN foods. There are also GREEN foods in the other food groups. Here are some examples of GREEN foods in the different food groups:

Starch Group	Fruit Group	Vegetable Group	Meat Group	Milk Group	Fats, Oils, & Sweets
Whole wheat bread	apples	broccoli	egg whites	soy milk	none
oatmeal	raspberries	carrots	Skinless chicken breast	milk, skim	none
popcorn	water-melon	cucumber	shrimp	yogurt, plain & non-fat	none

What are your favorite GREEN foods?



Write your favorite GREEN foods on the chart to the right. Use the Food Reference Guide to help you. The table of contents at the beginning of

the Food Reference Guide will tell you where to find each food group. Write down the ones that interest you. Your child is filling out a chart like this. Talk about these lists with your child at a family meeting.

Eating foods like these will help you and your child to be healthier.

Keep this list handy. It gives you a quick, easy way to choose healthy foods when you are planning meals or snacks.

PARENTS ASK:

What can I do to help my child do a better job of keeping track of what he eats?

One of the best ways to help your child is to do a good job of keeping track of your own eating habits. Show him what you are doing and explain why you think it is so important.

Unless you know exactly what your eating habits are, it's hard to improve them. Almost impossible really.

Ask your child what gets in the way when he doesn't do a good job keeping track. Is it that he doesn't think it's important? Does he forget to take his Lifestyle Log to school? Does he run out of time to do it? Does he get embarrassed recording his eating behavior when others are around? Is he discouraged? Or does he really not want to change his eating habits?

Don't assume you know what's wrong until you ask. Maybe more than one thing is getting in the way.

Then try to solve the problem. After you think you understand what's going wrong, ask your child if he has any ideas about how to deal with it. For example, if he doesn't have his Log with him, where else could he make a note of what he ate? He could always copy it into the Log later and add the calories.

It's OK to talk about problems you have keeping track as well. Tell your child how you are dealing with them.

Remember, you're a model—both for doing it and for how you are doing it. If you decide that keeping track is important to you, he's much more likely to keep track like you are.

One final thing.

Check back with your child. See how things are going. Don't be afraid to praise your child for making the effort and to adjust the plan if it isn't working as well as you'd like.

GREEN foods have fewer calories than other foods and are full of nutritional value.



YELLOW Foods

YELLOW means slow down, be careful when you want to eat these foods.

YELLOW foods usually have more calories and a little more fat or carbohydrates than GREEN foods. But they still provide you with important nutrition. YELLOW foods have 2-5 grams of fat in a serving. Some YELLOW foods are low in fat, but are YELLOW because they have a lot of carbohydrates, which can make your blood sugar levels go up.

YELLOW foods should be your **second choice** when choosing what to eat. Sometimes there is a GREEN food you can eat instead of a YELLOW one. For example, instead of eating low-fat popcorn (a YELLOW food), you could eat air-popped popcorn (a GREEN food). Other times a YELLOW food may be your best choice.

Here are some examples of YELLOW foods in different food groups:

Starch Group	Fruit Group	Vegetable Group	Meat Group	Milk Group	Fats, Oils, & Sweets
Animal crackers	Apple juice	none	salmon	milk, 1%	none
Triscuit crackers	dried fruits		Ham, lean roasted	yogurt, low-fat	
Corn					
Peas					
Potato					

What are your favorite YELLOW foods?



Can you add a few examples of YELLOW foods from different food groups to the chart? Your child has a chart like this. Go over your charts together at your Family Meeting. Use the Food Reference Guide to help you.

RED Foods

RED means stop and think before eating this food.

RED foods should be your **last choice**. RED foods are full of calories, sugar, or fat. RED foods have more than 5 grams of fat or are high in sugar. They do **not** help your body to stay strong or healthy.

Many of these RED foods are in the Fats, Oils, & Sweets group at the top of the Diabetes Food Guide Pyramid. However, RED foods can be found in ALL of the food groups.

Most people eat too many RED foods. It's best to eat no more than 3 servings of RED foods each day. It is better to eat GREEN and YELLOW foods. All candies, chips, and sweets are RED foods. Here are some other examples of RED foods and what food group they are in:

Muffin (Starch)	Regular granola (Starch)
French fries (Fats, Oils, & Sweets)	Butter (Fats, Oils, & Sweets)
Regular hotdogs (Meat)	Salad dressing (Fats, Oils, & Sweets)
Mayonnaise (Fats, Oils, & Sweets)	Cream cheese (Fats, Oils, & Sweets)
Fruit cocktail, canned in heavy syrup (Fruits)	Hawaiian punch (Fruits)

It is okay to eat these foods once in a while, but not too often. A little fat in food is necessary for your body. Too much fat is not healthy. Eating too many RED foods can also make you gain weight. If you stay away from these RED foods that have lots of fat, you can still get enough fat from the YELLOW foods you eat.



What are RED foods to avoid?



Your child was asked to make a list of some of the RED foods found in your home. Go over your child's list at a Family Meeting. Help your child identify other RED foods. Use the Food Reference Guide to help you. Add other RED foods to the list that your child has missed. What RED foods could you skip? Show this list to the PAL.

RED foods are full of calories, sugar, or fat.



What the traffic light colors show us about a food

Your child has a chart like this. Look in the Food Reference Guide for each type of milk listed in the chart below. Help your child fill in the TLP color and the calories for each type of milk.

Food	TLP Color	Calories
whole milk		
2% milk		
1% milk		
skim milk		



How much do we have to change to begin losing weight?

It may not be as much as you think.

Just by cutting out about 500 calories a day for a week, your child will lose 1 pound. This means your child will feel better.

If you cut 1000 calories a day, in a week you will lose 2 pounds!

How much food is this?

Your Food Reference Guide will show you exactly. So will Nutrition Facts labels.

Here are some examples to get you started. If your child cuts out one candy bar (about 260 calories) and two chicken fingers (245 calories) each day, he will eat about 500 fewer calories per day and will lose 1 pound in a week. Cutting out 2 cans of soda cuts about 300 calories.

Begin by cutting down on foods that are high in calories or eating smaller servings of them.





Your child is doing this same exercise. It will help you learn more about your eating habits. Use the chart below to write down what you had for breakfast today. Then use the Food Reference Guide (FRG) to fill in the blanks about serving size and calories. Go over your charts together.

Food	FRG Serving Size	FRG Calories	Serving Size You Ate	Calories You Ate

What does this show you about your breakfast? Write down what might be good changes you could make. For example, if you changed a regular-sized muffin (450 calories) for 1 piece of white toast (80 calories), you would cut your calories by 370! That's a lot. Even if you buttered (35 calories) your toast, you would still cut your calories by 335!

I could change _____ for _____. This would cut my calories by _____.

I could change _____ for _____. This would cut my calories by _____.

I could change _____ for _____. This would cut my calories by _____.

I could change _____ for _____. This would cut my calories by _____.



What's the best way to get started losing weight?

Begin by cutting down on foods that are high in calories or eating smaller servings of them.

First look over the Lifestyle Logs. Find foods that have lots of calories and very little nutritional value. They should be the first to go. Cutting down on foods like candy, soda, french fries, ice cream, or pizza cuts a lot of calories right away.

Then begin to substitute healthier foods.

One trick is to eat more fruits and vegetables that are low in calories or fat every day. If you eat more of them, and eat them first, you will feel full

and lose your appetite for foods that aren't so good for you. Use your Logs to plan how you and your child can do this.

Pay attention to portion sizes. A regular serving of pasta is 1/3 cup. How many servings do you eat when you have pasta? One serving is 60 calories.

Until you and your child get into the habit of measuring, you will probably be eating more food than you think. This will mean you are eating more calories than you thought.

By eating smaller portions, you will eat fewer calories. This is especially true with foods rich in calories or fats. For example, if you still want to eat pizza, eat only one piece. Substitute fruits and vegetables for the other pieces of pizza you would usually eat.

Talk to your child about these ideas. Find out how he would like to get started. Then encourage him every chance you get.

Let him know that you are also making changes. That way you're not just a coach. You're a model.

Here's how you can help your child:

- ▶ Teach your child to understand the Diabetes Food Guide Pyramid.
- ▶ Teach your child to use the Food Reference Guide.
- ▶ Teach your child to use the Traffic Light Eating Plan.
- ▶ Encourage your child to use these tools to plan healthy meals and snacks.

Here's how you can help yourself:

- ▶ Use these tools to plan healthy meals and snacks for yourself.

What have you learned from this chapter?

In this chapter you have learned about both the Diabetes Food Guide Pyramid and the Food Reference Guide. The Diabetes Food Guide Pyramid shows how many portions you should eat of each type of food to lose weight.

- ▶ **at least 4 1/2** servings from the Starch Group
- ▶ **at least 3** servings from the Vegetable Group
- ▶ **at least 2** servings from the Fruit Group
- ▶ **2** servings from the Meat Group
- ▶ **at least 2** servings from the Milk Group
- ▶ **very few** servings from the Fats, Oils, & Sweets Group

The Food Reference Guide is a handy way to see which foods are the healthiest in each of the food groups. Of course, you need to know how to measure and compare portion sizes to use the Food Reference Guide.

The TLP Eating Plan makes use of the Food Reference Guide to see which foods are GREEN, YELLOW, or RED.

- ▶ GREEN foods have **less than 2 grams** of fat. They are the healthiest foods and should be your first choice.
- ▶ YELLOW foods have **2-5 grams** of fat per serving and do have nutritional value. They should be your second choice.

- ▶ RED foods have **greater than 5 grams** of fat. RED foods should be your last choice because they are full of calories, sugar, or fat. They have little nutritional value.

You can use these tools to make healthier choices when you eat. This will help you lose weight.

You have also learned some things you can do to help your child at your family meetings. In addition to looking for things to praise, you can help your child plan ways to change eating habits in order to lose weight and manage diabetes.

Chapter 4:

Learning More About the TLP Eating Plan

Here's what you learned about in Chapter 3:

- ▶ You learned about the Diabetes Food Guide Pyramid and the Food Reference Guide.
- ▶ The Diabetes Food Guide Pyramid shows how many portions you should eat of each type of food to lose weight.
 - ▶ At least 4 1/2 servings from the Bread, Grains, Beans, and Starchy Vegetables Group (Starch)
 - ▶ At least 3 servings from the Non-Starchy Vegetable Group (Vegetables)
 - ▶ At least 2 servings from the Fruit Group
 - ▶ 2 servings from the Meat, Meat Substitutes, Cheese, & Other Proteins Group (Meat)
 - ▶ At least 2 servings from the Milk Group
 - ▶ Very few servings from the Fats, Oils, & Sweets Group
- ▶ The Food Reference Guide is a handy way to see which foods are the healthiest in each of the food groups. Of course, you need to know how to measure and compare portion sizes to use the Food Reference Guide.
- ▶ The TLP Eating Plan is a way to use the Food Reference Guide to see which foods are GREEN, YELLOW, or RED.
 - ▶ GREEN foods have less than 2 grams of fat. They are the healthiest foods and should be your first choice.
 - ▶ YELLOW foods have 2-5 grams of fat per serving and have nutritional value. They should be your second choice.
 - ▶ RED foods have more than 5 grams of fat per serving. These should be your last choice because they are full of calories, sugar, or fat. They have little nutritional value.
- ▶ You can use these tools to make healthier choices when you eat. This will help you lose weight.
- ▶ You also learned some things you can do to help your child at your family meetings. In addition to looking for things to praise, you can help your child plan ways to change eating habits in order to lose weight and manage diabetes.



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals

⊙ _____

Suggested

- ⊙ *Meet your weight goal _____*
- ⊙ *Complete your Lifestyle Log*
- ⊙ *Meet your calorie goal of 1200-1500 or _____ calories each day*

Here's what you will learn about in this chapter:

- ▶ Free Foods
- ▶ Combination Foods
- ▶ Reduced-fat and Sugar-free RED foods
- ▶ Keeping track of RED foods
- ▶ RED food goals
- ▶ How to help your child make healthy choices and do a better job keeping track of eating behaviors



Free Foods

A *Free Food* is any food or drink that contains:

- ▶ **Less than 20 calories per serving**

Sometimes a serving size is listed for a Free Food and sometimes it is not. Free Foods with a serving size listed should be limited to 3 servings a day. Be sure to spread them out throughout the day.

Free Foods listed without a serving size can be eaten whenever you want—within reason of course! Over-eating is never healthy.

Diet soda, sugar-free hard candy, unsweetened iced tea, ketchup, and salsa are Free Foods. All of the Free Foods are listed in your FRG. Herbs and spices are also Free Foods. So are mustard, pickles, and barbeque



What are your favorite Free Foods?

Write down some of your favorite Free Foods. Use the Food Reference Guide to help you. Write down the serving size if it is listed. Your child has a chart like this. Go over your charts together at your family meeting.

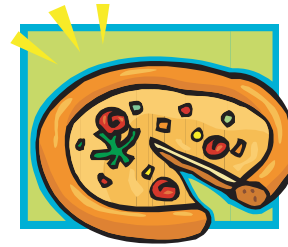
Free Food	Serving Size

sauce. Check the Table of Contents in the FRG to see where the Free Foods are listed.

- ▶ Eat **no more than 3 servings of Free Foods** every day unless a food has no serving size. If the Free Food has a serving size listed, then the calories need to be added when 4 or more of these foods are eaten in a day.

Combination Foods

Dishes that are made up of different foods are called *Combination Foods*. Some of these foods are not in the Food Reference Guide. Pizza is a Combination Food. A slice of pizza has a crust (Starch), sauce (Vegetables) and cheese (Meat). It may also have other foods from the Meat group (pepperoni) or other foods from the Vegetable group (green peppers).



Burgers, casseroles, pasta dishes, soups, stir-fry dishes, and tacos are also Combination Foods.

Sometimes a Combination Food can change into another color food group. If you put butter, mayonnaise, gravy, oil, or salad dressing on a GREEN or YELLOW food, it becomes a RED food. The oil or dressing adds a lot of fat to the GREEN or YELLOW food.

For example, a baked potato is a YELLOW food. But frying potatoes in oil to make French fries adds a lot of fat and makes them RED. Broccoli is a GREEN food. When you put butter or regular cheese on it, broccoli becomes a RED food.

How can you tell what color food group a Combination Food is? Here is a general rule: If a Combination Food has any food that is a RED food, the Combination Food is a RED food. RED foods overpower other foods.

Suppose you eat a pasta dish. The dish has angel hair pasta, oil, and vegetables. The pasta and vegetables are not RED foods, but the oil is a RED food. This Combination dish would be a RED food. Although spaghetti is not a RED food, a serving of spaghetti and meatballs is a RED food. A meatball is a RED food and it makes the combination of spaghetti and meatballs a RED food.

If a Combination Food has any food that is a RED food, the Combination Food is a RED food.

List some Combination Foods that you eat:

Can you think of other examples that change the TLP Eating Plan color when you add fat?

Reduced-fat and Sugar-free RED Foods

Reduced-fat and Sugar-free RED foods are made to look, taste, and smell like high-fat or high-sugar foods. They have been changed to have **less** fat and/or sugar, but are not healthy foods. These foods are still in the Fats, Oils, & Sweets Group, which make them RED foods no matter how many grams of fat they have. These foods can be reduced-fat, fat-free, reduced-sugar, or sugar-free forms of the foods from the top of the Diabetes Food Guide Pyramid. Some examples of these RED foods are:

- Cookies or Brownies (Snack Wells)
- Potato Chips (Baked)
- Low-fat ice cream
- Reduced-fat cream cheese



Reduced-fat and Sugar-free RED foods are still high in calories and low in nutrition. This means they do not have much nutritional value. They may taste good. But they do not help you grow strong or be healthier. Foods at the top of the Diabetes Food Guide Pyramid are still RED foods, even if the fat and sugar has been decreased.

You are trying to make better food choices. It is best to try not to eat Reduced-fat and Sugar-free RED foods. It's better to find GREEN and YELLOW foods to eat instead.

- ▶ **Remember, eating Reduced-fat and Sugar-free RED foods should be limited if you can.**

What are some Reduced-fat and Sugar-free RED foods that you eat?

Keeping track of RED foods



Your child has an assignment to keep track of how many RED foods he or she eats each day. Your child will keep track in the Lifestyle Log. Keeping track of your RED foods is the first step to controlling them. The next step will be to learn how to eat fewer RED foods each day. Be sure to go over this with your child at your family meetings.

Keeping track of RED foods will help you learn healthy eating habits. It will also show your support of your child.

PARENTS ASK:

What is wrong with eating Reduced-fat and Sugar-free RED foods? Won't they help you lose weight?

Eating Reduced-fat and Sugar-free RED foods can help you lose weight if you eat less overall. Eating them may not help you keep weight off over the long term.

This is because they taste good, just like high-fat or high-sugar foods. So you won't lose your liking for foods that are high in fat or calories.

For example, eating a low-fat ice cream will not change your liking for ice cream. After getting into the habit of eating low-fat ice cream, you may decide to eat regular ice cream at a party when low-fat ice cream is not available. This would not be a healthy choice.



That's what's likely to happen when Reduced-fat and Sugar-free foods are not available. So it's better if you can learn to get along without them.

A better way to do this is to develop a taste for healthier GREEN and YELLOW foods. How do you do this? Experiment with them. Try a lot of GREEN and YELLOW foods and find the ones you like.

What are some YELLOW and GREEN foods that you could eat instead of Reduced-fat and Sugar-free RED foods?

Goals of the TLP Eating Plan

Your goals are already pretty clear. Your child wants to lose weight, and you may want to as well. This will help take care of your child's diabetes. To do this, you and your child are making some important lifestyle changes. You are trying to eat healthier.

PARENTS ASK:

What does eating healthier really mean?

It means making GREEN foods your first choice, and YELLOW foods your second choice. That's the positive way to look at it.

It also means choosing to eat fewer RED foods.

"Choosing" is an important word. Think about it. Eating is not just something you do without thinking. From now on, eating is making a choice. It is choosing to do what will make you healthier. What you choose to eat will make a huge difference in your health.

Make sure your child understands that eating is a choice to be healthy or not be healthy.

It means making GREEN foods your first choice, and YELLOW foods your second choice.

Here's a simple way to think about food choices. Check the color code of the food in the TLP Eating Plan. Then ask yourself: Will this food help me lose weight? Will it help my body be healthier? Will it help manage diabetes?

If the answer is "No," the healthy choice should be clear.

Then it is up to you to do the right thing or the even better thing. This means not eating that RED food or eating only a small amount.

Use the word, "choice," when you talk to your child. It's a good reminder that eating is choosing.

Be sure to praise your child for making healthy choices.



What's so important about eating fewer RED foods? How many should we eat?

Eating more foods that are healthy and eating fewer RED foods is important for your health and your child's health. Reducing your RED foods will help you and your child meet your calorie goals. It will also help you lose weight.

Cut out 500 calories per day for a week, and you would lose 1 pound.

But eating fewer RED foods may be the most difficult part about losing weight and managing diabetes. That's because RED foods often taste good. And you may be in the habit of eating them. Do you or your child drink a lot of soda? That's a RED food habit that many of us have. It's also a habit we need to change.

Remember, we talked about taking it one step at a time.

That's what you and your child are going to do with RED foods. First you will record your RED foods so you really know how many you eat and when you eat them. Then you will gradually eat fewer RED foods each day. In the end, you will learn to eat no more than 3 RED foods a day.

Does your child know?

- ▶ GREEN foods have less than 2 grams of fat.
- ▶ YELLOW foods have 2-5 grams of fat.
- ▶ RED foods have more than 5 grams of fat.
- ▶ Free foods have less than 20 calories per serving.
- ▶ Any Combination Food with a RED food in it is a RED food.

How can we cut out 500 calories?



You and your child are trying to eat fewer calories. These are all RED foods high in calories. Cut out about 2 of them a day, and you would cut about 500 calories. Cut out 500 calories per day for a week, and you would lose 1 pound. Would it be hard to cut down on or cut out these foods altogether? Get together with your child and see if you can find other RED foods you could cut. Use the Food Reference Guide.

RED Food	Calories
A cup of regular ice cream	340
Two lollipops	216
One doughnut	250
Two cans of soda	300
One slice of pie	330
Two chicken fingers	245
One slice of a medium thin crust cheese pizza	210
<i>See if there are other RED foods you could cut. Use the Food Reference Guide to help you think of them.</i>	



How can I help my child cut down on eating RED foods? That's what she likes to eat.

There's no easy answer to this question.

If you want to lose weight, one of the most powerful things you can do is cut down on eating RED foods yourself. Let your daughter know what you are doing and why. You want to be healthy. You want to lose weight. You want to help her be healthy and manage her diabetes. Who could argue with that?

You also serve as a healthy model for what she can do.

Something else can help. Get rid of all non-essential RED foods in your house. If they are not there, no one can eat them.

Then try the long-term approach. Help her figure out other GREEN and YELLOW foods she can substitute for RED foods. Help her see some options. Look over the Food Reference Guide together. Ask what appeals to her.

The way to do this is to make it an ongoing project, an experiment. Encourage her to try different foods to see what she likes. What works for you may not work for her. Or it may.

Cantaloupe is a GREEN food. It's a lot healthier than candy and it still tastes sweet. But she may prefer pineapple or apples that she can carry around with her. Has she ever tried kiwi?

Make it fun. You try some and she tries some. Compare notes. What can you experiment with at home? How about cooking with margarine cooking spray instead of olive oil? It's a little thing, but it's a Free Food instead of a RED. What else can she suggest?

Keep a list or make a chart. Can she figure out a way to keep track of what you try, what works for her, what works for you?

The main thing is to get her involved in the process. Encourage her to try, but don't insist that she do things your way.



What have you learned from this chapter?

You have learned more about the TLP Eating Plan.

- ▶ A *Free Food* is any food that contains less than 20 calories per serving. *Free Foods* with a serving size listed should be limited to 3 servings a day. *Free Foods* without a serving size can be eaten whenever you want—in moderation.
- ▶ Dishes that are made up of different foods are called *Combination Foods*. If a *Combination Food* has any food in it that is a RED food, it is a RED food.
- ▶ Some RED foods are made to look, taste, and smell like high-fat or high-sugar foods. They have less fat, sugar, and calories. *Reduced-fat* and *Sugar-free RED foods* should be avoided if you can.

You and your child have learned to identify some foods you can substitute for RED foods. You and your child will gradually eat fewer and fewer RED foods. Your ultimate goal is to eat no more than 3 RED foods a day.

You have also learned that one of the best ways to help your child keep track of what he or she is eating is to do so yourself. Eating involves choosing. Making healthier choices about what you eat will help you lose weight and will help your child take care of his or her diabetes.

Here's how you can help your child:

- ▶ Identify healthy foods you and your child can eat.
- ▶ Identify RED foods you and your child can avoid.
- ▶ Give lots of praise and encouragement for the good choices your child is making.
- ▶ Talk about your child's eating choices every day at your family meeting.

Here's how you can help yourself:

- ▶ Use the TLP Eating Plan to improve your own eating habits.

Chapter 5:

Positive Reinforcement Encourages Lifestyle Changes

Here's what you learned about in Chapter 4:

- ▶ You learned more about the TLP Plan.
 - ▶ A *Free Food* is any food or drink that contains less than 20 calories. Free Foods with a serving size listed should be limited to 3 servings a day. Free foods without a serving size can be eaten whenever you want—in moderation.
 - ▶ Dishes that are made up of different foods are called *Combination Foods*. If a Combination Food has any food in it that is a RED food, it is a RED food.
 - ▶ Some RED foods are made to look, taste, and smell like high-fat or high-sugar foods. They have less fat, sugar, and calories. They may be labeled as Reduced-fat or Sugar-free. They still count as a RED food.
- ▶ You and your child have learned to identify some foods you can substitute for RED foods. You and your child will gradually eat fewer and fewer RED foods. Your ultimate goal is to eat no more than 3 RED foods a day.
- ▶ You have also learned that one of the best ways to help your child keep track of what he or she is eating is to do so yourself.



Here's what you will learn about in this chapter:

- ▶ Positive reinforcement and praise
- ▶ How to praise effectively
- ▶ How to decrease negative parenting



Positive Reinforcement and Praise

This program is based on positive reinforcement. One of the most powerful rewards of all is praise. This chapter will focus on praise and how you can use it to help your child make healthy lifestyle changes.



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals

⊙ _____

Suggested

- ⊙ *Meet your weight goal* _____
- ⊙ *Complete your Lifestyle Log*
- ⊙ *Meet your calorie goal of 1200-1500 or _____ calories each day*
- ⊙ *Record your RED foods each day*

PARENTS ASK:

What is praise?

Praise is a kind of positive reinforcement. Praise means telling people you like what they did. It means that you want them to keep doing what they did.

Being praised makes people want to keep doing that behavior. Of course, if praise isn't real or if it is done too often, it loses its meaning.

Praise is something people do all the time. It can be as simple as saying, "Good job," or "Thank you." You can use words or actions like hugs, smiles, or high-5s to praise.

You can learn to praise your child for getting started. Then for doing new behaviors that are more difficult to learn. First you praise small things. Then praise the behaviors that are harder or take more effort.

PARENTS ASK:

How does praise help children learn new behaviors?

Your child is trying out new things. Now he is trying out new eating behaviors. Soon he will be trying to learn new activity habits.

Learning new ways of doing things is hard. It isn't easy to change some habits you've had for a long time. Your child will need encouragement. You probably will as well.

A little success encourages. Mistakes discourage. And kids learning new behaviors make lots of mistakes.

That's why your child needs you to encourage him.

Your child needs to know that the most important thing is not success or failure right away. It's success in the future. A little success and lots of praise from parents help kids believe they can succeed in the end.

PARENTS ASK:

Why does praise work so well?

Good question. Praise works so well because children love attention. They love attention of almost any sort from their parents. They need it.

Children sometimes do what their parents do not like if their parents pay attention to it. Having parents give negative attention by yelling or being angry is better than no attention at all.

Parents often take good behavior from their children for granted. They give children lots of attention when they misbehave.

A little success and lots of praise from parents helps kids believe they can succeed in the end.

It may seem hard to believe, but kids will repeat a behavior that gets attention from you—even if it’s negative attention. If you provide attention to your children when they do behaviors you like, those behaviors will increase.

That’s why you should give your child positive attention for the healthy lifestyle changes he is making.



Won't my child think getting praised by a parent is silly? Maybe he won't even notice.

Your child will really take notice when you start praising. Praising your child for doing the right thing will make you a very powerful influence in your child’s life.

Parents often don’t realize how much power they have to positively influence their children. Kids tend to do things that get them attention from their parents, even negative attention. Teens are the same way. Although they often pretend they don’t care, teens want attention from their parents just as much as younger children.

The trick is to give them attention for making positive changes. The more positive attention you give your child, the more your child will make healthy lifestyle changes.

Being praised helps kids feel good about themselves. When your child feels good when he’s around you, he will want to be around you more. He also may be more likely to do things that will get positive attention from you.

You don’t have to take our word for it. You can discover just how powerful an influence you can be. Just start praising and see what happens.

How to praise effectively

Many parents are not in the habit of giving praise. It’s something you have to learn. We will teach you how to praise. We will suggest activities and ways that you can learn how to praise. Learning how to praise is like anything else. It takes practice.

You should give your child positive attention for the healthy lifestyle changes he is making.



Parents often take good behavior from their children for granted.

**PARENTING
ACTIVITY**

Get into the habit of giving praise

Make a list of healthy eating behaviors that your child is doing. Get in the habit of praising these behaviors when you see them. Keep this list handy. Add to it when you think of other positive behaviors you want to encourage. Add in the behaviors your child says he or she would like more support to do.

Show this list to the PAL. It will help the PAL get to know you and your child.

Your Child's Healthy Eating Behaviors

How to use praise to help your child make healthy lifestyle changes



How do I praise? What do I say?

Praise the behavior your child is doing, not your child in general.

Suppose your child chooses a GREEN food, instead of a RED food. Don't say, "You're wonderful." That's way too general. It's also confusing.

Instead say, "Good job for making a healthier choice!" This would make your child feel good about you. It would also make your child feel good about what she is doing. Your child would probably make more healthy choices so that you would praise her again!

Or suppose your child decides to ride his bike after school. You might say, "Great choice to ride your bike instead of watching TV. Riding your bike will help you become more healthy." This tells your child that it makes you happy to see him doing what is good for his body.

Praising is really simple. You just describe what your child is doing. Then you say how pleased you are.



How can I make my praise really count?

Good question. There's more to praising your child than simply saying, "Great job!"

Praise always means more if you can describe **exactly** what your child did. So go on to say, "Good job of recording all your calories!" This is much more powerful because it lets your child know that you are really paying attention to specific behaviors.

Try to give praise **as soon as you can**. That's when your child will be most aware of what she did well.

Don't hesitate to praise your child for doing something well day after day. She needs to know that you notice the good habit she is developing. This tells her how much you care.

Another thing is to praise your child for **working hard**. This lets her know that you understand she is really making an effort.

Stay alert. Keep looking for things to praise. Think about the new behavior your child is trying to learn. If you were making these changes, what would you find hard? Where does she have to work hard?

Learning how to praise is like anything else. It takes practice.

Don't be afraid to ask your child what she did that she's proud of doing. You also can tell her what would make you proud. What has she done well? What has she tried to do well? You can't expect to see everything, but you can try to learn about what your child did that was praiseworthy.

Giving praise may be the most powerful thing you can do to help your child make positive changes.



Is there anything I should avoid when praising?

Don't just praise your child. Praise the behavior your child is doing. Don't say, "You are wonderful." Say, "I'm proud of you for working so hard to record all your calories."

Praising your child instead of praising what your child is doing will confuse your child.

You don't want your child thinking he's good or he's bad, depending on whether or not he does something.

You want to keep the focus on the behavior and the effort your child is making to do the behavior.

Giving praise may be the most powerful thing you can do to help your child make positive changes.

Learning about your own habits of praising

Answer the following questions.

Have you praised your child recently for making lifestyle changes? _____

What did you say?



The RED Food Search

Your child has been asked to do a special activity this week. It is called the "RED Food Search." Your child has been asked to look at the different foods that are in your kitchen and to try to identify at least 10 foods from each food group. When your child identifies a food, your child has been asked to write it on a list in the chapter and put a RED, YELLOW, or GREEN sticker on it. The Food Reference Guide can help.

Be sure to go over this activity with your child at a family meeting. If you have time, it would be good to do this activity with your child. Doing it together will give you an opportunity to talk to your child about the various foods as you put them on the list.

Try to make the activity fun. You could divide the work up, or make it a contest. You could look for all the GREEN foods. Your child could look for all the RED foods. You both could look for all the YELLOW foods. Whoever is the first to find 15, or whoever finds the most, gets the reward of... (pick something fun)!

How to decrease negative parenting

Reinforcement can be either negative or positive. When you understand the difference, you will want to learn to rely on positive reinforcement rather than negative reinforcement to help your child make healthy lifestyle changes.



What is negative reinforcement? How does it work?

Negative reinforcement teaches new behaviors by removing something that is unpleasant after the behavior occurs. This usually means nagging or being critical until a child does what you want.

Suppose you nag at your child to clean his room. When your child finally cleans his room, you stop nagging. Your child finally did what you wanted—cleaned his room—to stop experiencing something unpleasant—your nagging. Your nagging was negative reinforcement.

This really means that you hope that your child will continue to clean his room to avoid being nagged in the future. In other words, you want your child to find your nagging so unpleasant that next time he will clean his room to avoid being nagged.

In a way negative reinforcement—your nagging—works. But it's the kind of thing you have to do over and over to get your child to cooperate next time.

The problem with negative reinforcement is that it makes life unpleasant. Your child doesn't enjoy being around you because you nag, and you don't enjoy having to nag him.



What are some examples of negative reinforcement?

Besides nagging, parents often criticize or yell at their children. Parents also use dirty looks and sarcasm. These are all forms of negative reinforcement.

Parents usually do these things with good intentions. They are trying to motivate their children to do the right thing.

But this kind of parenting makes life unpleasant for everyone. That's one reason we are teaching you positive parenting techniques. The other reason is that positive reinforcement works better.

The problem with negative reinforcement is that it makes life unpleasant.



Find out if you use negative reinforcement

Here's how to learn how often you use negative reinforcement on your child.

Keep track of your negative comments for a day. Pick a day this week and keep track of every time you nag, criticize, or yell at your child. Keep track of how your child responds to you when you do any of these negative behaviors. Becoming aware of a negative parenting style will help you change it.

PARENTS ASK:

Isn't punishing a good way to get children to behave? What's wrong with that? It's not the same as nagging.

No. It's not the same as nagging. But it's still not as effective as some more positive ways.

A lot of parents use punishment with their children. The child does a behavior and the parent punishes the child for doing the behavior. Sometimes this has to be done.

But there are some problems with using punishment. For one thing, a child can have bad feelings about the person who delivered the punishment. That's not something you want.

Another problem is that punishment does not teach the child a new behavior. The child just learns to stop the old behavior. That's not what you want either.

Positive reinforcement is a way of teaching new behaviors. Positive reinforcement involves giving something positive, like a reward, after a child has done a new behavior.

Gifts, trips, and privileges can be rewards. Of course, praise is one of the most powerful ways to reinforce new behaviors. Often it's the best reward.

PARENTS ASK:

How is positive reinforcement different from negative reinforcement?

These are big words, but the concepts are simple.

You probably use positive reinforcement now without knowing that you are.

Positive reinforcement means giving some type of reward your child will like after your child does something you like.

If you use positive reinforcement, you would not nag your child to clean the room. You might promise a reward when he does.

But you might just use praise and encouragement as rewards without telling your child he is being rewarded.

Instead of nagging, you would encourage your child to clean his room and praise your child after he had cleaned his room.

Instead of an encounter with you being unpleasant, it's enjoyable. You've made it pleasant for both you and your child. Your child is much more likely to respond the way you want.



Experiment with praise

Here's a way you can see for yourself just how powerful praise is. Choose one behavior you would like to see your child do more often. It could be something like making the bed. It could be a healthy lifestyle change like walking to school, eating more vegetables, or not eating rich desserts.

Praise your child every time your child does this behavior. Keep track of how often your child does this behavior. Keep track of how often you praise this behavior. See if, after two weeks of praise, your child is doing this behavior much more often than before.



PARENTS ASK

Aren't there any good ways to remind kids about what they need to do?

Sure there are.

Make sure you remind in a positive manner, and only do it once. The trick is to say what your child can do, not what he can't do.

Parents often say, "You can't watch television until you have finished reading your chapter." Or they say, "You can't call your friends until after our family meeting."

This is not the way to do it. It comes across as, "Unless you do what I want, you can't do what you want." Putting it like this puts the emphasis on the negative.

Far better to say, "You might want to read your chapter now so that you will have time to watch television later." Or, "Let's have our family meeting now so that you will have time to call a friend if you want."

Saying it this way puts the emphasis on the positive things your child needs to do and will get to do as a result of doing them. It lets your child know that taking care of her responsibilities first will enable her to do other things she would like. But it doesn't challenge your child or make her angry.

Of course, to make this work, you've got to make it clear in advance what your expectations are. Otherwise your child will not know what her responsibilities are. If you expect homework, reading the TLP chapter, and family meetings to be done before recreational or social activities every day, you've got to say so—in advance.

If you do not make your expectations clear ahead of time, you won't be reminding your child of her responsibilities. You will be giving new orders. Reminding only works where there's routine, a regular way of doing things that is clear in advance.

Remain calm when you remind. Just pleasantly remind. No threats. Be as matter-of-fact as you can be. This communicates your confidence.



Practice praising

Here's another way you can practice giving praise. Do an enjoyable activity for at least 10 minutes with your child this week. It could be as simple as playing a board game, doing a puzzle, or taking a walk. Use this time to enjoy being together and to practice praising your child.



Pay Attention to Praise

Your PAL will be talking to you about praise during your next meeting. Pay attention to how often you give praise to your child. This will make you more aware of the opportunities you have to give praise. It will also help you give more praise. If you develop the habit of praising your child more, your child will probably achieve more success.



What's wrong with pointing out mistakes?

Pointing out mistakes usually comes across as criticism. Relying on criticism usually backfires.

Criticism will sometimes get a child to do what you want—especially if you keep it up until your child is angry or worn out by your negativity. It won't help your child feel good about you or what he is doing.

Criticism doesn't teach children to learn to spot their own mistakes. This keeps them dependent on their parents to keep telling them what's right and what's wrong.

Sometimes pointing out mistakes may be okay, provided it's done in a larger context of praise and positive reinforcement.

But most of the time it is better to ask your child questions that will help him figure out what his mistakes were.

Ask questions like these: Was there anything you would have liked to do differently? What was hard about making the right choice? What did you learn today that could help you in the future?

If you can use questions to help your child learn from mistakes, he will not only learn from his experience. He will also be much more invested in doing something about it. Kids are like all of us. We do our best when we feel we are in control of deciding what we want to do.



Can positive reinforcement help me change my personal habits?

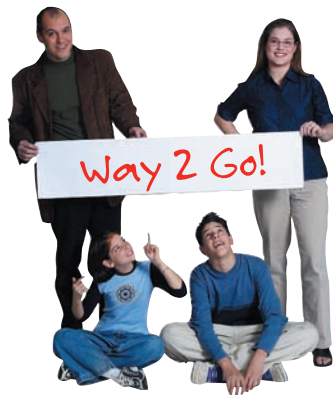
You bet. Positive reinforcement can help you too!

You deserve praise for doing these behaviors, just like your child does. Make a list of some new healthy behaviors you are learning. Keep this list handy and add to it when you think of other behaviors you want to improve.

Try to get into the habit of praising yourself as soon as you make a healthy choice. If you're like most of us, you probably won't learn to do this right away.

Here's a plan. Set a time each day when you will look back over your day. A good time might be right after the family meeting. By then you will already be thinking about making changes and giving praise to your child. Look over your log and give yourself praise for doing the right thing whenever you did.

Praising yourself may seem silly at first. But it isn't. It's really a powerful way to help you change.



What have you learned from this chapter?

You have learned how powerful praise and encouragement can be. You have also learned some ways to get into the habit of giving praise to encourage your child to make healthy lifestyle changes. Giving rewards after your child does the right thing is a form of positive reinforcement. Giving praise is also positive reinforcement. This is how to help your child learn to do the right thing without being upset with you.

Nagging and being critical are some of the negative ways parents use to shape children's behaviors. Sometimes these get results. Sometimes they just make kids resist more. They usually make kids upset with parents and feel bad about the new behavior. These are ways of parenting you want to avoid. You also learned that you could use positive techniques to reward yourself for making changes.

Here's how you can help your child:

- ▶ Practice praising and rewarding your child for healthy eating behaviors.
- ▶ Cut down on negative reinforcement as much as you can.
- ▶ Make a list of your child's positive eating behaviors so you can praise or encourage them.

Here's how you can help yourself:

- ▶ Make a list of behaviors you can praise yourself for.
- ▶ Take time each day to give yourself some praise.

Chapter 6:

Making Your Home a Healthy Place

Here's what you learned about in Chapter 5:

- ▶ You learned how powerful praise and encouragement can be. You also learned some ways to get into the habit of giving praise to encourage your child to make healthy lifestyle changes. Like giving rewards after your child does the right thing, giving praise and encouragement are part of positive reinforcement. This is how to help your child learn to do the right thing without being upset with you.
- ▶ Nagging and being critical are some of the negative ways parents use to shape children's behaviors. Sometimes these get results. Sometimes they just make kids resist more. But they usually make kids upset with parents and feel bad about the new behavior. These are ways of parenting you want to avoid.
- ▶ You also learned that you can use positive techniques to reward yourself for making changes.



Here's what you will learn about in this chapter:

- ▶ How to manage your home environment to help your child make healthy choices
- ▶ How to make favorite family recipes healthier
- ▶ Why preparing healthy meals is so important



Manage your home to help your child

This chapter will teach you about managing your home environment. Your home environment is very important. What you do in the home has so much to do with what your child does to manage diabetes.



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals
- ⊙ Pay attention to how often you praise your child
- ⊙ _____
- ⊙ _____

Suggested

- ⊙ *Meet your weight goal*
- ⊙ *Complete your Lifestyle Log*
- ⊙ *Meet your calorie goal of 1200-1500 or _____ calories each day*
- ⊙ *Meet your goal of _____ RED foods each day*

PARENTS ASK

What's so important about our home environment?

For one thing, it's where your child spends most of his time. It's where he eats most of his food. And, it's the one place you can control. You don't run fast food restaurants and you don't run the school. But you do run your home.

The trick is to run it the way that will work best for your child and your family. To run it in a way that helps you all meet your goals of making healthy eating changes.

Your home environment includes a lot of things that have a huge influence on your child's eating habits. And on yours. Things like the food in your house, the meals you plan, your attitudes about eating, where eating is allowed and what other family members do.

Everyone is influenced by the home environment. Everyone influences the home environment.

But you are in charge. You can make the home environment as healthy as it can be. This will make it much easier for your child—and all your family—to make healthy choices.

You can make the home environment as healthy as it can be.

PARENTS ASK

What does it mean to manage my home environment? What are some ways I can do that?

Your home environment has a powerful effect on your child's choices and behaviors. Some parents ignore the home environment. Some take it for granted. But you can control your home environment. You can shape it so that it will help your child make healthy lifestyle choices.

You can do this by arranging things so that your child is more likely to make healthy choices. One way is to have GREEN and YELLOW foods available for your family to eat. Another is to get rid of junk food and limit RED foods. Having healthy foods in your home makes it easier to make healthy choices.

Your home is the place where you should have healthy foods for you and your child to choose from.

Rules can also help shape the environment. Good rules set limits on the kind of choices you can make. For example, there should be no eating outside of the kitchen or the dining room. No eating while watching television or working on the computer. That way no one will just snack because of a habit. Eating will be done for the purpose of dealing with hunger.

PARENTS ASK:

Why does my child eat when she's really not hungry? How can I help her?

Good question. There's probably not just one answer. But there are some things you can do to help her.

Old habits don't totally go away. Even after you learn new habits, old habits linger in the background. They often take over when something triggers them.

Suppose your daughter is bored. In the old days she would probably think of food. This would make her believe she was hungry. Next thing you know, she's looking for food. Once she finds the cake, it's all over. She eats.

It's a chain reaction. One little thing leading to another.

Your daughter may do the same thing that she used to do if she gets bored now. Or if she's upset about something. People often eat in response to their feelings. It seems easier than talking about them or dealing with them.

Or she may have the habit of snacking in front of the television. Watching television may cue her to eat when she's not hungry.

The best way to avoid this chain reaction is to cut it off at the beginning, when your daughter feels bored or upset or whatever. But she's got to make good choices.

Talk to her about what she's feeling just before she goes looking for food. Is she bored? Is she upset? Is she watching television? What's going on with her? What does she enjoy?

Make another plan for what she can do when she's upset. She could write about her feelings. Or make a list of friends she can talk to. Or figure out ways she can do something active. Encourage her to talk to you. Promise you will really listen.

Make sure she knows how important it is to deal with the things that trigger her thoughts of food right away. It's a lot easier to deal with it then. It's so much harder once she's thought of food, found the food, and has herself ready to eat.

Another thing. Talk to her about how this chain reaction works. Let her know how old habits return when they get triggered. Tell her it's normal, but it can be dealt with. This will help her be more on guard.

Having healthy foods in your home makes it easier to make healthy choices.



Switch out RED foods

One good way to eat fewer calories is to change RED foods in recipes, meals, or snacks to GREEN or YELLOW foods. You can also use a healthier way of preparing food. Baking, steaming, broiling, boiling, and grilling are healthier alternatives to frying.

Here are some more ideas for fixing healthy meals:

- ▶ Instead of butter or gravy on a potato, switch to low-fat cheddar cheese or salsa.
- ▶ Instead of hamburger or sausage in your spaghetti sauce, switch to vegetables like onions, peppers, or broccoli.
- ▶ Instead of butter and whole milk in mashed potatoes, switch to skim milk, salt, pepper, and fat-free chicken broth.
- ▶ Instead of dark turkey or chicken meat with skin, switch to skinless white meat.
- ▶ Instead of cake or pie for dessert, switch to fresh fruit.



What else can I do to help my child to make good choices at home?

Planning is important. Encouragement and praise are also great ways to help. But there is another way that is very powerful. It's called "stimulus control."

This just means that you control things at home that "stimulate" or invite your child to make choices. Your child still makes the choices.

Here's how it works.

Basically you rearrange the choices your home offers. Choices are built into your home. Almost everything there offers your child a choice.

Take RED foods for example. If there are RED foods or snacks available, your child will find them inviting. Sooner or later he will eat them. Suppose you get rid of all the RED food snacks. Then he can't be tempted. He can't eat what's not there.

On the other hand, you can have healthy GREEN snacks available, foods like apples or carrots. Sooner or later your child will probably try them. He may find he likes them.

Your child can decide to snack or not. But you have arranged things so that he isn't faced with unhealthy choices.

Instead, he can choose between two healthy choices. He can either not have a snack, which is fine. Or he can snack on healthy foods, which is also fine.

But choosing not to do an old habit is hard. He needs all the help you can give.

Foods cue different behaviors. You want plenty of healthy GREEN and YELLOW foods in your home to cue healthy eating behaviors. You sure don't want lots of RED foods around.



Getting rid of RED foods is a good start. What else can I do?

Rearranging your house is a way you can really help your child. You won't actually be forcing your child to make healthy choices. But you can sure make it easier for your child to make healthy choices for himself. You can make it more likely. You aren't deciding for him. What you are doing is setting out the choices your home offers.



Stop and think before buying RED foods at the grocery store.

We tend to eat the food that is most available to us. If RED foods aren't around, your child will not eat them. If your home is stocked with chips and cookies, that's what your child will eat. Make fruits and vegetables easier to eat by purchasing them and keeping them accessible to your family. When you do buy a RED food, make sure it will be part of a healthy meal you are planning, not just another unhealthy snack to tempt you or your family.

If RED foods aren't around, your child will not eat them.

You can do the same thing with other things besides food. Where are your walking shoes and athletic clothes kept? Where are physical activity and athletic equipment kept? Are they right out where they will be seen? Easy to use? Or are they tucked away in a back closet or the basement?

How about things that make kids inactive? Is the TV in the most comfortable room in the house? The computer?

Are there any rules about how these can be used? For how long?

Is there a household rule that there can be no eating outside of the kitchen or dining room? Have you made it clear that this rule means snacks as well as meals? That no one is to snack while watching television?

Setting some healthy rules is also part of how you improve your home environment so it helps your child make better choices.

Grocery lists help you buy healthy foods

Shopping for healthy food can be difficult. There are so many good-tasting, well-packaged foods out there to tempt you. Many of these foods also cost a lot.

Preparing healthy food for your family is important. This begins by planning a healthy menu. Using a list when you shop helps keep you focused on buying healthy foods.



Are there any tricks about how to shop?

There sure are. In fact, you could almost make some rules for yourself.

Plan your meals. The first rule is to plan your meals and snacks for the week. Write down what you will have for every meal. Try to use as few RED foods as possible. Some meals, like breakfast, may all be the same.

Then make a list of all the foods you need to buy at the grocery store. This is the second rule. Keep in mind, of course, that you are trying to eat healthier foods.

Be specific about the foods. Don't just write "vegetables." Write "spinach." Also be specific about foods that have Nutrition Facts labels. Don't just write "milk." Write "skim milk."

No eating while watching television or working on the computer.

There should be no eating outside of the kitchen or the dining room.

Using a list when you shop helps keep you focused on buying healthy foods.



Buying healthy foods

GREEN and YELLOW foods are available from all food groups. Shop for the GREEN and YELLOW foods that you and your child have identified. Take your child along with you to shop. Talk about the choices you are making as you shop. Encourage your child to read Nutrition Facts labels and compare fats and calories in different versions of the same food.



Lists are important because they help you make sure that you end up with everything you need for your meals. They also help keep you focused on making healthier choices.

Lists also help you outsmart the grocery store. Many RED foods are colorfully packaged and placed where they are easily seen. Many of these RED foods are more expensive than GREEN or YELLOW foods.

People who go to the store without a list are more likely to buy these foods because they look so good.

Don't let yourself buy any food that is not on your list. This is your third rule.

Try to go to the store after you have eaten. If you're full, you're not as likely to buy impulsively. This isn't a rule, but it's a good tip.

Another tip. Take your child with you. As you shop, talk about the healthy choices you are making. Shopping together is a great opportunity to reinforce what your child is learning about making healthy choices. Talking about it as you shop makes it even more of a learning experience.

One final rule. If you get home and found that you have made a mistake, correct it. If you bought some RED foods that were not on your list, take them back. Right away. Don't let them stay in your home a moment longer than you can.

If you make yourself take RED foods back to the store, you will be less likely to buy them next time.

Making Sense of Food Labels

Most foods and drinks that you buy at the grocery store come with a Nutrition Facts label. This label has a lot of important information on it that can help you make healthy choices.

One of the best places to start when looking at the Nutrition Facts label is with the serving size. Compare the serving size listed to how much you actually eat or drink—you may be surprised at what actually counts as a

-serving! If the amount that you eat is more than the serving size, you are eating more calories and fat than are listed on the label.

Also note that the serving size on the Nutrition Facts label may not match the serving size recommended by the Diabetes Food Guide Pyramid. Use the Food Reference Guide to help you choose the right portion for you.

The next thing to look for on the label is the number of calories per serving. Calories measure how much energy you get from a food. Often you get more than is good for you.

The Nutrition Facts label also tells you how much fat there is in a serving. Fat is measured in "grams." On a Nutrition Facts label, grams is shortened to "g." The Nutrition Facts label also provides information on carbohydrates, protein, fiber, and vitamins. Your PAL or CDE can help you understand this information if it is necessary for your healthy eating plan.

Can you locate these things on this label for skim milk?

Skim Milk

Nutrition Facts	
Serving Size 1 cup (240ml)	
Servings Per Container about 5	
Amount Per Serving	
Calories 90	
Calories from Fat 0	
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Cholesterol 5mg	2%
Sodium 125mg	5%
Total Carbohydrate 11g	4%
Dietary Fiber less than 0g	0%
Sugar less than 11g	
Protein 8g	16%
Vitamin A	10%
Vitamin C	4%
Calcium	30%
Iron	0%
Vitamin D	25%

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

Total Fat	Calories	2,000	2,500
Saturated Fat	Less than	65g	80g
Cholesterol	Less than	20g	25g
Sodium	Less than	300mg	300mg
Total Carbohydrate	Less than	2,400mg	2,400mg
Dietary Fiber		300g	375g
Protein		25g	30g
Calories per gram:		50g	65g
Fat		9	
Carbohydrate		4	
Protein		4	



Comparing food labels

Your child is comparing information from a Nutrition Facts label of skim milk to a Nutrition Facts label for whole milk in their TLP chapter. Review this activity with your child. Pay attention to the difference in fat and calories.

This label has a lot of important information on it that can help you make healthy choices.

Whole Milk

Nutrition Facts	
Serving Size 1 cup (240ml)	
Servings Per Container 2	
Amount Per Serving	
Calories 150	
Calories from Fat 70	
% Daily Value*	
Total Fat 8g	12%
Saturated Fat 5g	25%
Cholesterol 35mg	12%
Sodium 125mg	5%
Total Carbohydrate 12g	4%
Dietary Fiber 0g	0%
Sugar less than 12g	
Protein 8g	16%
Vitamin A	6%
Vitamin C	4%
Calcium	30%
Iron	0%
Vitamin D	25%

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

Total Fat	Calories	2,000	2,500
Saturated Fat	Less than	65g	80g
Cholesterol	Less than	20g	25g
Sodium	Less than	300mg	300mg
Total Carbohydrate	Less than	2,400mg	2,400mg
Dietary Fiber		300g	375g
Protein		25g	30g
Calories per gram:		50g	65g
Fat		9	
Carbohydrate		4	
Protein		4	

Preparing healthy food

There are lots of different ways to fix food that we buy from the grocery store. Some foods are pre-packaged and have directions for cooking right on them. We fix other foods by using instructions called recipes. Many families have favorite ways of fixing foods. Recipes can be written down or are just remembered by the person who cooks them the most. RED, GREEN, and YELLOW foods can all be used in recipes. Some cooking methods like frying food in oil can make a food RED.

Substituting GREEN and YELLOW foods for RED foods in Favorite Family Recipes

Your child has been assigned an activity to write down some favorite family recipes and to answer some questions about them in the chapter. Your child may know what the food is, but may not know what goes into the recipe or how to prepare it. You will probably need to help your child answer these questions about the recipes. There are also questions about RED foods in the recipes you may need to help your child complete.



Favorite family recipes can usually be made with healthier GREEN or YELLOW foods instead of RED foods. Baking, steaming, broiling, boiling, and grilling are healthier ways to prepare food than frying. This activity is designed to help you and your child learn how to do this with some favorite family recipes.

Use the Food Reference Guide to find healthier foods to substitute for RED foods in these recipes. There are also many healthy cookbooks with recipes that can give you ideas. Talk with your PAL about any RED foods for which you are having a hard time finding alternatives. Add these GREEN and YELLOW foods to your grocery shopping list.

Try to make this activity fun. You can do this activity more than once to expand the number of healthy recipes you have. Each time you do it, your child will learn more.

Measuring – How to get it right!

You have just learned about food labels and how to read them. Every food label will list a serving size. Some foods will require

weighing and measuring to get the correct serving size.

Remember that getting a correct serving size is very important. That is how you know how many calories you will get if you eat that food.

The Food Reference Guide gives you information about foods based on standard portion sizes. However, unless you are able to measure some foods, you cannot compare them to the Food Reference Guide. That's why you need to learn how to measure foods that are not already measured for you.

Favorite family recipes can usually be made with healthier GREEN or YELLOW foods instead of RED foods.

Here are some ways to measure and weigh your foods:

Metal or Plastic Measuring Cups and Spoons

Use plastic measuring cups and spoons for solid foods like margarine, mashed potatoes, and cereal. Fill the cup or spoon to the top. Then level it off by shaking it or running a knife across the top. You don't want any food coming over the top of the cup or spoon. Even a little bit of food coming over the top can add extra fat and calories.

Glass Measuring Cup

Use a glass measuring cup for liquids such as soups or milk. Pour the liquid in the cup. Then read the line at eye level. If you read it from above, your eyes can fool you, by making it appear that you have less than you actually do!

Scale

Use a scale to weigh meats and cheeses. Make sure the scale is balanced and the needle is pointing to the zero. It is important to weigh meats after they are cooked. Meats lose some of their weight when they are being cooked. Four ounces of raw meat will weigh about 3 ounces after it's cooked.



When you weigh cheese, you'll notice that one slice might look like another, but the two pieces may not weigh the same. You will need to weigh them one at a time to find out the weight for each piece. You can check the label for the serving size information on pre-packaged slices.

Most people are surprised when they begin to weigh and measure foods.

Here's what to do the next time you have a glass of milk, water, or juice.

Pour a glass as you normally would of the milk, water, or juice.

Guess how many ounces? _____

Now measure the amount with a measuring cup. _____

How far off was your guess from the actual amount? _____

**Who Cooks?
Who cooks
with you?**

Preparing food is an important job. The cook controls what gets made and how it gets made. This means the cook has a lot of influence over how healthy the food is.

Who does most of the cooking at your house? _____

Do you like to cook? _____

Does your child cook? _____

Finding time to have healthy meals is sometimes hard for families. Parents often get "stuck" with the job. Sometimes people think that there's not enough time to fix healthy meals. They often use fast food restaurants or lots of high-calorie pre-packaged foods.

We suggest that you plan, measure in advance, shop for the right foods, and make cooking important.

Cooking, instead of eating out or eating high-calorie pre-packaged foods, is the best way to assure that your family has healthy meals.

PARENTS ASK

Won't all this cooking take time?

Sure. It will take some time. But it may not take as much time as you think. Compare it to the time it takes to go to a fast food restaurant, eat, and return home. You might come out ahead.

But that's not the main point. Here's what's really important. Cooking, instead of eating out or eating high-calorie pre-packaged foods, is the best way to assure that your family has healthy meals. You're in control. You can make sure the meals you serve are healthy.

You're in charge, but you don't have to do it all. In fact you shouldn't. Get your child involved. Teach him how to cook various meals. Make it fun for both of you. Talk about serving sizes and talk about your day. Make it a social event, not a chore. Get the whole family involved.

Talk about what you are doing. More than likely you are experimenting with some new ways of doing things.

Switch around. Let your child take the lead on some meals. Cooking together and talking about it is a good way to enjoy one another. Laugh about your mistakes. It's a serious business, but it doesn't have to be a serious time.

When you do cook, think about serving sizes. Don't cook so much food that there's too much to eat. That will just encourage old habits of over-eating. Especially when it is a RED food you are cooking.



Here's how you can help your child:

- ▶ Restructure your home environment so it offers healthy choices.
- ▶ Buy more GREEN and YELLOW foods instead of RED foods.
- ▶ Involve your child in planning healthy meals and shopping for healthy foods.
- ▶ Make rules for grocery shopping to help you meet your goals.
- ▶ Use cooking together with your child as a way to have fun and teach your child more about healthy eating habits.
- ▶ Use Nutrition Facts labels to select healthier foods.
- ▶ Measure correct portion sizes when you cook or eat.

Here's how you can help yourself:

- ▶ Try to enjoy making all these changes with your child. Make it fun for both of you.

What have you learned from this chapter?

Your home environment has a powerful effect on your child's behaviors. You can control your home environment. You can do this by arranging things so that your child is more likely to make healthy choices. One way is to have GREEN and YELLOW foods available for your family to eat. Another is to get rid of RED foods. Rules help shape the environment also. There should be no eating outside of the kitchen or the dining room. No eating while watching television or working on the computer.

Preparing food is important. This begins by planning a healthy menu. Using a list when you shop helps keep you focused on buying healthy foods. Shopping together can be a way of teaching your child about healthy food choices. Nutrition Facts labels can help you select foods that are healthier.

Favorite family recipes can usually be made with healthier GREEN or YELLOW foods instead of RED foods. Baking, steaming, broiling, boiling, and grilling are healthier ways to prepare food than frying. Measuring portion sizes when you eat or cook is important.

Cooking can be fun. It's a good activity to do with your child. You can socialize and have fun. You can also teach your child the skills involved in preparing healthy meals.

Chapter 7:

Be a Model and a Coach for Healthy Eating

Here's what you learned about in Chapter 6:

- ▶ Your home environment has a powerful effect on your child's behaviors. You can control your home environment. You can do this by arranging things so that your child is more likely to make healthy choices. One way is to have GREEN and YELLOW foods available for your family to eat. Another is to get rid of RED foods. Rules help shape the environment also. There should be no eating outside of the kitchen or the dining room. No eating while watching television or working on the computer.
- ▶ Preparing food is important. This begins by planning healthy menus. Using a list when you shop helps keep you focused on buying healthy foods. Shopping together can be a way of teaching your child about healthy food choices. Nutrition Facts labels can help you select foods that are healthier.
- ▶ Favorite family recipes can usually be made with healthier GREEN or YELLOW foods instead of RED foods. Baking, steaming, broiling, boiling, and grilling are healthier ways to prepare food than frying. Measuring portion sizes when you eat or cook is important.
- ▶ Cooking can be fun. While you are preparing meals, you can socialize and enjoy time with family members. You can also teach your child the skills involved in preparing healthy meals. Preparing healthy meals doesn't have to take a long time.



Here's what you will learn about in this chapter:

- ▶ Why breakfast and lunch are important meals
- ▶ Tips for planning healthy breakfasts and lunches
- ▶ Menu suggestions
- ▶ How to be a model for your child
- ▶ How to help your child eat healthy when away from home



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals
- ⊙ Plan and prepare healthy meals
- ⊙ _____
- ⊙ _____

Suggested

- ⊙ Meet your weight goal _____
- ⊙ Complete your Lifestyle Log
- ⊙ Meet your calorie goal of 1200-1500 or _____ calories each day
- ⊙ Meet your goal of _____ RED foods each day

Chapter Overview

This week your child is learning about eating healthy breakfasts and lunches. Your child has been given information and activities to do. These will help your child plan healthy breakfasts and lunches. Plan to spend some time going over these with your child.

In this chapter you will also learn about being a model for your child. Part of your role in this program is to coach your child on better ways to live a healthy life. Another important job is to model the changes your child is trying to make.



Why is modeling so important? Can't my child make these changes on his own?

Probably not. At least not successfully. If you want your child to really make healthy lifestyle changes, you've got to make them too. That's just how it works.

Here's why.

Your child has a lot going against him. He weighs too much and has diabetes. That's a lot to deal with.

But he's also trapped in other negative situations. His friends probably don't watch what they eat. School lunches, fast food restaurants, and many enticing RED foods at the grocery store make it hard to change.

Here's a short word with a big meaning for all this. "Toxic." It means "dangerous." Your child lives in a toxic environment. He lives in an environment that is dangerous to his health. This toxic environment is one of the reasons that so many people in our country are struggling with being overweight.

The good news is that you, your child, and your family have an opportunity to deal with this toxic environment in a careful way. You have the help of some of the best medical experts in the country. That's because your child has diabetes and is in this program.

But your child may feel very alone trying to make these changes. No one else has to. No one else cares.

His friends and the people around him are probably not trying. They probably don't even know what danger they are in. They probably don't know that the food industry uses clever ads to push unhealthy foods at them in huge quantities. They don't understand how "toxic" the food environment around them is.



This may sound blunt. But it's true. Your child can't do it alone. Your child needs a great deal of support from you and from the rest of the family.

Words of support are not enough. Love and encouragement are not enough. Your child needs more from you.

Your child needs you to take charge of the environment at home and fill it with healthy choices. GREEN and YELLOW foods. Rewards for making lifestyle changes. Opportunities to be active, to get physical activity.

He also needs to see you trying to make eating changes and lose weight yourself—if you need to. This will really help motivate him.

Bottom line. Your child needs you to be a model as well as a coach.

PARENTS ASK: **What should I model?**

Model everything you want your child to value. Show your children how to treat others, how to work hard, how to take responsibility, and how to keep trying.

But right now you need to model something you probably haven't really thought about much. How to make healthy lifestyle changes. This is probably new to you as well as to your child.

At the moment the focus is on changing eating behaviors. Soon you will also attempt to be more physically active so you can burn up more calories.

But this week you need to show your child that you are trying to eat healthier breakfasts and lunches.

PARENTS ASK: **How can I be a model? I don't have great eating habits myself.**

That's just the point. You don't, but you are trying. You're making the effort to learn how to eat right so you can lose weight and be healthier. And your child knows this.

After years of not doing it well, you are working hard to get it right. Your child respects this even more than if it came naturally to you. Your effort shows how important it is to make healthy lifestyle changes.

You and your child are learning to develop healthy eating habits together. It's a joint effort. It's a team effort. This makes it all the more special.

Your child needs you to be a model as well as a coach.

Model everything you want your child to value.



How to make breakfast healthy

The way to eat a healthy breakfast is clear. Cut down the number of RED foods and eat more fruits and vegetables. Here are some tips to help you and your child do this:

- ▶ Some cereals have much less sugar than others. Corn Flakes, Special K, and Kix are all healthy choices. Add fruit to give your cereal a sweet taste.
- ▶ Skip using butter, cream cheese, syrup, or sour cream on your toast, bagel, English muffin, pancakes, or waffles. They add lots of sugar and/or fat.
- ▶ Try toppings that are low in fat and sugar. Fresh fruit spreads on toast and English muffins are sweet and healthy. You can also eat vegetables with your bagels. Sliced tomatoes and cucumbers taste great as toppings!
- ▶ Cut down on RED breakfast foods like chocolate-chip pancakes with whipped cream, doughnuts, Poptarts, breakfast bars, and waffles with butter and syrup.
- ▶ Make fruits a part of your breakfast. Have an apple, orange, banana, pear, peach, or blueberries along with your cereal, toast, pancake, or bagel. Fruit will help fill you up and will add some sweet tastes to your morning meal! Remember, breakfast is the most important meal of the day.
- ▶ Make vegetables a part of your breakfast. Cut up some celery, carrots, peppers, cucumbers, or tomatoes and eat them as part of your breakfast.
- ▶ Give yourself time for breakfast. It helps to plan your menu the night before. Waking up ten minutes earlier each morning will also give you extra time.
- ▶ Make sure you have breakfast foods in your home that you could take with you! Non-fat yogurt, dry cereal, fruit, and bagels are good choices.

Don't forget. Motivation is the key to success. Your child's motivation will reflect your own. What your child does will reflect what you do.

Healthy Eating: Breakfast

What's involved in modeling healthy eating behaviors?

Modeling just means doing the behaviors you want your child to do.

So far you have been modeling the basics you've learned over the past few weeks. Keeping track of your eating behaviors. Saying, "No, thank you," to RED foods. Trying to stay within your calorie limit.

Now there are some new behaviors you can model. Important behaviors like planning healthy meals. Learning to shop smart. Keeping RED foods out of the house. Eating a healthy breakfast. Cooking healthy meals and having fun while you are doing it.

Your effort to make changes shows your child what to do. At the same time, it demonstrates how important the program is to you.

Why is eating breakfast so important? My daughter always skips it.

Lots of people are like your daughter. They don't eat breakfast.

Some say they are not hungry. Some think they do not have time. Some even believe it helps them lose weight.

Some rush away eating quick and easy foods that are unhealthy. Foods like doughnuts, Poptarts, or breakfast bars. Others eat unhealthy breakfasts at home—cereals that are full of fat or sugar or other junk food.

Skipping breakfast is a really bad idea. Eating junk food for breakfast is an even worse idea.

Breakfast is the most important meal of the day. It's the meal that gets us started. The meal that gives us the energy to tackle the challenges of the day.

People who skip breakfast soon feel hungry. Next thing you know, they are snacking on the fast food junk they can find at work or school. They are eating more calories, missing out on nutrition, and upsetting blood sugar levels.

Skipping breakfast leads to loss of energy, poor concentration, and weight gain. You get too hungry so you overeat as soon as you can.



Meal planning for Breakfast

Your child has been assigned some activities to learn more about how to plan a healthy breakfast. Go over them with your child at the family meeting. Here is a chart like the one your child has. Use it to create a breakfast **low** in RED foods and **higher** in GREEN and YELLOW foods for yourself. Keep in mind the tips for a healthy breakfast you just learned. Use the Food Reference Guide to help you.

Food	Amount	Calories	TLP Color
Total			

Now create a grocery list of the food items you will need to buy.

Try to help your daughter understand that eating a healthy, well-planned breakfast is the best way to start her day. Sit down with her and plan how you can work together to create healthy breakfasts which you both have time to enjoy.

Final bit of advice. Model eating well for your child. Eat a healthy breakfast yourself. Invite your daughter. Get her up early. Make it an event. Talk to her. Enjoy her. Don't talk about how much she's eating. Make it fun.



But what can I do? My son always skips breakfast. "I'm not hungry," he says. He's done this for years.

A situation like this is tough to handle. What can you say? "Yes, you are hungry. I know you are."

Not likely. Not if you want to get anywhere with him.



The trick is to slow down, get him talking, and explore ways to get him eating breakfast. It may take several weeks. So you must be patient. Here are some tips.

Talk to him about not being hungry for breakfast. Listen carefully. Break it down.

What is he really saying? He's really not hungry? He's really late and doesn't have time for breakfast? Or he doesn't think he has time for breakfast? He thinks he'll lose weight if he skips breakfast? Loves to eat junk food from the vending machines at school? Doesn't know how to prepare a healthy breakfast? Doesn't see you or other family members eating breakfast? Or maybe it's just a habit.

Ask about what happens at school. When does he get hungry? Does he snack before lunch? What does he eat? What's in the vending machines? What's healthy? How does he feel about his choices? What do friends do? Is he starved by lunchtime? What does he eat at lunch? How much does he eat?

Suggest a compromise. Start with him eating breakfast 2 days a week. See how it goes.

Make some suggestions. Put them as questions. Would he be willing to try eating breakfast two days a week? Encourage him to do this. Suggest that he keep track of when he gets hungry, when he eats, what he eats, and how much he eats on each day. Ask him to keep track of how energetic he feels each day.

If your son agrees to try, praise and encourage him.



I've been praising my child a lot. But I wonder if I'm praising too much? Should I really be praising her every time she keeps track of her behaviors in her log? Or every time she eats vegetables instead of RED foods?

Good question. You've really hit on something important. And you're right. You don't praise your child for a healthy behavior every time she does it.

At first, this is good to do. At first, when she's just learning a difficult behavior, a lot of praise helps.

Later though, after she's started to make the new behavior routine, you can begin to praise less. Continue to praise, though. It's still important to

Skipping breakfast leads to loss of energy, poor concentration, and weight gain.

let her know that you notice and appreciate her healthy choices.

However, it's better to begin praising other efforts she's making to change. What's hard for her now? Where is she really putting in some effort? That's what you want to concentrate your praise on.

Then, after she seems to master that, you can praise her less for that and begin praising her for other new behaviors.

This keeps it fresh. This way your child knows that you are aware of what's really hard and what's become a healthy habit.

If praise isn't real, it loses its meaning. If you praise too often for the small things, praise may lose some of its meaning.

Healthy Eating: Lunch



What can I do about the influence others have on my child? It seems like all her friends eat is junk food.

You've got that right. You certainly aren't the only model your child has. But you may be the only positive model when it comes to eating right.

Your daughter is around plenty of kids with poor eating behaviors. There's no doubt they influence her to eat the same junk food they do. Especially if she thinks it'll help her fit in. Kids all want to fit in.

But there are some things you can do to counter the influence of these other models.

Talk to your daughter about what's going on. Does she feel she needs to eat what they are eating in order to fit in? Has she tried to eat healthy food and been questioned or teased about it? Does she know what she could do differently?

Ask her about her friends, too. Do they all have poor eating habits? Are there a few who try to be healthy about what they eat and how much they weigh? If so, would she like to spend more time with them? How could she do this?

Would she like it if you set up a special reward system? A system that would reward her whenever she was with friends and did not eat junk food?



How to make lunch healthy

Here are some tips on how to eat more fruits and vegetables and fewer RED foods for lunch. Use these tips for you and your child.

- ▶ Avoid packing RED food munchies or desserts in your lunch. Potato chips, Doritos, cookies, gummy bears, and fruit roll-ups are RED foods. Instead try fruits and vegetables cut up into small pieces. They make great munchies.
- ▶ Don't make sandwiches that have lots of butter, mayonnaise, or cream cheese. Choose healthy sandwich fillings from the five food groups that are GREEN or YELLOW. You can always add some vegetables. Lettuce, tomatoes, pickles, and peppers give sandwiches great flavor.



Improve your child's school lunches

Your child has been given some suggestions about ways to eat a healthy lunch at school. Go over these suggestions with your child. Help your child use these suggestions to plan healthy lunches at school. Create menus for a few basic meals your child likes. That way you can buy the groceries in advance. Then read each week's school menu in advance. Have your child take a lunch on days when there will be nothing healthy to eat on the school lunch menu.

Don't get mad at her when she continues old habits. Instead, encourage her to keep trying to rise above them. Praise her when she does. Let her know that you know how hard it is. That's why you admire her successes so much.



What should I do when I make mistakes? I make lots of them. I'm not such a great model.

Yes you are.

The important thing is not being perfect. It's that you keep making an effort.

Your child needs to see that you keep trying even when you make mistakes. You're struggling too, just like your child. This makes what you do all the more special. All the more powerful.

Show your child how to deal with mistakes. Begin by admitting that you made a mistake. Be open about it.

Then ask yourself what went wrong. Why did I eat RED foods at lunch? What was I thinking? How could I have done it differently? What will I change next time? Let your child know what you are thinking.

Handling it this way makes you a model of how to handle mistakes and setbacks. Your child will certainly make plenty of mistakes. We all do.

Let your child see your honesty with yourself, your openness about your mistake, your determination, and your problem-solving approach.

Remember, your child's determination is key to your child's success. What you do when things get tough will inspire your child.

You couldn't be a better model than that!

PARENTS ASK:

What can we do about the negative influences my child faces away from home?

Good question. You can do some things, but not nearly as much as you might like. The fact is that you really cannot control the away-from-home environment. That's one reason it's so important to take charge of your home environment.

Perhaps the best thing you can do is to prepare your child for the situations he will face.

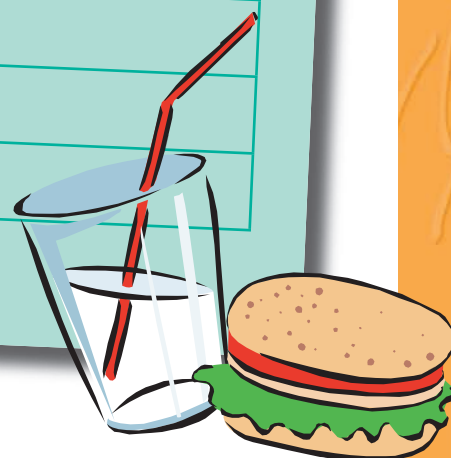


Meal planning for Lunch

Your child has been assigned some activities to help your child learn more about how to plan a healthy lunch. Go over them with your child at the Family Meeting. Here is a chart like the one your child has. Use it to create a lunch low in RED foods and higher in GREEN and YELLOW foods for yourself. Use the Food Reference Guide to help you.

Food	Amount	Calories	TLP Color
<i>Total</i>			

Now create a grocery list of the food items you will need to buy.



Take school lunches. Schools usually publish lunch menus a week in advance. Go over the menu with your child each week. Talk about what would be healthy choices. What would be healthy serving sizes? What should he not eat at all? What can he substitute?

Some days the choices may be so bad that your child may need to bring lunch. Talk with your child about what he would like. Pack similar lunches each day. This makes it easier and faster. Then you can buy enough of the same groceries—say non-fat yogurt, fruit and vegetables—in advance. Suggest that your child actually pack his lunch the evening before. That way it doesn't take any time when everyone is rushing in the morning.

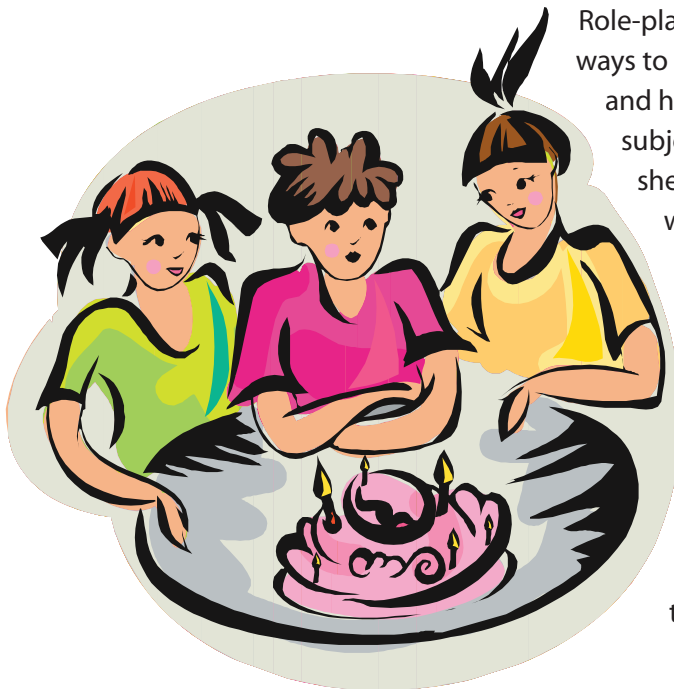
Visit fast food restaurants with your child. Study the menus. See if you can find any healthy choices your child can eat when he comes back with his friends. Write the best choices down so you can remember them.

Encourage your child to keep a list as a reminder of what the healthy choices are.

PARENTS ASK: **How can I prepare my child for parties?**

Parties are another type of event outside of your home that you can't control.

The truth is there may be no healthy foods to choose from. You've got to prepare your child for this. She may have to learn how to enjoy herself without eating when that's the case. Here's how to help her.



Role-play ways she can turn down food. Help her find ways to say she's not hungry. Or that she has diabetes and has to watch what she eats. Or to change the subject. Don't expect her to be able to explain that she is trying to eat only healthy foods or to lose weight.

It's important that she practice enough so that she feels comfortable with several ways of turning down unhealthy food.

In some cases you may be able to do something to help.

If you know the family who is giving the party, call several days in advance and explain that your child is trying to eat healthy.

You don't have to talk about your child wanting to lose weight. Just say that it's to better manage her diabetes. Ask if they will provide some healthy foods. Give them specific suggestions. When they understand, most people are willing to help.

Another way is for your child to bring her own snacks to the party. To do this, she will probably need a lot of encouragement. If she can learn to do this, though, she will gain a lot of self-confidence. She will also be assured that she will be eating healthy.

Remember, this is something you can encourage, but you can't make her do.

What have you learned from this chapter?

You have learned that eating healthy breakfasts and lunches is important because they provide you with nutrients and energy to get you through a busy day. It is helpful to plan out meals ahead of time so that you and your child can buy the foods at the store beforehand.

You have also learned how important it is that you be a model for your child as well as a coach. But the skills you model and the determination you show will have a powerful impact on your child's success. You have also learned some ways you can help your child make healthy eating choices away from home.

Role-play ways
she can turn down
food.

Here's how you can help your child:

- ▶ Plan healthier breakfasts and lunches.
- ▶ Make grocery lists and shop for foods for these healthier meals.
- ▶ Help your child plan for healthy lunches at school.
- ▶ Model the eating habits you want to teach your child.

Here's how you can help yourself:

- ▶ Plan and eat healthy breakfasts and lunches.
- ▶ Figure out what went wrong and keep going when you make a mistake.

REVIEW

1. Peggy wants to do a good job helping her daughter do well in the TLP. What will help Peggy do the best job she can?
 - A. Coach her child on better ways to live a healthy life.
 - B. Model the changes her child is trying to make.
 - C. Both A and B.
 - D. Stock up her kitchen cabinets with RED foods.
2. Skipping breakfast leads to _____.
 - A. Loss of energy
 - B. Poor concentration
 - C. Weight gain
 - D. All of the above
3. If your son wants tips on eating a healthy breakfast, you can tell him to:
 - A. Eat cereals high in sugar
 - B. Skip using butter or cream cheese on his bagel
 - C. Make sure to fry his eggs in butter
 - D. All of the above
4. If your child continues to do unhealthy old habits, it is important to:
 - A. Encourage your child to keep trying.
 - B. Get mad when your child doesn't do it right.
 - C. Nag until your child gets it right.
 - D. None of the above.
5. Some tips to help you eat a healthy lunch are:
 - A. Avoid packing RED food munchies or desserts in your lunch.
 - B. Don't make sandwiches that have lots of butter, mayonnaise, or cream cheese.
 - C. Choose items from the five food groups that are GREEN or YELLOW.
 - D. All of the above.

Please write any questions you have for your PAL in the space below.

Answers:
1. C 2. D 3. B 4. A 5. D



Chapter 8:

Eating Smart – Dinner, Snacks, & Drinks

Here's what you learned about in Chapter 7:

- ▶ Eating a healthy breakfast and lunch is important. They provide nutrients and energy to get you through an active day. It is helpful to plan out meals ahead of time so that you and your child can buy the foods at the store beforehand. Meal planning will also help you eat more GREEN and YELLOW foods. Planning your meals will help you eat fewer RED foods. By eating more GREEN and YELLOW foods and less RED foods, you decrease the amount of calories you consume.



Here's what you will learn about in this chapter:

- ▶ Ways to help your child get support from other family members for eating healthy
- ▶ Planning for dinner & snacks
- ▶ How to make eating the evening meal more healthy and fun
- ▶ Why everyone in the family should make healthy eating changes
- ▶ Tips to help you have healthy dinners, snacks, and drinks



Chapter Overview

Parents have the power to change the family environment. You can make your family environment healthier for everyone, not just your child with diabetes. Everyone in the family benefits when parents use their authority to make the family environment healthier. This chapter will introduce you to some ways you can do this. Your family dinner is one of the best places to start.



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals
- ⊙ Plan and prepare healthy meals
- ⊙ Shop for foods for these healthy meals
- ⊙ Help your child get support from other family members for eating healthy
- ⊙ _____
- ⊙ _____

Suggested

- ⊙ Meet your weight goal _____
- ⊙ Complete your Lifestyle Log
- ⊙ Meet your calorie goal of 1200-1500 or _____ calories each day
- ⊙ Meet your goal of _____ RED foods each day

PARENTS ASK:

Why is it important to involve other family members in making healthy changes if only my child and I are in the program?

Your family may be asking you questions like this.

What does all this have to do with us? We don't have diabetes. Why should we change our eating habits?

But it has everything to do with them. You and your child can't make the kind of changes you are trying to make without a lot of support from your family. It's asking way too much of you to try without support.

You are trying to help your child develop new, very different, and much more healthy eating habits. This is very hard to do if the people around you are continuing unhealthy eating habits.

Parents have the power to change the family environment.

Take food for example. One of the things you need to do is limit RED foods in your home. This is to protect you and your child from eating too many RED foods. Go after the junk food snacks first. If it's not there, you can't eat it.

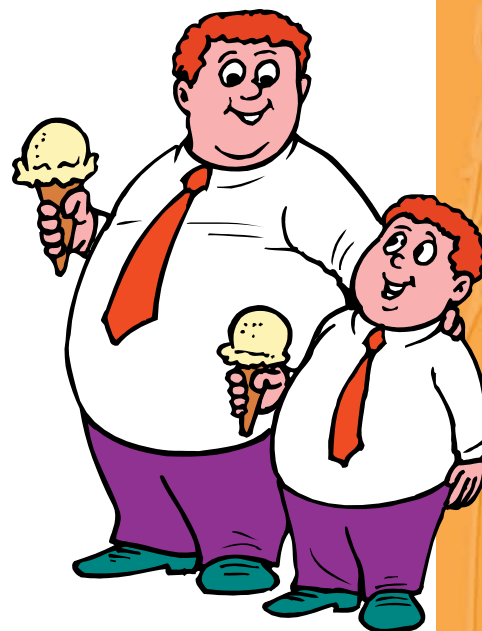
But if you have RED foods around for other family members to snack on, it's right there inviting you and your child to stick with your old, unhealthy eating habits.

So RED foods have to go.

And what will you replace it with? Healthy GREEN and YELLOW foods. And what foods would be around for other family members to eat? Healthy GREEN and YELLOW foods.

What if other family members want to bring in RED foods for themselves to eat? Talk to them about how it's a problem. Explain that changing eating habits so drastically takes a lot of determination. It's hard to do. And it's tough enough when your child has to be at school with others who are not supportive. Your child deserves—and needs—the support of everyone at home.

Remind your family of how serious diabetes is. Explain that there is no cure for it. Explain that losing weight and



making lifestyle changes like these are important ways for your child to manage his diabetes.

Appeal to their love and loyalty. Let them know how important their support is to your child. Let them know how much you appreciate their cooperation and support.

One other thing to tell your family. Explain to them how making these changes will improve their health. It may even prevent them from developing diabetes. It will probably help them lose weight and get into better physical shape. This should also count for something.

Eating Smart: Dinners



Is dinner important?

You bet. For several reasons.

If you do it right, it's an opportunity to eat more fruits and vegetables for the day. This is a good way to fill up on foods that help your body work at its best. This helps you lose weight because these foods are low in calories, fat and sugar.

In fact, families who eat at home more often are more successful losing weight and maintaining their weight loss.

Eating at home also gives you an opportunity to learn low-fat cooking. This is an important skill for the long run.

Preparing dinner with your child—another good idea—gives you and your child a chance to interact. You can both learn more about low-fat cooking, and have some fun trying out new ways of doing things. In a way, you're both rookies at this kind of cooking, so you can learn together.

In fact, this is a good way to strengthen family teamwork.

The best thing about dinner should be spending time with the family. This means you want to focus on one another, not the food. Too many

One of the things you need to do is limit RED foods in your home.



Getting a grip on dinner

Your child has been assigned an activity to write down what some typical family dinners are. Go over this activity with your child. Help your child evaluate how healthy your dinners are. In another activity, your child lists some fruits and vegetables he would like to try for dinner. Go over this list with your child. Add the fruits and vegetables to your weekly shopping list.



Any dinner rules?

Your child has been assigned an activity to see if there are any family rules that make it difficult to eat smart at dinner. For example, some families have a rule that you must eat everything on your plate. This rule causes you to continue eating even after you are full. Talk to your child about any rules or habits that make it hard to eat smart. Remember, rules can also be family habits that everybody follows. Sometimes you don't need to call it a rule for it to be a rule.

families in America focus on the food and substitute television for conversation. Make sure that's not what you do.

Some families miss the point. They fall into the trap of thinking that dinner is mostly about food. So they don't even bother to eat dinner together. They do it at different times. They do it in front of the television. They may even fix their own different foods. They never use dinner to know one another. If you don't interact at dinner, when will you?



What do I do when the rest of my family wants nothing but cheeseburgers and fries for dinner? My child and I are trying to eat healthier on the TLP Eating Plan. Should I make separate meals?

No way. Besides being a lot of extra work, fixing two meals would send the wrong message. Even if someone brought the cheeseburgers and fries in from a fast food restaurant so you didn't have to cook two meals, it would be the wrong message.

Being around all those RED foods—probably good tasting RED foods at that—would be very hard on you and your child. It would stir up old food tastes. It would make old habits harder to change.

You don't need this. Your child doesn't need this. And it isn't fair to you.

It would also undermine the family teamwork you are trying to build.

You are trying to get the family to work together as a team to achieve some common goals. You are all trying to be healthier by eating healthier. This will help family members lose weight. It will also help your child manage a very serious disease.

You and your child need your family's full support to succeed. That's why it's so important that your family stick together on this.

Explain all this to your family. Then make a rule. Few RED foods are allowed in the house unless they are necessary for cooking or planned as part of a healthy meal. Let your family know that you will prepare some

RED foods for meals. But they have to be limited. They have to be part of a healthy eating plan.

Let them know that you would be willing to try to prepare these foods in a healthier way. For example, try serving baked potatoes instead of French fries.

If someone can't get over the desire for cheeseburgers and fries, that family member will have to eat these foods away from home.

That's not to say you are encouraging this kind of eating. But you are making it clear that it has no place at home. That way someone's poor choice will not harm the rest of you.

Your home is a safety zone. It's where everyone knows you will be eating healthy meals and snacks. It's the one place everyone on the family team is expected to be involved in learning healthy eating habits.



How can I prepare meals to help my family eat in a healthy way?

You already know about the basics. You can use healthy recipes, plan meals for a week at a time, shop from a list, get your child involved in helping, and make cooking fun.

But there are some other things you can do.

Cook just what you need. Many families are in the habit of preparing more food than they need. Instead, if you cook just what your family needs, you reduce the amount of food people will eat.

If you do prepare more than you need, freeze it right away. That way you can bring it out when you need it. And it won't be sitting in the refrigerator tempting someone for a late night snack.

Be sure to prepare some fruits and vegetables at each dinner. Ask your child and other family members what GREEN foods they like.

Limit the number of RED foods you serve. Eating some RED foods is OK, provided that it's in small quantities and that you've planned it in advance. But eating them on the spur of the moment is almost always a bad idea. Snacking on them is almost always a bad idea.



Tips for a healthy dinner

Your child has been given a list of tips that will help make dinner healthier for all of you. Go over these tips with your child. See which ones might work for your family. See if you are already doing some of them now.

Your home is a safety zone. It's where everyone knows you will be eating healthy meals and snacks.

PARENTS ASK

How can I serve meals to help my family eat in a healthy way?

Don't serve food "family style" with platters on the table. Instead, let family members serve themselves and leave the food in the kitchen. Eat in the dining room or at the kitchen table with no food dishes on the table. Not having extra food in front of you makes it less likely you will eat it.

Put a bowl of fresh fruit on the table at dinnertime. That way, when family members feel like going for seconds or dessert, they can grab a piece of fruit. This will help to fill them up and give them some time to think about making healthy choices. Encourage them to use fruit this way.

Try to reduce the number of entrees you have. Make Monday spaghetti night, Tuesday grilled chicken night, Wednesday vegetable stir-fry night. This regularity seems to help reduce the amount of food people eat.

Change the focus of the meal. Instead of it being about food, make it about family. Make the family dinner a chance to talk, to catch up on everybody's day, to talk about what's coming up. Keep the television off and don't take phone calls. Make it fun. Make it special. Make it a time everyone looks forward to.

PARENTS ASK

What can I do to make dinner healthier when I serve myself?

Start with the basics. Load up with GREEN vegetables when you serve yourself. If you get full eating vegetables, you won't need to eat a lot of the foods that have more fat and calories.

A few carrots rather than a few cookies can make a huge difference.



Don't put butter, salad dressing, mayonnaise, or sour cream on your raw or cooked vegetables. You'll find they taste good enough without the extra fat or butter.

Avoid putting gravy, tartar sauce, or other sauces made of fat on your meat. While these sauces may add flavor, they hide the taste of the meat. When meat is prepared right, it is juicy and tender. It does not need extra flavor.

Avoid eating the extra fat along the edges of some meat. Even better, trim the fat before cooking the meat. That way no one can eat it.

Try not to eat desserts that have lots of fat and/or sugar like frosted cakes, pies, cookies, or puddings. Substitute a YELLOW or GREEN food for a RED food dessert.

These are pretty basic guidelines for anyone. Go over them with your child and other family members. Try to model them yourself.

Actually, another good thing to do is talk about these behaviors as you do them. Not all the time. But from time to time say things like, "I'm going to help myself to more broccoli so that I can fill up and not want another serving of spaghetti and meatballs." This helps make the connection between what you are doing and what your motives are. This makes it clear to everyone. It is another way you can help your family learn healthy eating habits.

Eating Smart: Snacking



How do snacks add up?

Snacks add up to plenty of weight.

There are some surprising facts about snacks. Did you know that the average child gets 25% of his or her calories through snacks each day? That's a lot.

It's also true that children often eat more than 500 calories in snacks.

The good news is there's plenty of room for improvement. Guess what would happen if a child changed from 2 cans of soda (300 calories) to water and did not consume 2 two-inch cookies (160 calories total) each day? This child would lose about 35 pounds in a year!

That's about 35 pounds by only cutting out 2 sodas and 2 small cookies a day! Nothing more. No other changes but that!



Meal planning for Dinner

Your child has been assigned an activity

to plan a healthy dinner. Help your child plan healthy dinners. Use the Food Reference Guide and healthy cookbooks. Take account of calories, fat grams, and serving sizes. Be realistic. Then help your child prepare the meal. Make it fun, and have a good time when you eat it.

Repeat this activity until you and your child have designed at least three healthy dinners.



Plan some healthy snacks

Your child has been assigned an activity to go over some tips for healthy snacks and make a list of healthy snacks he or she would like. Go over these tips with your child. Then go over your child's list of healthy snacks. Put them on the grocery list.



Healthy desserts

Your child has been assigned an activity to identify healthy desserts. Go over this list with your child. Help your child add some healthy desserts he or she may not have thought of having. These are desserts that you all could eat instead of desserts full of sugar and fat. Plan some of these desserts into your weekly dinner menus.

Does this sound like something your child could do? Give up just 2 sodas and 2 cookies a day?

That's why we stress eating healthier snacks. A few carrots rather than a few cookies can make a huge difference.



What makes a snack healthy?

Snacks don't have to ruin a healthy eating style. They don't have to be junk food. There are many healthier snack choices. You can avoid RED foods like potato chips, fruit roll-ups, Twinkies, gummy bears, and chocolate chip cookies.

Instead, plan your snacks to be healthy foods. Snacks can include a variety of GREEN and YELLOW foods from the five food groups.

Healthy snacks include fresh fruit, raw vegetables, pretzels, skim milk and low-fat yogurt. Celery sticks, carrots, plums, apples, oranges, broccoli, and cauliflower are snacks that are filling and are also fun to eat.



Should we snack at all?

It's OK to snack when you're hungry. Just snack smart.

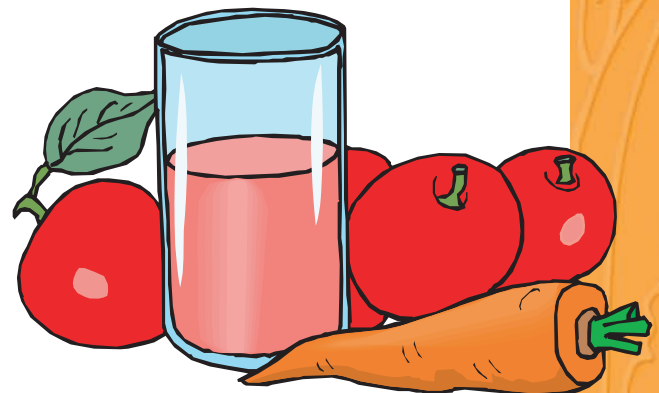
People often eat snacks when they get hungry between meals. Snacks should be healthy, quick, and easy foods you eat to refuel your body. They should be eaten in small amounts to satisfy your hunger but not spoil your appetite for your next meal.

If you have a long time between meals, snacking will help you from getting overly hungry. That way you will be less likely to overeat at the meal.

Plan ahead when deciding what snacks to eat. At the beginning of the week, decide what kind of snacks you will have each day that week. Write it down on a calendar and place it on the refrigerator.

This will help you snack on healthy foods and avoid junk food.

Always stop and think before choosing a food for a snack. Ask yourself, "Will this food help my body be more healthy?" If the answer is "NO," then you can





Make a snack list

Your child has been given an activity to make a healthy snack list. Your child has a chart to use to plan these snacks for every day of the week. Go over the list with your child. Make sure it includes fruits and vegetables. Buy some of these for your child. Encourage your child to experiment. Next week your child may try other fruits and vegetables. That way your child will discover the ones he or she really likes.

decide not to eat that food for a snack. The next time you are deciding on a snack food, stop and ask yourself: "Is this a good, healthy snack?"

Another tip is don't snack when you're not hungry. Sometimes people get into the habit of snacking at certain times of the day or when they are bored.

Avoid snacking while doing something else, like watching television or reading. When you snack, make it your only activity. That way you can keep track of what you are really eating.



Do people snack when they are not hungry? I think my child does.

People often snack for reasons other than being hungry.

People may snack when they are bored and have nothing to do. People may simply snack at a certain time out of habit even though they are not hungry at that time. Lots of times kids snack after school just because they are in the habit. This just adds unnecessary extra calories.

Talk to your child about your concerns. Tell your child to slow down and ask herself next time she wants to snack, "Am I really hungry now? Is this only a habit? Do I want to eat because I'm bored?"

She may get different answers to her questions on different days. Encourage her to get into the habit of asking herself these questions. You can help her learn to ask these questions of herself by asking her these questions at your family meetings.

Sometimes people get into the habit of snacking at certain times of the day or when they are bored.

Eating Smart: Drinks

PARENTS ASK:

What are healthy drink choices? What are drinks to avoid?

Glad you asked.

Did you know that more than 75% of your body is water? You should be drinking about 8 glasses of water each day. That will keep your body healthy.

Sugar free drinks are OK in small amounts. Watch out for regular sodas, fruit juice, fruit punches, and sports drinks. These all contain a lot of carbohydrates and a lot of calories. Also, they usually don't get rid of your thirst.

Water is your best choice. Skim or 1% milk are also good drink choices. They both provide calcium that is good for your bones.

PARENTS ASK:

Why should my child cut down on soda and other sweetened drinks? It's just a drink ...

Sure, it's just a drink with many calories in it and no nutritional value.

A single can of soda contains 16 teaspoons of sugar! That's like adding 16 packets of sugar to your tea! That's more sugar than most people should get in a day!

Getting that much sugar can damage your teeth, cause you to gain weight, and make it hard to take care of diabetes by causing blood sugar to go too high.

Did you know?

Portion sizes affect the amount of calories in foods and drinks. The bigger the drink (aside from water!) the more calories it contains. Take soda for example. How many sodas do you usually have in a day? _____

Can you figure out how many calories you are taking in every day just from soda? ____ [Hint: take a look at the nutrition label on the can or bottle].

Support for eating smart – Make a contract with your family

As you know, it is important for family members in your home to understand your healthy eating goals. Family members can help your



Your child has been asked to make contracts for healthy eating with family members. An example is in your child's chapter. We encourage you to review these contracts with your child.

Here's a form you can use to make contracts for family members to help you meet your goals for healthy eating.



I, _____, promise to make healthy lifestyle changes to improve my health, and

I will:

Signed _____

I, _____, promise to help you live a healthy lifestyle, and I will:

Signed _____

child make changes in habits at home. Signing contracts with family members makes them part of your child's personal TLP team. Signing contracts make it clear that they are giving support. It also lets you know exactly what your family members plan to do to help you and your child meet your goals.

What have you learned from this chapter?

In this chapter you have learned about eating smart at dinner and snack time. You also learned about making smart choices when you are deciding what to drink. The Family Activities will help your child learn to do these healthy habits.

You learned some other things about families as well. For you and your child, everyone in the family needs to be involved in making lifestyle changes. This means that everyone must eat the same healthy meals. There are to be no separate RED food meals for some members of the family. Of course, everyone will benefit from making these changes. As a parent, you have the power to change the family environment to be healthier.

You have also learned some ways to help your child get support from other family members by making contracts for support.

Here's how you can help your child:

- ▶ Encourage other family members to make support contracts with your child.
- ▶ Plan and serve healthy dinners.
- ▶ Help your child plan healthy snacks.
- ▶ Get the whole family involved in healthy eating.
- ▶ Put the focus on family, not food, at dinner.

Here's how you can help yourself:

- ▶ Use what you have learned about healthy eating habits.
- ▶ Ask your whole family to help plan and prepare healthy meals.

Your child did an activity in their chapter that compared a typical meal with a healthier meal. Review this activity with your child. Here are a few more examples to give you ideas about how you can make a typical dinner more healthy.

Compare these dinners

Meal A:

Typical Dinner Prior to Start of the Program:	Amount	Calories:	RED FOODS:
Ground Beef (less than 80% lean)	3 oz.	255 calories	1 RED
Taco shell, hard, 6" across	2 shells	120 calories	0 RED
Avocado	2 Tbsp. (1oz)	45 calories	1 RED
cheddar cheese	1 oz.	115 calories	1 RED
Ice Cream	1 cup	340 calories	2 RED
Chocolate syrup	2 Tbsp.	110 calories	2 RED
Chocolate Chip Cookies	2	160 calories	1 RED
Total:		1145 calories	8 RED

Based on what you've learned about healthy eating, let's look at a healthier dinner. How does the one below look?

Meal B:

New Dinner:	Amount	Calories:	RED FOODS
Ground Turkey (greater than 95% lean)	3 oz.	105 calories	0 RED
Soft corn tortilla, 6" across	1	50 calories	0 RED
Salsa	¼ cup	Free Food	0 RED
Fat-free cheese, 0-1 gram of fat/ serving	1 oz.	45 calories	0 RED
Skim Milk	1 cup	90 calories	0 RED
Strawberries	1¼ cup	60 calories	0 RED
Total:		350 calories	0 RED

Meal A:

Typical Dinner Prior to Start of the Program:	Amount	Calories:	RED FOODS:
Pork sausage	3 oz.	330 calories	1 RED
Collard greens, cooked	½ cup	25 calories	0 RED
with bacon	1 slice	35 calories	1 RED
& fat back piece	1" X 1"	120 calories	1 RED
Cornbread	2 oz.	150 calories	1 RED
Butter	1 Tablespoon	105 calories	3 RED
Pumpkin Pie	1 serving	250 calories	1 RED
Total:		1015 calories	8 RED

Based on what you've learned about healthy eating, let's look at a healthier dinner. How does the one below look?

Meal B:

New Dinner:	Amount	Calories:	RED FOODS:
Extra Lean Ham	3 oz	120 calories	0 RED
Collard greens, cooked	½ cup	25 calories	0 RED
with chicken broth	¼ cup	Free Food	0 RED
Wheat toast	1 slice (1 oz)	80 calories	0 RED
Skim Milk	1 cup	90 calories	0 RED
Peach	1 (4 oz.)	60 calories	0 RED
Total:		375 calories	0 RED



Chapter 9:

Get Your Family to be Physically Active

Here's what you learned about in Chapter 8:

- ▶ You learned about eating smart at dinner and snack time. You also learned about making smart choices when you are deciding what to drink.
- ▶ Everyone in your family needs to be involved in making lifestyle changes so that you and your child can be successful. Everyone must eat the same healthy meals. There should be no separate RED food meals for some members of the family. Of course, everyone will benefit from making these changes. As a parent, you have the power to make the family environment healthier.



Here's what you will learn about in this chapter:

- ▶ What is physical activity
- ▶ How being physically active can help you stay healthy
- ▶ How being physically active can help your child manage diabetes
- ▶ How to be safe when you and your child do physical activity
- ▶ How to keep track of your physical activity
- ▶ The Activity Reference Guide (ARG)
- ▶ Tips to help you and your child be physically active



Chapter Overview

Parents have the power to change the family environment. One of the changes you can make is to be more physically active yourself. You can encourage your family to be more active too. By being more physically active, you and your child will burn more calories. This will help you become more physically fit. It will help you and your child lose weight and keep it off. It will also help your child manage diabetes. This chapter will teach you some ways to help you and your family members become more physically active.



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals
- ⊙ Get the whole family involved in healthy eating

⊙ _____

Suggested

- ⊙ *Meet your weight goal*
- ⊙ *Complete your Lifestyle Log*
- ⊙ *Meet your calorie goal of 1200-1500 or _____ calories each day*
- ⊙ *Meet your goal of _____ RED foods each day*

Physical Activity



What is physical activity?

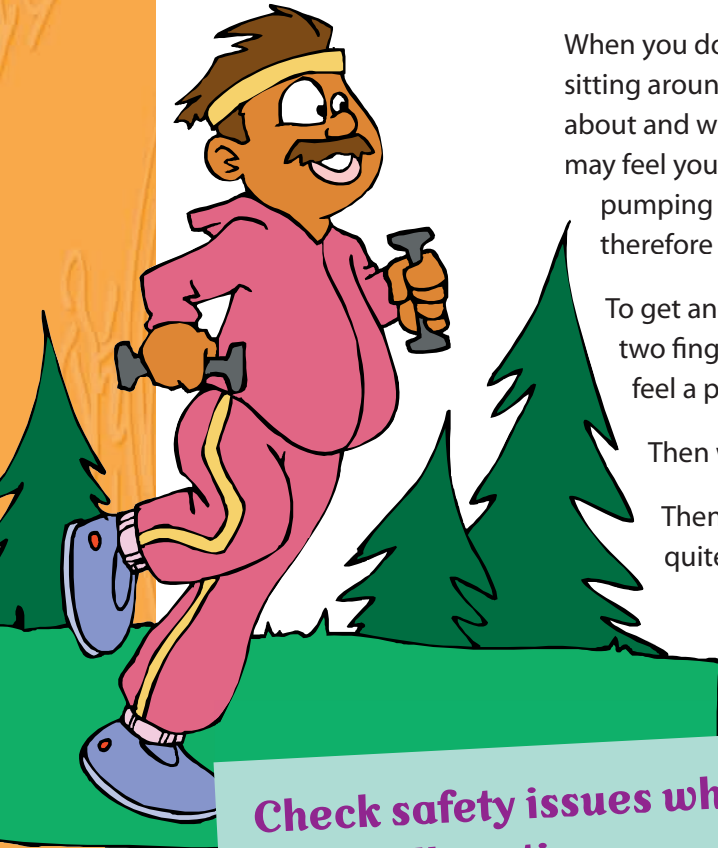
Physical activity is anything you do that requires your body to move.

When you do physical activity you burn more energy than if you were sitting around. When you are being physically active, you are moving about and working your muscles. When your body works hard, you may feel your heart beating faster and pumping harder. More blood pumping means that your muscles are getting more oxygen and therefore more fuel.

To get an idea of how your heart beats faster, check your pulse. Using two fingers (not your thumb), touch the inside of your wrist until you feel a pulse. Count how many pulses you feel for 15 seconds.

Then walk briskly for 30 seconds.

Then check your pulse for 15 seconds. You should be able to tell quite a difference.



Check safety issues when your child is physically active

These are some things your child should do in order to safely be physically active. We suggest that you review them with your child several times until they become habits.

- ▶ If your child is on insulin, your child should check blood sugar levels before physical activity. Your child's blood sugar level must be above 70 but below 300 before exercising.
- ▶ If your child's blood sugar level is above 300, check for ketones in the urine. If ketones are moderate or large with a blood sugar level that is high (>240 , random >300), do not let your child do physical activity at that point in time. Instead, contact the doctor or diabetes educator.
- ▶ If your child's blood sugar level is below 70, your child should have a snack.
- ▶ Your child should not do physical activity if your child is sick, has a fever or an infection, has persistent vomiting and cannot eat or drink, has a very dry mouth and is not producing urine.
- ▶ Your child should not be physically active if your child is told not to do physical activity by a doctor.
- ▶ Friends, teachers, and coaches should know that your child has Type 2 diabetes. They should also know how to help if your child needs it.
- ▶ Your child should wear a diabetes ID necklace or bracelet. It should say whom to call in case of emergency.

PARENTS ASK:

How can being physically active help my child and me?

Regular physical activity will help you lose weight, strengthen your muscles, build endurance, and be healthier.

The list of good things goes on. Being physically active will help you develop a stronger heart and lungs. You will have more energy to do what you need to do.

You will feel fit because you have been physically active. You will also feel good about yourself because you have been active.

Parents have the power to change the family environment.



Activity Reference Guide (ARG)

Your child has been given the assignment of performing physical activities that are at least as intense as walking a mile in 20 minutes. Your child will begin to keep track of physical activity in the Lifestyle Log.

Your child was also provided with an Activity Reference Guide (ARG). The ARG contains lists of activities grouped by how hard they make your body work. Just like foods, these levels of activity have been assigned colors of a traffic light to make it easier to see how helpful they are.

Sedentary is a big word that means being inactive, or sitting around. Sedentary activities will not help you lose weight. Sedentary behaviors are called **RED** activities in the ARG.

GREEN activities make your body work harder and they will help you lose weight. Only GREEN activities count towards your child's physical activity goal.

YELLOW activities are better than RED activities, but not as healthy as GREEN activities. Your body is in motion when you do YELLOW activity, but it's holding back a little, not working very hard, just like a racecar when the yellow flag is out. When you do YELLOW activities, your body is warming up, getting ready to really be more active. YELLOW activities do not count towards your child's physical activity goal.

Besides the color code, the ARG gives you another way to find out how hard your body is working. In the ARG, activities are ranked by something called a MET value. The MET value tells you how hard your body is working when you are doing different activities. The larger the number, the more calories your body is using.

GREEN activities have a MET value of 3 or higher. Some GREEN activities are called Fitness Boosters. Fitness Boosters have a MET value of 6 or higher. These GREEN activities are called Fitness Boosters because they work your body harder than other GREEN activities and doing them will help you increase your fitness faster than other activities. Your child does not earn extra points for doing Fitness Boosters.

We will encourage your child to start with regular GREEN activity like walking. Then we will encourage your child to do more and more physical activity. Eventually, when your child is ready, we will encourage your child to also do Fitness Boosters because these will help your child burn more calories, lose weight faster, and get fit.

Be sure to go over the ARG with your child. Encourage your child to pick out some ways she can be physically active.

Of course, one of the keys is to get physical activity regularly. Daily physical activity is best. Or at least every other day.

The important thing now is for you and your child to get started and to keep after it.



Is there anything I need to know before my child and I begin doing physical activity?

Knowing the rules of safe physical activity will help you and your child prevent injury. Here are some basic rules everyone should follow when exercising:

- ▶ Warm up and cool down before and after each bout of physical activity.

A good warm up of at least 5 minutes will decrease your chance of getting hurt. The best activity to do for warm up is to do a slow version of the activity you are going to do after the warm up. For example, a slow walk is a good warm up before you start a brisk walk. Following the slow walk with a few key stretches is a good idea as well. At the end of a physical activity bout, finish up with a cool down period of at least 5 minutes. Just like the warm up, the cool down should be a slow version of the activity you just did.

- ▶ Breathe during exertion.

When you do an exercise, always breathe through the exertion. Do not hold your breath when you exercise. If you ever watch a weightlifter lift, you will notice that the weightlifter makes a point of breathing during the lift. You should do the same thing.

- ▶ Use good technique when stretching.

Stretch until you feel the muscle gently pull, but NOT to the point that you feel pain. Do the stretch through the full range of motion. Move slowly and smoothly, and do NOT bounce. Be sure to exercise both sides of your body. If you do a right side stretch, be sure to do a left side stretch. Always maintain your balance so that you do not fall or injure yourself. Stretching strengthens the muscles and bones and helps prevent injury.

- ▶ Always drink plenty of water.
- ▶ Wear good, comfortable, supportive shoes and socks.
- ▶ If you have diabetes yourself, and you have gotten your doctor's OK



to be physically active in the study, ask your doctor if you should check your blood sugar levels before being physically active.

- ▶ Make sure your child follows basic diabetes guidelines for safety during physical activity.



How can I tell how intense an activity is?

You can tell by how hard you are working.

GREEN activities are more intense than YELLOW activities. A GREEN activity is at the moderate level if you are a bit out of breath, possibly sweating, but can still carry on a conversation. Examples of moderate GREEN activities for you include: brisk walking, bicycling for pleasure, or swimming. Examples of YELLOW activities are things like gardening and bowling. If you are participating fully in the TLP, your primary care physician cleared you to take part in moderate GREEN level activities like walking. Higher intensity activities, like Fitness Boosters, require additional clearance from your primary care physician.

Your child is encouraged to start by doing moderate GREEN activities and to gradually increase the amount of time he is physically active. Eventually, we hope your child will begin to include Fitness Boosters in his activities. The list of activities for your child is different than it is for you. You are encouraged to stay with moderate level GREEN activities, like walking. Check with your physician before participating in any activity that is more intense than you are used to doing.

Other examples of GREEN activities are provided in the ARG. Each week your child will have a specific GREEN activity goal. Once the goal for that week is met, the number of minutes of the GREEN activity goal will be slowly increased. This increase in activity will usually be 30 minutes for the entire week. But if your child can fit more activity into his schedule, he could increase up to 60 minutes per week. That's only about 10 minutes a day. Increasing slowly will make it easier to meet goals and will be safer as well.



Select physical activities

Your child's Chapter 9 has lists of some GREEN activities and of some GREEN Fitness Booster activities. Go over these lists with your child. Use them to help your child select some ways she would like to get physical activity.





How active should we be? Where do we start?

Wherever you are, that’s where you and your child are going to start. You will gradually increase your activity from there.

We don’t expect you to start out with a major workout. You are not getting ready to run a marathon. Walking is a great way to get started.

Your goal is one that is sound, reasonable, and in line with what is recommended for the general US public as listed in the Surgeon General’s Report on physical activity and health.

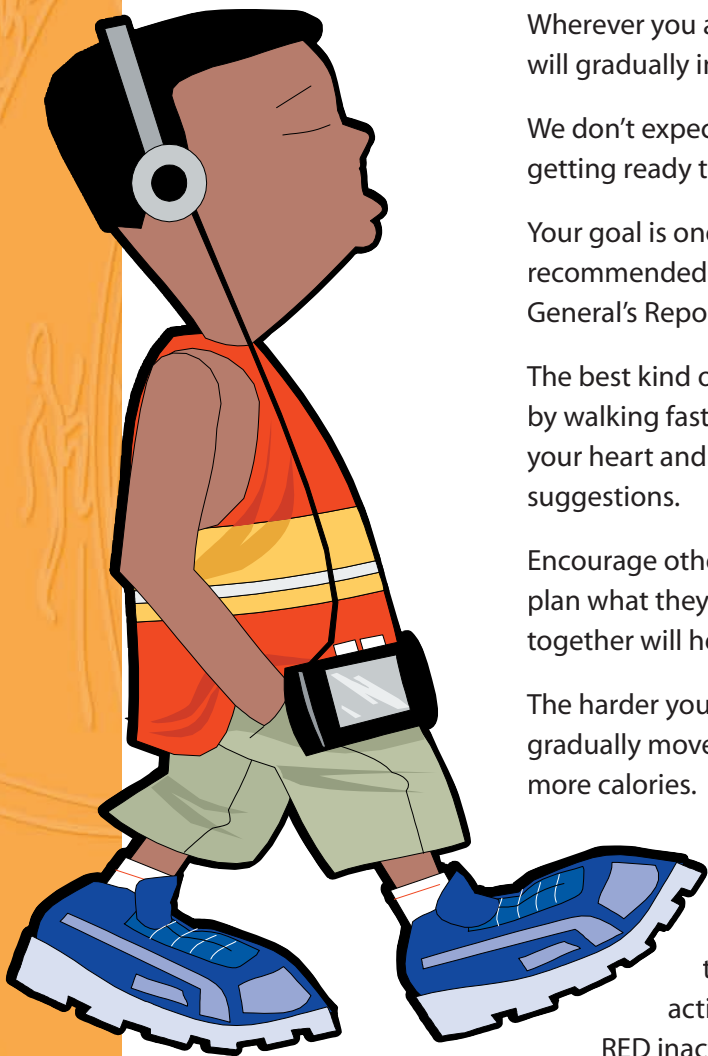
The best kind of activity is one that moves your legs. Using your legs by walking fast or swimming gets your whole body involved, including your heart and lungs. Check the list in this chapter and the ARG for other suggestions.

Encourage other family members to be as active as they can. Help them plan what they can do. Offer to do things with them. Doing an activity together will help you both make sure you do it.

The harder your body works, the more calories your body uses. As you gradually move from walking leisurely to walking briskly, your body uses more calories.

Some activities may seem like you are being active, but are actually not GREEN activities. For example, bowling is an activity that does not require your body to work at a moderate level and is considered a YELLOW activity. YELLOW activities are certainly better to do than the RED inactivity of sitting around, but they are not as good for your health—or your child’s health—as GREEN activities. You can look up the levels of different activities in the ARG.

If your physician has given you permission to participate fully, we suggest that you start with a slight increase in GREEN activity. Do a little more than what you are currently doing. After you have gotten started, show your Lifestyle Log to the PAL. The PAL will help you come up with an activity goal that is just right for you, based on the amount of activity that you are getting right now. Your increase will be gradual, safe, and doable.



Being physically active, “getting exercise,” can help your child lose weight and manage blood sugar levels.

PARENTS ASK:

My child has a lot of choices. What activities should I do?

Although there are a lot of activities on your child's list, we suggest that you begin by walking. Other GREEN activities recommended for adults are biking and swimming. You might want to try doing some stretching to warm up. Although it is only a YELLOW activity, gardening is another good activity for adults.



PARENTS ASK:

How does being physically active affect diabetes? What should I tell my child?

You have some very good news for your child.

Being physically active will not only help your child lose weight. It will help keep your child's blood sugar level closer to normal ranges. This will help your child manage diabetes.

One of the problems with Type 2 diabetes is that doors to the body's cells don't work as well as they should. Insulin resistance is the inability of your child's body's insulin to do its job well or at all. Insulin cannot get the body's cells to open as well as it did before. As a result, sugar cannot get into the cells effectively. The more your child weighs, the greater the insulin resistance.

But physical activity decreases insulin resistance. It helps to open up the cell doors. More sugar can go into the cell and be used for energy. When sugar moves into the cell, there is less sugar in the blood.

Physical activity also helps you to lose weight and maintain weight loss. Losing weight is another way to lower your child's insulin resistance, which means that your child's blood sugar level is also lowered.

Blood sugar levels go down when your child becomes physically active. And that's great news.

Physical activity helps to lower blood sugar levels. It also lowers blood fats, reduces body fat, improves physical fitness, and makes you feel good.

Bottom line. Being physically active, "getting exercise," can help your child lose weight and manage blood sugar levels. It's a great way to take care of diabetes.



How being active affects your child's diabetes

Your child has been given an assignment. Your child has been asked to compare blood sugar levels on days when your child gets physical activity with blood sugar levels on days when your child does not get physical activity. This will help you and your child see how being more physically active helps manage diabetes. Go over the results carefully in your family meetings every day for two weeks.

You will be able to point out that your child has lower blood sugar levels on the days your child is more active. Blood sugar levels will be higher when your child is less active. This is important for your child to understand. It shows how being physically active helps manage diabetes.



How should I get started? I've not been very active. Physical activity doesn't appeal to me.

Get started one step at a time. Start by walking for 10 minutes. Do this several times throughout the day if you can.

Your goal should be to get moderate physical activity like walking for 20 to 30 minutes on most days. The Surgeon General recommends that most people get 150 to 175 minutes of physical activity each week, and that is what the TLP recommends for you.

We also recommend that you spread this activity over at least three days. It's better to spread your activity throughout the week than to pack it into one or two days. Getting a little each day is safer than overdoing it one or two times a week.



How active should my child be? Are her goals the same as mine?

No. If you are participating fully, we are suggesting that you do activities at a moderate level, like brisk walking or swimming. Your goal should be to do these activities 30 minutes most days of the week so that you end up being physically active for 150-175 minutes a week.

The goals for your child are a little different. We are encouraging your child to begin doing moderate activities and to gradually increase the amount of time until your child is physically active from 30 to 45 minutes each day. The first goal for your child is to be physically active 200 minutes a week. This is the silver medal goal. Being physically active 300 minutes a week is the gold medal goal. Hopefully, your child can learn to be this active.



Keeping track of your habits will help you learn how active you are.

So, we are encouraging your child to spend more time being active than we are recommending for adults.

In the future, when your child is ready, your PAL will encourage your child to move from moderate level GREEN activities to some Fitness Boosters. For example, it would be great if your child went from shooting baskets, a GREEN activity, to playing basketball, a GREEN Fitness Booster activity. This would help your child burn more calories and lose more weight. Doing GREEN Fitness Booster activities will also strengthen your child's heart and lungs.

Your program is based on moderate GREEN activity that your primary care physician gave you clearance to do, including walking, swimming, and biking.

You will be helping yourself and setting a great example for your child if you can do GREEN activities, like walking, for 150-175 minutes a week.



How should we keep track of our physical activity?

Your child will begin to keep track of your physical activity habits in the Lifestyle Log this week. So will you, if you are participating fully in the TLP.

Keeping track of your habits will help you learn how active you are. It will help you learn what type of GREEN activity you like to do.

Keeping track of your physical activity can also help you understand how to add more GREEN activity into your week. Being more active will help you and your child be healthier and lose weight.

Each time you are active for at least 10 minutes, mark it in your Lifestyle Log for that day.

The form is titled "GREEN Physical Activity" and includes instructions: "Fill in each activity and draw an 'X' on a [pedometer icon] for every ten minutes you did it!". It features a table with columns for "Start Time", "Stop Time", and "Activity". To the right of the table is a grid of 12 pedometer icons. Below the table is a "Total minutes:" field. There are also sections for "Record your steps from the pedometer:" with a pedometer icon and a note "Remember to reset your pedometer each day.", and "Family Meeting Time:" with AM/PM checkboxes. A "Special Goals" section has a large white box for notes. At the bottom, there is a "Parent or Guardian Signature:" line with a white box for the signature.



How can we be more physically active?

Your child has been asked to list some favorite ways of being physically active. Go over this list with your child. See if there are other ways your child has not considered. Help your child think of some ways he or she can be active at different times during the day. For example, your child could take a walk during recess instead of playing cards.

Make your own list of ways you like to be active. Compare your list with your child's. Plan ways, including times, that you can do these GREEN activities. Be sure to include some things you can do together, like going for walks.



Ways to encourage your child to be physically active

- ▶ Encourage GREEN activity.
- ▶ Limit television watching.
- ▶ Set up a predictable routine after school.
- ▶ Monitor your child's after-school routine.
- ▶ Help your child decide when, where, how, and with whom different physical activities will occur.
- ▶ Schedule GREEN activities at the same time each day if possible.
- ▶ Write this schedule down and post it where it can be seen.
- ▶ Spend time being active with your child every day.
- ▶ Tell your child about behaviors you changed today.
- ▶ Keep running shoes and sporting equipment in a visible place to remind you and your child to get GREEN activity.

Remember, the activity only counts towards the weekly GREEN activity goal if you do it continuously for at least 10 minutes. Don't count YELLOW level activities. Your PAL will help you with any questions about this.

At the end of the week, you will know how much activity you have gotten. From week to week, you will see yourself becoming more active.



My child hates physical activity. What can I do to help her?

Getting into the habit of being physically active is tough for a lot of children. And there isn't a single best way to get kids going. But here are some suggestions.

Make sure your child understands why it is so important for her to be active. Go over the health reasons as well as how she will feel about herself if she becomes more physically active.

Then ask her what holds her back. It may be something like not wanting to get sweaty or mess up her hair. It may be that she doesn't feel good about herself physically and being active reminds her of her limitations.

Once you understand what holds her back, you may be able to suggest a way to deal with it.

Remind her that not being active is not an option. She's got to. It's the doctor's orders. The only question is how she gets some physical activity each day.

Then brainstorm with her. Make a list of the GREEN activities she would most like to do. Then help her schedule them into her day. Set a predictable routine after school.

Keep her physical activity at the same time each day. A fixed routine takes some of the decision-making out of every day. You just do what comes next on the schedule, like it or not. This makes it a little more likely that things will get done.



Help your child keep track of activity patterns

Your child will begin keeping track of GREEN activity in the Lifestyle Log. Your child will keep track of the activity and how many minutes it took. Review all this with your child at your family meetings. Be sure to give praise and encouragement. Your child needs to know you are supportive as your child begins this new effort to lose weight and take care of diabetes.

If you can, plan times to do things with your daughter. That way you can encourage one another.

What have you learned in this chapter?

Physical activity is anything you do that makes your body move. Physical activity helps you and your child to lose weight and be healthy. It also helps your child manage diabetes.

In the Activity Reference Guide (ARG), physical activities are ranked by something called a MET value. The MET value tells you how hard your body is working when you are doing different activities. The larger the number, the more calories your body is using.

The ARG uses the traffic light colors to show you how helpful different activities can be for burning calories and getting fit. RED activity involves sitting around and should be limited. YELLOW activities are more useful than RED activities, but not as healthy as GREEN activities. GREEN activities have a MET value of 3 or higher. Doing GREEN activities helps you be healthy. Fitness Boosters are GREEN Activities with a MET level of 6 or higher. These activities are called “Fitness Boosters” because they help your child get fit.

The TLP is not recommending that you do Fitness Boosters. The clearance that you got from your physician did not cover Fitness Boosters. It only covers GREEN activities like walking, biking, and swimming.

The Surgeon General and the TLP recommend that adults do 150-175 minutes of moderate GREEN activity each week. Children should do more. Your child’s silver medal goal is 200 minutes of physical activity a week, and the gold medal goal is 300 minutes of physical activity a week.

You have also learned some ways to be safe when you exercise, like warming up and cooling down, wearing the proper clothing, and stretching beforehand. You have also learned some things your child should do before exercising that are special because your child has diabetes.

It would be good to help your child plan ways to be more active. These times should be scheduled into the daily routine. It would be great if you would also schedule some time for you to do activities with your child.

Here’s how you can help your child:

- ▶ Encourage your child to be physically active, gradually increasing to a total of 30 minutes every day.
- ▶ Encourage your child to gradually increase to the GREEN activity goals of first 200 and then 300 minutes a week.
- ▶ Help your child make an after-school schedule which includes time for GREEN activity.
- ▶ Monitor your child’s schedule.
- ▶ Plan times to do active things with your child.

Here’s how you can help yourself:

- ▶ Make a schedule that includes time to be physically active if you are participating fully in the program.
- ▶ Work your way up gradually to 30 minutes of GREEN activity on most days of the week, or 150-175 minutes a week.

Chapter 10:

Get Your Family Involved in Lifestyle Activity

Here's what you learned about in Chapter 9:

- ▶ Physical activity is anything you do that makes your muscles move. Physical activity helps you to lose weight and become healthy. It also helps your child manage diabetes.
- ▶ The Activity Reference Guide (ARG) provides examples of activities that count toward your GREEN activity goal and those RED activities that you want to minimize. YELLOW activities are better than RED activities, but still not as healthy for you as GREEN activities.
- ▶ You learned that your child needs your help to plan ways to be more active. You learned to schedule GREEN activity into your daily routine. It would be good to also schedule time to do GREEN activities with your child. If you are participating fully, you and your child could plan to be physically active at least 30 minutes every day. You learned that you don't need to run or sweat a lot to be physically active. Walking is a great activity for adults.



Here's what you will learn about in this chapter:

- ▶ What lifestyle activities are
- ▶ How lifestyle activity can help you and your child be healthy
- ▶ How lifestyle activity can help your child manage diabetes
- ▶ How to get more lifestyle activity in your life
- ▶ How you and your child can use a pedometer
- ▶ How to see how healthy your neighborhood is
- ▶ How to involve friends and family in lifestyle activity



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals
- ⊙ Plan GREEN activities for you and your family
- ⊙ _____
- ⊙ _____

Suggested

- ⊙ Meet your weight goal _____
- ⊙ Complete your Lifestyle Log
- ⊙ Meet your calorie goal of 1200-1500 or _____ calories each day
- ⊙ Meet your goal of _____ RED foods each day
- ⊙ Record your GREEN activity

Making changes in physical activity possible

Parents have the power to change the family environment. One of the changes you can make is to help your child and other family members to be more active as they go about daily routines. There are ways of being physically active that do not require you to make a big change or go out of your way to do. This is called “lifestyle activity.”



What is lifestyle activity? How is it different from physical activity?

It's not so different. Lifestyle activity *is* physical activity.

But it's not an organized activity, like working out in a gym or going for a run.

When physical activity is part of all the things you do every day, it is called lifestyle activity.

A lifestyle activity is just part of the way you live your life. It's how you are active without really thinking about it because it's just part of your routine. Like taking care of the yard, gardening, or climbing steps. Like walking from the parking lot to work, or parking further away from the store and walking.

Doing more lifestyle activity is a great way to get more physically active without doing a sport or exercises. Lifestyle activity will help you be healthier and lose weight.

Lifestyle activities can be things you already normally do. Or they could be things you don't normally do but could easily decide to do as part of your everyday life.



List ways to use lifestyle activity more often

Your child has been asked to list the healthy lifestyle activities she already does. Go over this list with your child. Help your child add other activities to the list. Then make a list of lifestyle activities that you do. Your lists may include activities like walking the dog, washing the car, and walking to school or work. These are lifestyle activities that you and your child could do more often. They are ways of being “physically active” that can be easily incorporated into your daily schedule.

If a lifestyle activity lasts for at least 10 minutes and is marked “GREEN” in the ARG, then this activity can count towards your child's weekly GREEN activity goal. Be sure your child records it in the Lifestyle Log.

Things like walking to work or to the grocery store. Walking the dog, taking the stairs instead of the elevator, or riding your bike instead of driving. These are all lifestyle activities.

Think about what you do each week. The regular things. Occasional activities. Your routines. You can probably find many ways to be more physically active in your daily routines.



What's so good about lifestyle activity? How does it help?

Lifestyle activity allows you to get physical activity during the course of a normal day. This helps you manage your weight and become healthier.

Because lifestyle activity is—or could be—part of your daily routine, it can be convenient. It may be easier to do than physical activity, which might need preparation or special equipment.

You might say it's the difference between just leading your life while being as active as you can be or setting aside time for "physical activity" each day. Both are good for you. One is more convenient. The other is planned and not necessarily part of your daily routine.

Because lifestyle activities are part of your routine, they are easier to maintain for a long time. This makes them real lifestyle changes.

Although it may take a little longer, you can use up about as many calories by parking half a mile from work and walking both ways as you would from jogging for a mile. A mile is a mile.

This is easier than jogging. What's more, you don't need any special clothes or equipment.

You can burn more calories by going for a short walk at lunch. Then eat a smaller lunch. Make it fun. Make it a social occasion. Walk with a friend. You can walk and talk, enjoy yourselves, and lose weight.

You can burn up a lot of calories through these kinds of lifestyle changes. They aren't hard to do. You are already doing many of them. Just do them more often. And find a few others to do.



Will I still need to do other physical activities?

Probably.

Most of us can't get enough physical activity just through using lifestyle activities.

Lifestyle activity allows you to get physical activity during the course of a normal day.



But lifestyle activities are a great help. They help to develop good activity habits. If you use lifestyle activities frequently, you will not need to spend as much time doing more organized GREEN activities.



Are lifestyle activities just for adults? Do children need to do lifestyle activities?

They sure do.

In fact, children need to be doing lifestyle activities a lot these days. That's because they have fewer opportunities to be naturally active than we did when we were children. Changes in society have made all of us more sedentary. Less active.

That's why you should help your child find ways to use lifestyle activities in his day.

Sit down with your child and talk about it. Brainstorm together. See if you can identify some ways your child could be more active during the course of a normal day. Is walking to school possible? How about walking to the store? Or using the stairs instead of the escalator? What about raking leaves, cutting the grass, or working in the garden?

You can be a real help to your child by encouraging him to use lifestyle activities.



What about kids and sports? I don't mean organized sports. Just doing things with friends? Is that lifestyle activity?

It should be for kids. But it isn't for many of them. Today many kids just don't play ball with one another. They don't get outside and throw a football around.

Besides encouraging your child to get outside and play some basketball, there is something else you can do to encourage your child to be active. Make sure you have sports equipment around the house.

Is there a basketball? What about a football, a softball, a soccer ball? Would your child jump rope if you had one? How about weights to lift? Free weights usually aren't too expensive.

Talk about this at a family meeting. Ask your child what equipment he would like. What could you do with your child?



Parent Activity:

How helpful to your health is your neighborhood?

These questions will help you learn more about how your neighborhood can help you and your child be healthier. It may also show some ways your neighborhood is not so helpful. You may also discover some ways you and your child can make better use of your neighborhood to be physically active.

Please review this information with your PAL and talk about what you have learned about your neighborhood.

1. Is there a sidewalk or bicycle path on which you can walk 1 mile or more in the neighborhood?
Yes No
2. How far away is the nearest park or playground?

3. Does your child have to cross a busy street to play at the nearest park or playground?
Yes No
4. How far away is the nearest community center or recreation center? _____
5. How far away are the nearest shops and stores where you commonly run errands? _____
 - a. Could you walk or bike to these places?
Yes No
 - b. Do you normally walk or bike to these places?
Yes No
6. How safe is it for your child to play outdoors with other children in your neighborhood?
1 2 3 4 5
Not safe at all Very Safe
7. How many days in the past week have you walked or biked with your child to a local shop?
0 1 2 3 4 5 6 7
8. How many days in the past week did your child engage in physical activity in the following locations?
 - a. School grounds (weekends – outside school hours)
0 1 2 3 4 5 6 7
 - b. School grounds (weekdays – outside school hours)
0 1 2 3 4 5 6 7
- c. Public recreation center
0 1 2 3 4 5 6 7
- d. Park or playground
0 1 2 3 4 5 6 7
- e. Commercial facility
0 1 2 3 4 5 6 7
- f. Neighborhood
0 1 2 3 4 5 6 7
- g. Friend's home/other location
0 1 2 3 4 5 6 7
9. How many days in the past week did you do physical activity or play a sport with your child in the neighborhood? (for at least 10 minutes)
0 1 2 3 4 5 6 7
10. How many days in the past week did another family member do physical activity or play a sport with your child in the neighborhood? (for at least 10 minutes)
0 1 2 3 4 5 6 7
11. How many days during the past week did a family member take your child to a place where your child could be physically active?
0 1 2 3 4 5 6 7
12. Have you paid fees during the past six months so your child could take lessons related to physical activity?
Yes No
13. Have you paid fees during the past six months so your child could participate in organized physical activity or on a sports team?
Yes No
14. What have you learned about your neighborhood from these questions?

15. What have you learned about your habits from these questions?

16. What changes would you like to make in the way you use your neighborhood?

Date _____



How do lifestyle activities fit in with other forms of physical activities?

Planned physical activities are essential for good health. Some examples are walking, biking, or swimming. These activities will help you be healthy. They will help you lose weight. Try to do some of these things every day for 30 minutes on most days, and, of course, encourage your child to do them.

But you can get health benefits from short bouts of moderate GREEN activity. For example, if you usually ride the elevator in a building, you could take the stairs.

You can't record walking up the stairs in your Lifestyle Log (unless you are climbing stairs for at least 10 minutes). But this activity will still help you burn calories, lose weight, and be healthier. Why? Because the more active you are, the more energy you use up, the more calories you burn, and the more you strengthen your heart and lungs.

Short bouts of physical activity allow you to be flexible and work them into your day. It also cuts down on the amount of time you will need for more intense, organized physical activities.



If lifestyle activity is so great, why is it so hard?

Sometimes we are so busy that increasing physical activity seems hard. But it really isn't. All we really have to do is remember to use the opportunities around us. You can split your activity up into small bite-size chunks. You don't have to set aside a half-hour a day to be "active." Just work activity into your day.

Most of the time we don't do things the "active lifestyle" way because so many things in our lives make us want to be inactive.

Short bouts of physical activity allow you to be flexible and work them into your day.

How to use lifestyle activities to be more physically active

Your child has an assignment to look for ways to use lifestyle activities to get healthier. Your child will consider ways to increase the number of times she can be physically active during a normal day. The goal is to do a GREEN activity for at least 10 minutes. Then your child can record it in the Lifestyle Log. Go over this list with her. How about you? Are there lifestyle activities you could do longer than 10 minutes?



Being healthy by doing it the “active” way instead of the “inactive” way



Your child has been asked to list 5 ways to do more lifestyle activity each day. Help your child with this list and make one of your own. Could you or your child walk the stairs instead of riding the escalator or elevator? Are there other times you could do something the “active” way to increase your lifestyle activity? Talk about your ideas with your family at your family meeting. Share your ideas with the PAL.

Escalators at stores, remote controls for TVs, cars, and riding mowers make it easy not to use our bodies. Sometimes they are very helpful. Trouble is, we rely on them so often we forget to be active. We forget that we could do it another way.

But the thing is, if you see these conveniences as choices, you realize you can choose to use your body to do some things a healthier way.



How can I make lifestyle activities a regular part of my day?

Sometimes the hardest thing about doing a lifestyle activity is realizing that you have a choice. Realizing that you could do something different. That you could break out of a habit that keeps you sedentary.

Often we do things the easy way—like driving when we could walk, or using the elevator instead of the stairs—because we are in the habit of doing it that way.

Here’s how to change.

Start noticing times that you can do lifestyle activities. Start a list. Keep adding to it.

You often have choices. Pay attention to your environment and the choices around you. Whenever you can, make an active choice.

Your friends and family members are probably in the habit of doing things the “easy” way too because they haven’t thought about it either. They may not realize they have choices.

Talk to them about what you are doing and why. Ask them to join you. Explain how we have lots of choices everyday that we don’t think about as choices. But making a lot of little lifestyle choices can add up to some pretty big changes.

Making a lot of little lifestyle choices can add up to some pretty big changes.



Some ways to use lifestyle activity

Here are some ways to incorporate GREEN activity into your family's everyday life:

- ▶ Park your car or leave the bus a mile from work. Walk the rest of the way.
- ▶ Use the stairs rather than the elevator. Let your child know you are doing this.
- ▶ Walk to places that are less than one mile away.
- ▶ Walk during lunch hours. Eat a small lunch.
- ▶ Choose family activities that will help everyone burn calories. Go to the zoo or the park. Go swimming.
- ▶ Encourage your child to walk to and from school if it is safe to do so.
- ▶ Take the dog for a long walk. Invite the whole family to join you.
- ▶ Take the family biking.
- ▶ Do some planning. Sit down with your child and think about all the other ways to incorporate activity that would work for either of you.
- ▶ Make a list of these ideas and post it where you and your child can easily see it.



How can I get my child to use lifestyle activities?

The two best ways are to encourage and model.

Getting your child going with physical activity is just like helping her make changes in her eating habits. You do it and encourage her to do it too.

Of course, you need to explain why it's important and help her with suggestions.

Show your child that you are doing it. That makes your words more powerful.

But the main thing is to encourage her to do it.

Praise her for when she does it. Praise her when she is active with you. Praise her when she is active on her own.

If you encourage, praise, and model, it will be very difficult for your child not to get started herself.



What's a pedometer? How does it work?

A pedometer is a little device that counts the number of steps you take. You wear it on your waist. It's a tool to help you to figure out how much movement you are doing.

It gives you a way to learn what activities you do that add numbers to the monitor and which do not. The idea is to wear the pedometer every day for one week. Read the number of steps you've taken at the end of the day. Write the number down in your Lifestyle Log. Then see if you can take more steps the next day. It lets you see how your choices can add steps to your daily routine. It allows you to identify situations in your day that cause you to add numbers to your pedometer and those that do not.

Actually, a pedometer is a fun way to remind yourself to be active as you go about your daily routine.

Use your pedometer to challenge yourself

Here's a challenge. You and your child wear pedometers each day for a week. Set a goal for each of you. Set a combined goal. Plan a reward for yourselves if you reach your goal, both individually and as a team.





Set your pedometer with your PAL—if you are fully participating in the TLP program

Your PAL has measured out 1/2 of a mile. Walk the 1/2 mile with your PAL wearing your pedometer. Walk at an average pace for you. Check the time before you start and when you finish. This will tell you how long it takes for you to walk a half mile. How many steps does your pedometer show? Multiply the number of steps by 2 and you will know how many steps it takes you to walk a mile. Did it take you longer than 10 minutes to walk 1/2 a mile? If so, walk it again, trying to walk a little faster. If you walk a 1/2 of a mile in ten minutes, you can record it as 10 minutes of GREEN activity.

Time it takes to walk 1/2 mile: _____

Number of steps to walk 1/2 mile: _____

Number of steps to walk 1 mile: _____

How to use a pedometer

Before putting on the pedometer each morning, push the reset button on it to make sure it is on zero (0). Next, clip the pedometer to your hip. The pedometer should slide over your belt or the waistband of your pants, shorts, or skirt so that it is next to your body. In the correct, upright position, a person facing you should be able to read the words on the front cover. Make sure you close the cover of the pedometer and keep it closed at all times while you are wearing it. The pedometer will not work if the cover is open. Record the number of steps from your pedometer at night before going to bed.



What have you learned from this chapter?

Lifestyle activity is physical activity you get during the course of your normal day. Lifestyle activity allows you to be flexible about how you are physically active each day. If your lifestyle activity lasts at least 10 minutes and is of moderate intensity, you or your child can record it as a GREEN activity. By thinking about it, you can find many more opportunities to use lifestyle activity to improve your health. Using lifestyle activity a lot can help you be more physically active so that you can lose weight. It can help your child take better care of diabetes.

You can increase the amount of time you spend on everyday activities, such as walking to the store, so that you can record them in your Lifestyle Log.

Breaking the habit of “doing things the inactive way” will help you be healthier. You can ask friends and family to join you in becoming more active.

You have also learned how to see how healthy your neighborhood is so that you can help your child make better use of it to be physically active.

Here's how you can help your child:

- ▶ Help your child identify ways he or she already uses lifestyle activity.
- ▶ Help your child think of new ways to be physically active in a lifestyle way every day.
- ▶ Encourage and praise your child.
- ▶ Plan ways for your child to use the opportunities in the neighborhood to get GREEN activity.
- ▶ Challenge your child to a step contest using pedometers for a week.

Here's how you can help yourself:

- ▶ Use lifestyle activity to help you be healthier every day.
- ▶ Use your neighborhood to do GREEN activity.
- ▶ Use a pedometer to challenge yourself to be more physically active.

Chapter 11:

Get Active by Reducing the Time You Sit Around

Here's what you learned about in Chapter 10:

- ▶ Lifestyle activity is physical activity you get during the course of a normal day. By thinking about it, you can find many more opportunities to use lifestyle activity to improve your health. Using lifestyle activity can help you be more physically active so that you can lose weight. It can help your child manage diabetes.
- ▶ Lifestyle activity allows you to be flexible about how you are physically active each day. If you develop the habit of choosing the more active way to do things when you can, you will develop healthy lifestyle habits that will last a lifetime.
- ▶ Even if you don't do a lifestyle activity for a long time, doing it for short bouts at a moderate intensity will still help you be healthier.
- ▶ You and your child can use pedometers to measure how many steps you take in a day.
- ▶ You also gave some thought to opportunities in your neighborhood for your child to be physically active.



Here's what you will learn about in this chapter:

- ▶ How sedentary behavior is unhealthy
- ▶ Why you should spend less time being inactive
- ▶ How to keep track of sedentary behavior
- ▶ Goals for sedentary behavior
- ▶ Tips to help you control sedentary behaviors
- ▶ How to see how healthy your home environment is



Sedentary behavior

Last week you learned about lifestyle activity. Lifestyle activity is about active choices. Lifestyle activity is a way to be active while doing everyday tasks. This week we will talk about the opposite of being active: sedentary behavior. Sedentary behavior means sitting around or being inactive in your free time. It means choosing to be physically inactive. Other words for "sedentary behavior" are "inactivity" and "RED activity."



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals
- ⊙ Do a survey of ways your home helps your child to be healthy
- ⊙ Plan for more lifestyle activity in your family's routine

⊙ _____
⊙ _____

Suggested

- ⊙ Meet your weight goal _____
- ⊙ Complete your Lifestyle Log
- ⊙ Meet your calorie goal of 1200-1500 or _____ calories each day
- ⊙ Meet your goal of _____ RED foods each day
- ⊙ Meet your GREEN activity goal of _____ minutes each day
- ⊙ Record the number of steps from your pedometer each day

It is important to decrease the amount of time you are inactive each day. In this chapter you will learn how to reduce your sedentary behavior. The TLP recommends that you and your child limit RED sedentary activity to less than two hours each day.



Why is it so important to reduce sedentary behavior?

Sitting is part of life. People sit at work, school, and at family meals.

But there is only so much time in a day. If you spend too much free time being inactive, you won't have time to get the physical activity that keeps you healthy.

When you decrease your sedentary behavior you will have more time to be physically active. You will also have time to take care of other important things, like your responsibilities or having fun.

If your child is not watching TV after school, he can go to the park with friends or take a walk. If your child is not playing video games, he can play basketball. If your child is not on the Internet, he will have time to swim.

When you are inactive, your body is using very little energy. By spending less time being inactive, you will have time to be more active. Physical activity burns up calories and helps you lose weight. It also helps your child manage diabetes.

Sometimes sedentary behavior also causes you to eat more. Many people get into the habit of eating when watching TV. They even eat when they are not hungry. It's just what they are used to doing. Watching TV cues them to eat. Many TV commercials advertise food and make you want to eat. That doesn't help either.

If you are sedentary and eating, you are not burning many calories. In fact, you are gaining weight because you are taking in more calories.

Bottom line. Too much inactivity is not healthy – for you or your child.



What can I do to help my child reduce sedentary behavior and be more active?

Begin with the basics. Remember, you're a model and a coach.

Talk about why it's so important for you both to be more active. Explain how you are going to be more active. Then talk to your child about a plan that will work for him.

When you are inactive, your body is using very little energy.

Reasons to be less sedentary

Your child has an assignment to list some reasons to be less sedentary. Go over these with your child. Make sure your child understands them. That will make it easier for your child to make changes. If you can think of some other reasons, share them with your child. Make sure the list includes health reasons, social reasons, and taking care of responsibilities. Post this list where everyone can see it and be reminded.



Help your child schedule what he can do each day of the week after school.

Suggest that your child spend time outside of the house with friends right after school. Are there parks, playgrounds, or ball fields around? Where are safe places children can go to be active together?

Put GREEN activity on the schedule at the same time every day if you can. The time of day will prompt your child to be active. Encourage your child to call friends and arrange activities in advance.

Praise your child for trying to be active.



What's so bad about watching television? It keeps the children busy, and I don't let them watch programs that are bad for them.

Watching a lot of television makes it harder to be physically healthy.

Sedentary behavior gets in the way of your child being physically active. Time spent watching television, playing video games, or surfing the Internet is time that your child cannot be out doing things. As you know, being physically active is very helpful for anyone trying to lose weight, be healthier, or manage diabetes.

Another reason to cut back on TV time has to do with overeating. Many people—maybe most people—get into the habit of eating when they watch television. This can be a hard habit to break if your child watches a lot of television.

There are two ways to break the habit of eating while watching television. Cut back on the amount of time your child can watch television every day. And make a rule that there can be no eating while watching television, playing video games, or working on the computer.

The reason to cut back on TV time has to do with the ads on television. Many TV commercials advertise food and make you want to eat. Watching TV cues people to eat more and to eat RED foods. So even if your child is not eating in front of the television, he may be more likely to make unhealthy food choices later.

These are all good reasons to limit your child's inactivity to no more than 2 hours a day. It's a health issue.

Put GREEN activity on the schedule at the same time every day if you can.

Sedentary behavior gets in the way of your child being physically active.



How healthy is your home?

This activity will help you see if your home environment is set up so that it is easier for family members to be physically active and to eat in a healthy way.

Please list all the rooms in your house. Do not list the bathroom unless you have a television, computer, or food in the bathroom. Then go through each room and answer these questions. This is a good activity for you to do with your child. Make sure you agree on what goes on in the room. After you have answered the 10 questions about each room, see if you have any ideas about changes that would make the room healthier.

Show this to your PAL. Talk to your PAL about what you have learned about your home. Tell your PAL about any changes you plan to make.

Name of Room: **Kitchen**

Is there a television in the room?	Yes	No
Is there a computer in the room?	Yes	No
Is there sports or athletic equipment in the room?	Yes	No
If so, is it visible and accessible?	Yes	No
Are there rules about how the room can be used?	Yes	No
Are there candy dishes in the room?	Yes	No
Are there soda cans or food dishes in the room?	Yes	No
Are there candy or snack foods in the room?	Yes	No
Does eating go on in the room?	Often	Sometimes Never

What changes to this room would help family members think about and do healthier behaviors?

Name of Room: **Family Room**

Is there a television in the room?	Yes	No
Is there a computer in the room?	Yes	No
Is there sports or athletic equipment in the room?	Yes	No
If so, is it visible and accessible?	Yes	No
Are there rules about how the room can be used?	Yes	No
Are there candy dishes in the room?	Yes	No
Are there soda cans or food dishes in the room?	Yes	No
Are there candy or snack foods in the room?	Yes	No
Does eating go on in the room?	Often	Sometimes Never

What changes to this room would help family members think about and do healthier behaviors?

Name of Room:

Is there a television in the room?	Yes	No
Is there a computer in the room?	Yes	No
Is there sports or athletic equipment in the room?	Yes	No
If so, is it visible and accessible?	Yes	No
Are there rules about how the room can be used?	Yes	No
Are there candy dishes in the room?	Yes	No
Are there soda cans or food dishes in the room?	Yes	No
Are there candy or snack foods in the room?	Yes	No
Does eating go on in the room?	Often	Sometimes Never

What changes to this room would help family members think about and do healthier behaviors?

Name of Room:

Is there a television in the room?	Yes	No
Is there a computer in the room?	Yes	No
Is there sports or athletic equipment in the room?	Yes	No
If so, is it visible and accessible?	Yes	No
Are there rules about how the room can be used?	Yes	No
Are there candy dishes in the room?	Yes	No
Are there soda cans or food dishes in the room?	Yes	No
Are there candy or snack foods in the room?	Yes	No
Does eating go on in the room?	Often	Sometimes Never

What changes to this room would help family members think about and do healthier behaviors?

Name of Room:

Is there a television in the room?	Yes	No
Is there a computer in the room?	Yes	No
Is there sports or athletic equipment in the room?	Yes	No
If so, is it visible and accessible?	Yes	No
Are there rules about how the room can be used?	Yes	No
Are there candy dishes in the room?	Yes	No
Are there soda cans or food dishes in the room?	Yes	No
Are there candy or snack foods in the room?	Yes	No
Does eating go on in the room?	Often	Sometimes Never

What changes to this room would help family members think about and do healthier behaviors?

Name of Room:

Is there a television in the room?	Yes	No
Is there a computer in the room?	Yes	No
Is there sports or athletic equipment in the room?	Yes	No
If so, is it visible and accessible?	Yes	No
Are there rules about how the room can be used?	Yes	No
Are there candy dishes in the room?	Yes	No
Are there soda cans or food dishes in the room?	Yes	No
Are there candy or snack foods in the room?	Yes	No
Does eating go on in the room?	Often	Sometimes Never

What changes to this room would help family members think about and do healthier behaviors?

Name of Room:

Is there a television in the room?	Yes	No
Is there a computer in the room?	Yes	No
Is there sports or athletic equipment in the room?	Yes	No
If so, is it visible and accessible?	Yes	No
Are there rules about how the room can be used?	Yes	No
Are there candy dishes in the room?	Yes	No
Are there soda cans or food dishes in the room?	Yes	No
Are there candy or snack foods in the room?	Yes	No
Does eating go on in the room?	Often	Sometimes Never

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If so, is it visible and accessible?	Yes	No
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Are there candy dishes in the room?	Yes	No
Are there soda cans or food dishes in the room?	Yes	No
Are there candy or snack foods in the room?	Yes	No
Does eating go on in the room?	Often	Sometimes Never

What changes to this room would help family members think about and do healthier behaviors?

PARENTS ASK:

What can I do about television? My child just doesn't listen. Nothing I say can get him away from the television and his video games.

Make it uncomfortable. Make it difficult for your child to watch television.

Turn the television to face the wall. Move it to a room where no one would really want to watch it. Replace comfortable chairs in front of the TV with straight-backed hard chairs.

Put videotapes and game cartridges high on a shelf in a closet. Make them difficult to reach. Or lock them up and keep the only key. Your child can ask, and you can decide.

This may sound a little silly, but it just might work for you. It has for other families.

Doing things like these would send a pretty clear message to your child. In your house, sitting around the TV is not considered a healthy thing to do. Get going. Get active.

Put some reminders around about being physically active. For example, keep athletic shoes, racquets, and balls in sight. Leave activity-oriented magazines out where your family will see them. Post signs in your house about community activities at local parks.

Tell your child you will give her 2 weeks. If you don't see some pretty big changes by then, you will have to set some new rules.





Make a schedule for TV

Help your child make a weekly schedule for TV. Since TV time will be limited, encourage your child to pick the shows that are really the most important. Make your own TV schedule. Be sure to stick to these schedules.

PARENTS ASK:

If talking to my child and making it uncomfortable to watch television don't work, what else should I try?

Make some rules.

Some parents require their children to earn the right to watch television or do other sedentary behaviors. No watching television, no video games, and no playing on the computer until all their daily responsibilities are done. These responsibilities could include homework, reading the TLP chapters, completing the Lifestyle Log, getting 30 minutes of GREEN activity, family chores, and having a family meeting.

This is an aggressive plan. But it would really be putting the rules where your priorities are.

There's nothing wrong with putting first things first.

If you need to, you could back that up by having another rule. Only you control the television. You turn it on when you are satisfied your child has met his responsibilities. You turn it off when the time is up.

Another way to do it is to limit television and computer time. What makes sense to you? No more than an hour of sedentary behaviors a day? 10 hours a week? 14 hours a week?

You can work with your PAL to come up with a plan that works best for your family.

Of course, these are just suggestions. You should try what works for you. But if it doesn't work, change the rules.

PARENTS ASK:

How could I get away with that? Everybody in the family, not just my child with diabetes, would be upset if I really limited television time.

Maybe they would be upset for a while. But who's in charge? You or your family?

It's your television, your house, and your responsibility to do the right thing for your child. So if some rules need to be set, it's your responsibility to do so.

Explain why you are making the rules.

Remind them that you've tried giving suggestions. But things haven't

changed as much as they need to. Diabetes is a very serious disease. Doing something about it is very important. And if this means limiting the amount of time your family spends sitting around in front of a television, that's what you are going to do.

Remind them that watching television and playing on the computer are privileges. They are not rights children have just because they are children.

Sometimes being a parent isn't about being popular. It's about doing what's right for your child.

PARENTS ASK: **What should I do if my child gets bored because she is not watching so much television?**

Celebrate. It's a great problem to have.

It's really OK if your child gets restless and bored without television. This just gives you an opportunity to suggest some more worthwhile activity. You can talk about what your child could do that's constructive. Positive. More stimulating. Healthier.

Help your child make a list of activities she can do when she gets bored. Activities like dancing, or quiet activities like reading for pleasure. Encourage her to walk to the library to get books she likes.

Offer to do things with her. It's a great opportunity to get to know your child. Involve her in family projects. Work on designing healthy dinner menus.

There are lots of possibilities.

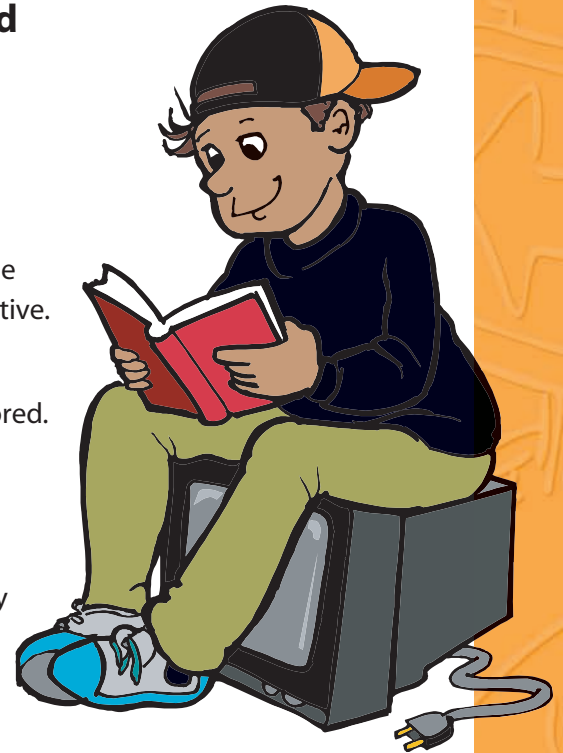
PARENTS ASK: **Won't cutting back on TV hurt the family? My family likes to watch TV together.**

No. In fact it will probably improve your family's interactions. Besides health benefits, there are some real social benefits to watching less TV.

Think about what you do when you watch TV. You're not talking to one another. You're not interacting with one another. You're just watching the same program. That's not family time. That's not helping your family understand or care about one another.

The same is true of video games. When your child plays video games with friends, they are interacting with the game, not with one another.

It's better when family members take the time to talk to one another.





Just like it's better for your child to talk to friends or do active things with them.

When families spend too much time in front of the TV, they often don't finish their other responsibilities, like homework or mowing the grass or cleaning their rooms.

Instead of watching TV, play board games together. Better yet, go to the park. Be active together. Go for a family walk.



How can I reduce my own sedentary behavior?

This is an important question. Important for your child as well as for you. That's because your child needs to see you model the new behaviors you are trying to teach.

You pretty much do it the ways you taught your child. Take your day and make a schedule. Put getting physical activity and serving healthy dinners near the top. These should be priorities, so you should schedule other things around them.

Set a limit for yourself, just as you did for your child. In fact, it would be good if you had the same limit. Then, if you think you need to see more TV than that, earn the right to do it by doing additional GREEN activity. An hour for an hour.

Plan your TV watching for the week just like you make meal menus a week at a time. Look at the TV schedule for that week. Write down in the space below the name of the show and the day and time the show is on. That's your schedule for the week. Stick to it.

Make a list of things you like to do or want to do when you are at home in the evening. Put some of these on your schedule as well.

Setting goals for sedentary behavior

We hope that soon you and your child will reduce your sedentary behavior to no more than two hours each day. You can help this by making a plan that will cut down the amount of time your child is sedentary each day. Use some of the tips in this chapter to guide you.



How can I know what's healthy and what's not in my home environment? I want it to be as healthy as it can be for my family.

Good question. You should take a good look at some key areas of your family. Use the home survey you just completed.

Start with televisions. How many televisions do you have? Where are

they located? Are they located in places so that your child can watch far more than is healthy? Are they in comfortable places? Or are they in places that are less comfortable and more likely to discourage your child from watching? What changes would you like to make?

What about the RED foods in your home? How many are snacks? How many are part of planned, healthy menus? What could you do to limit them so that your family can be healthier?

Where is sporting or exercise equipment stored? Is it in plain sight? Right out where it can be easily seen and used? Or do you have it buried away in some closet? What could you do to make it easier for your child to use this equipment?

The rules you set are part of your home environment. Are your rules healthy? Is it clear to everyone that there's no snacking in front of the television? Is it clear that food should only be eaten in the kitchen or dining room?

What have you learned in this chapter?

Sedentary behavior is very unhealthy. Many people spend too much time sitting around. You will be working with your PAL to reduce the time that you and your child are inactive. A good goal for you and your child is to limit RED activity to no more than two hours a day. Too much sitting around leads to gaining weight. It makes your child's diabetes control worse.

There are some ways you can help your child cut back on sedentary behaviors. Help your child schedule ways to be active during the week. One of the best ways to help your child is to schedule lots of time for being active as a family outside of the home. Another way is to limit TV watching. Make a weekly schedule of programs to see. If you need to, set rules that limit usage of TV, the computer, and video games.

You have made a survey of your home to learn what you can do to make it a healthier environment for your child.

Give encouragement and praise when your child is making progress.

Remember, you're a model and a coach. So model these changes yourself.

Here's how you can help your child:

- ▶ Help your child make a plan to be more active.
- ▶ Make a survey of your home to see how much it promotes healthy behaviors.
- ▶ Make your home environment less inviting for just sitting around.
- ▶ Teach your child how to schedule being active after school.
- ▶ Make a schedule to limit TV watching.
- ▶ Encourage and praise your child for being active.

Here's how you can help yourself:

- ▶ Make a plan to be more active.
- ▶ Limit the time you watch television.

Chapter 12:

Be a Healthy Role Model for Your Child

Here's what you learned about in Chapter 11:

- ▶ Many people spend too much time sitting around being inactive. In the TLP, sitting around, or sedentary behavior, is called "RED activity." RED activity is unhealthy and leads to gaining weight. Being active helps manage diabetes.
- ▶ The TLP recommends that you and your child try to limit RED activity to no more than two hours a day.
- ▶ One of the best ways to help your child cut back on RED activity is to schedule lots of time for being active outside of the home. Another is to limit TV watching. Make a weekly schedule of television programs that are OK to see. If you need to, set rules that limit usage of TV, the computer, and video games.



Here's what you will learn about in this chapter:

- ▶ Your child's interests and strengths
- ▶ Your interests and strengths
- ▶ How to model lifestyle changes for your child
- ▶ How the media promotes unrealistic expectations of how our bodies should look
- ▶ How to set realistic goals for losing weight—and other things



How can we help our daughter? She's had her feelings hurt by the things other children say about her weight.

Negative comments about weight can be very hurtful. They can also damage your daughter's self-esteem.

Encourage your daughter to tell you how she feels when this happens. Listen with empathy. Then assure her that you love her, and that she's a wonderful person.

Help her understand why young people tease each other. Remind her that kids can be cruel. Especially young teens who are often insecure themselves.



Things to do before your next meeting with your PAL:

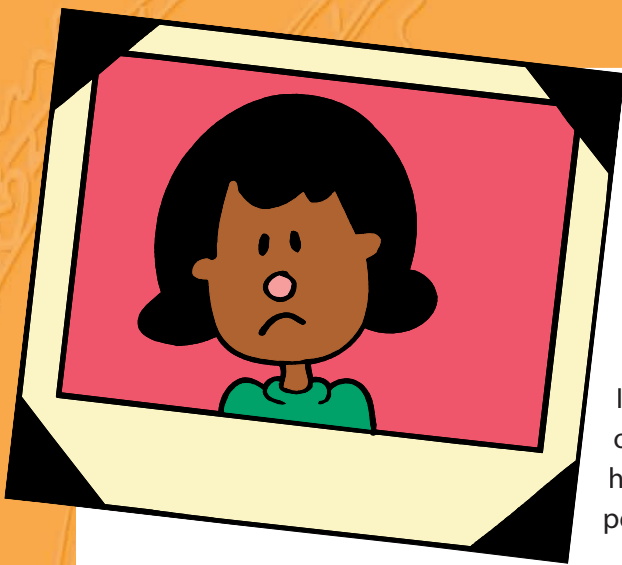
- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals
- ⊙ Help your family reduce the time they are inactive

⊙ _____

⊙ _____

Suggested

- ⊙ Meet your weight goal _____
- ⊙ Complete your Lifestyle Log
- ⊙ Meet your calorie goal of 1200-1500 or _____ calories each day
- ⊙ Meet your goal of _____ RED foods each day
- ⊙ Meet your GREEN activity goal of _____ minutes each day



Ask your daughter if she has been teased or put down for other things than her weight. Often kids are put down about all sorts of things, from the clothes they wear to their taste in music. Kids are called lazy or stupid, dumb or ugly in all sorts of ways.

It may help your daughter if she can give you some examples of other ways she has been teased. Or of ways other friends have been made fun of. This will help make it a little less personal.

PARENTS ASK

Even if she hasn't been teased, I worry about how she feels about herself. She knows she is heavy. What can I do?

Explain how there's far too much focus on appearances today. Kids are surrounded by unhealthy media messages about how they should look. How looks will get them acceptance and success. Girls must be skinny. Boys need to be buff and tough.

Trouble is, very few can look that way. Many end up feeling badly about themselves. Insecure kids like these take it out on other children like your daughter. They feel better about themselves by putting someone else down. That's why they make fun of your daughter.

Kids are not told about the cosmetic surgery, workout professionals, makeup and wardrobe people, or the computer-enhanced photographs that produce these images.

That's something parents must do. Point out examples in magazines in the supermarket and television clips. Remind your child that this is not only unrealistic, it's artificial.

Many adults are not happy with their bodies either. Like teens, they think that being thinner will make everything better. People often make the mistake of thinking that they will be happy if they are thin. It's supposed to be magic.

In one survey of 30,000 people, half of the women who were at a normal weight wanted to be thinner. And 1/4 of the men who were at a normal weight wanted to be thinner. None of these people were overweight, yet they all wanted to be thinner.

That's why it's important to keep the emphasis on having a healthy body. We do not encourage trying to meet the unrealistic standard of beauty the media promotes.

Be sure you talk about this with your child. Don't focus on her weight or how she looks. Don't talk about your weight either. Remind her that people come in different shapes and sizes.



What else can we do to help our daughter feel better about herself?

Look for opportunities to point out your daughter's positive qualities. Does she get along with others? Is she a good friend? Does she try hard?

Point out what she does well. Attend her events. Praise her positive characteristics and the efforts she makes. Let her know that character is far more important than appearance.

Make it clear to her that the most important thing is how she feels about herself. Not what others think of her. Being aware of her positive qualities will help her feel better about herself. Even when other kids say hurtful things. She may be hurt, but she won't feel badly about herself.

Ask her what she thinks some of her positive qualities are. Encourage her to brag a little. Remind her of some qualities she didn't mention.

Praise her positive characteristics and the efforts she makes.

The RED and GREEN Food Swap

You have been focusing on physical activity for several weeks, but as you know, healthy eating is still important. Your child has been given an assignment this week that focuses on healthy food choices. The assignment is to take the list of RED foods that you and your child made in Chapter 5 and see if your child can identify 5 RED foods that you can get rid of. These should be RED foods that you do not need for healthy eating. For example, your child could get rid of tortilla chips, muffins, chocolate chip cookies, whole milk, and soda.

The second part of the exercise is to try to think of 5 GREEN foods that you can bring into your home. These should be foods that are not on your list now. For example, if you have apples now, your child could add bananas or non-fat milk. Your child should write down when it would be a good time to eat each food and put this food on your weekly shopping list.

We have suggested that your child talk things over with you and write down the reason you could get rid of each food. Be sure to go over this activity carefully at your family meeting. Pay attention to the reasons your child wrote down for getting rid of a RED food and for adding a GREEN food to your shopping list.



Then be sure you reinforce these qualities by praising her whenever she shows them. Encourage her along the way as she tries.

So first you help your daughter become more aware of her positive characteristics. Then you reinforce them with praise. This way you can have a very powerful, positive effect on how your daughter feels about herself.

Eventually, she can carry her own positive environment with her wherever she goes.



What are realistic goals? How much weight should we try to lose?

There's no simple answer to this question.



Your PAL will work with your child to determine her personal weight goals. For some kids, the goal would be to lose about 1 pound a week. That's about 24 pounds, on average, over the first six months.

Your PAL can work with you on your own weight goals. For some adults, the goal would be to lose about 1 – 2 pounds per week. You could make these goals--provided that you need to lose this much weight.

These goals are realistic for most participants in the program. Of course, to lose this much weight, you must follow the program guidelines carefully.

After 6 months, you will have a much better idea of what you can lose and how much more weight you want to lose. Right now, let's take it 10 pounds at a time. See what it takes to lose those first 10 pounds.

Remember, losing weight is not magic. It won't necessarily change other things about your life. Your relationships with other people at work will be the same. Your income will be the same.



What's too much TV time?

Your child has been asked to list some favorite television shows and video games. Go over the list with your child. Does it look like your child is spending too much time watching television or playing video games? If so, talk to your child about all the time that gets wasted watching television. Talk about how it's healthier to be physically active.



Besides losing weight, are their other outcomes we should hope for?

You bet. And they're realistic.

Losing weight—and doing the things you need to do to lose weight—will make you and your child much healthier. If you can get them involved, your entire family will probably be healthier.

Being healthier should be your primary goal. That and managing your child's diabetes. It's a health care program. Losing weight is one of the good things that happens as a result of making healthy lifestyle changes.

Besides losing weight and being healthier, there are some other good things you can expect.

You should feel better about yourself because you have worked hard to make some major lifestyle changes. You will know that you have done something very important that will have lifelong benefits for you, your child, and your family. We think you ought to feel pretty good about that.

Friends who know what you have accomplished may also admire you. That's not a goal, but it may happen. It's good if it does. Everyone needs encouragement, and admiration is very encouraging.

You can expect to get along better with your child. You've worked hard together, worked as a team, spent time each day trying to learn ways to help you both be healthier. Your child will probably feel better about you.

Your child will also feel better about himself. That's because your child has also accomplished something very hard, just like you have.

Your family life should improve. For example, family meals will be more social. Your family will focus more on communicating than on eating.

Many family habits will be more orderly. Like meal planning, grocery shopping, and meal preparation.

You and your child will operate on a daily schedule that will help you be physically active and do other things. It will help you prepare healthy meals for your family. This will also make family life more orderly.

Although it's hard to say exactly how many pounds you should lose, it's safe to say that you can expect many good things to happen as you focus on the goal of living a healthier lifestyle.

Being healthier should be your primary goal.



Getting to know your child's interests and talents

Your child has been asked to identify and list personal strengths, talents, and interests. Some kids like to act, some to write, some to sing, or roller blade. Kids need to know that they are so much more than how they look or how much they weigh. Your child may not be used to thinking about positive personal qualities. Help your child do this. Be sure to praise your child for the individual strengths, interests, and talents on the list. This will help your child feel good about him or herself.



What goes into being an effective role model? I want to do all I can to help.

Of course, to be a role model, you've got to do the new behaviors you want your child to do. You've also got to avoid unhealthy behaviors like skipping meals or crash dieting. Stick to the healthy eating plans you have developed.

But there's a lot more than just doing the behavior. There's how you do it.

You need to do it with a positive attitude. Be enthused about making changes. Be hopeful about the outcomes. Have fun with your family while you do it.

If you can be positive like this, you will have more influence on your child than you could believe.

Keep the focus on having a healthy body, not on appearances. You probably will look more attractive and fit as you lose weight. The reason you are losing weight though, is to be healthy. That should be the main thing you stress with your child as well.

You model this by not weighing yourself excessively or checking your appearance in the mirror constantly. You model it by not saying negative things about how you look.

Here's another tip about being a model. Take a few minutes and think about 3 qualities you really like about yourself. These qualities don't have to be related to healthy eating behaviors. It could be how well you follow through with things. Or how calm you are when things go wrong. Or your friendliness to others.



Then start a campaign to help your child develop these qualities. Try to really model these qualities over the next three weeks. Then praise your child whenever he exhibits these qualities.



How can we not focus on how much we weigh? We're in a weight-loss program. All we do is find ways to lose weight.

It does seem like a contradiction. Here's how to handle it.

Keep in mind that losing weight is part of this program. Weight loss alone is not the goal. It's a way to get to the goal.

You're not losing weight to improve your appearance. You're doing it to be healthy. So be very matter-of-fact when you do talk about weight.

When you do praise your daughter for losing weight, connect it to doing a good job building healthy lifestyle habits. Connect it to being healthy. Connect it to managing diabetes. Not to appearances.

That's the basics. But there is more you can do.

Get active.

Yes, getting active will help you stop thinking about how much you eat, how much you don't eat, what your child will eat.

It is important to explore GREEN activities your child enjoys when planning a weekly schedule.

Getting to know your child's interests



Your child has an assignment to identify personal interests. Knowing this is important. It will give your child ideas for activities. It will give you ideas about what to encourage your child to do. Feeling good about these interests will help build up your child's self esteem.

Help your child identify activities that match these strengths. Try to identify activities your child would like to do alone and activities your child would like to do with others. Some of these can be physical activities, but not all of them will be. This might be a good activity for you to do for yourself as well.



Scheduling activities for a week in advance will help your child stay active.

Your child has been given some homework exercises to identify special talents, friends, activities, and interests. You can do the same for yourself. Make a weekly schedule that includes as many activities that reflect your special talents and interests as you can.

Weighing less is only a means to an end. The real goal is to be healthier so you can do more of the things you enjoy. Make sure that you do more of these things now. Make time for your friends and the activities that interest you.

This will help you keep things in perspective. It will make it easier to focus on being healthier rather than losing weight for appearances sake.

Encourage your child to do the same.

Make a weekly schedule of activities with your child



Your child has an assignment to make a weekly schedule of activities. Use the list of interests your child has already made. Help your child make a plan to do these things. Include specifics about time, place, transportation needed and people involved.

The schedule should include at least one GREEN activity (not TV, computer, or video games). Keep in mind your child's physical activity goals, interests, and strengths. Encourage your child to do these things. Check to be sure he or she is. This might be a valuable activity for you to do for yourself as well.

What have you learned from this chapter?

You have learned more about your child's interests, strengths, and abilities. You have learned more about your own.

It is important to explore GREEN activities your child enjoys when planning a weekly schedule. Scheduling activities for a week in advance will help your child stay active. Some activities can be done alone, some with other people.

Cutting down on sedentary behaviors will give your child more time to do things he or she enjoys. Some of this time will be spent doing physical activities. Much of it will be spent doing other activities.

Children are exposed to very unrealistic expectations about how they should look. The media surrounds them with images of thin women and tough, rugged men. The message seems to be that looking like this will solve all your problems. Kids need help to understand that the goal is to be healthy.

You can be a role model for your child by showing that you are comfortable with your body. Keep the focus on making lifestyle changes to improve the health of your body, not its appearance. Don't talk negatively about how you look. Don't make comparisons. Don't talk about how others look.

Let your child know that character is far more important to you than looks. Find things to praise and encourage in your child's behavior.

Here's how you can help your child:

- ▶ Help your child identify interests and talents.
- ▶ Help your child schedule activities based on these interests every day.
- ▶ Talk to your child about setting realistic weight-loss goals.
- ▶ Model the values you talk to your child about.

Here's how you can help yourself:

- ▶ Set realistic expectations for your own weight-loss.
- ▶ Keep your focus on having a healthier body, not appearances.
- ▶ Stay active with things you enjoy.
- ▶ Find characteristics you like about yourself and praise yourself when you exhibit them.

Chapter 13:

Turn Problems Into Solutions

Here's what you learned about in Chapter 12:

- ▶ You learned more about your child's interests, strengths, and abilities. You also learned more about your own interests, strengths, and abilities.
- ▶ It is important to explore activities your child enjoys when planning a weekly schedule. Scheduling activities for a week in advance will help your child stay active. Some activities can be done alone, some with other people.
- ▶ Cutting down on sedentary behaviors—which the TLP calls "RED activity"—will give your child more time to do things he or she enjoys. Some of this time will be spent doing physical activities—which the TLP calls "GREEN activity."
- ▶ Children are exposed to very unrealistic expectations about how they should look. The media surrounds them with images of thin women and muscular men. The message seems to be that looking like this will solve all of your problems. Kids need help seeing through all of this.
- ▶ You can be a model for your child by showing that you are comfortable with your body. Keep the focus on making lifestyle changes to improve the health of your body, not its appearance. Don't talk negatively about how you look. Don't make comparisons. Don't talk about how others look.
- ▶ Let your child know that character is far more important to you than looks. Find things to praise and encourage in your child's behavior.



Here's what you will learn about in this chapter:

- ▶ Why it's normal if some habits are easier for you and your child to change than others
- ▶ What are the things that are giving you and your child problems
- ▶ How to use problem-solving to deal with challenges



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals
- ⊙ Help your child plan activities and explore interests
- ⊙ _____
- ⊙ _____

Suggested

- ⊙ Meet your weight goal _____
- ⊙ Complete your Lifestyle Log
- ⊙ Meet your calorie goal of 1200-1500 or _____ calories each day
- ⊙ Meet your goal of _____ RED foods each day
- ⊙ Meet your GREEN activity goal of _____ minutes of activity each day

PARENTS ASK:

Is it normal to get discouraged?

The important thing is not to quit. Not to let your feelings of discouragement stop you from making healthy choices.

Yes. Some changes take longer than others. It's common to feel discouraged when trying to make changes over a long period of time. It's normal. For both parents and children. In fact, you should expect you and your child to feel discouraged from time to time. That way you will be prepared to deal with feelings of discouragement without giving in to them.

The important thing is not to quit. Not to let your feelings of discouragement stop you from making healthy choices. Not to let feelings of discouragement let you slide back into old habits. This chapter will give you ideas about how to turn these feelings around, to turn problems into solutions.

PARENTS ASK:

What can I do to keep my child from giving up? He says making all these lifestyle changes is just too tough.

Tell your son that you know making healthy lifestyle changes does take hard work. You know it does. You have to stick with it. Explain that it's often easier to start than to keep going. The goals are clear at first. You're excited to make some progress. But then it gets hard to carry through. It can seem like a long time to success.

Explain that this is normal. It happens to all of us.

Then ask your son what makes it so difficult for him. Ask him more questions until he can be as clear and specific as he can be.

Listen carefully. After he tells you how difficult it is to keep going, say back to him the most important points he has made. If you don't have it right, ask him to repeat what he said. Repeat it back until he says that you understand him. Saying it back like this is called "paraphrasing."

Paraphrasing is a very powerful communication skill. The more you do it, the more you will understand your child. The more you do it, the more your child will know you understand him.

It helps you and your child to know that you have understood him. It also helps you both to know when you have not understood. Then you ask your



child to make clear what he said. Tell him to say it again. Paraphrase until he lets you know you've got it right.

After he lets you know that you understand the problem, ask him how he feels about it. Paraphrase his feelings until you've got them right too. It's very important to paraphrase your child's feelings as well as his statements of facts or opinions.

Ask what he thinks could be done to handle the situation better. Listen to all his ideas before throwing out a few of your own. Don't discuss or evaluate ideas at first. Just write them down. This is called "brainstorming." It means that you are trying to use your imagination to come up with some good ideas that you can evaluate later.

Offer to help with what's discouraging your child if you can.



Is it OK to keep reminding my daughter not to eat so many RED foods? I get so angry when I see her do this.

No. It's probably not a good idea for you to keep reminding her. It sounds like you are very angry, so your reminding probably comes across as nagging.

You might want to reread Chapter 5. That explains how nagging can damage your relationship with your child. It explains why praise and encouragement are so powerful.

You don't want to come across as "the food police." You've got a lot of power. But the more you try to take over your child's eating directly, the more she will resist. Don't let other family members nag either. Even if they want to help, this is not the way.

Remember that your daughter is responsible for her own behavior. She makes her own choices, even poor ones. You can't live her life for her.

But you do have power to help her. With encouragement and managing your home environment.

Your responsibility is to arrange the home environment so it's as easy as possible for your daughter to make good choices.

In Chapter 6 you learned ways to plan, shop for, and prepare healthy meals and snacks. Are there plenty of GREEN and YELLOW foods around? Have you kept the RED food snacks away? Ask yourself: Am I still doing these things as well as I could? Have I slipped too?

How about making your home "activity friendly"? You learned about



Ask about what's difficult now

If your child hasn't already talked with you about what's hard now, ask. You will be able to be more helpful if you know what your child is having a hard time working on.

Reflect on what your own biggest challenges are at the moment. Ask yourself: what's difficult about making lifestyle changes now? What's difficult for me about helping my child stay positive and make changes?

Nagging can damage your relationship with your child.

Remember that your daughter is responsible for her own behavior.

this in Chapter 10. You might want to review the ideas in that chapter as well.

How well are other family members joining you and your child in making healthy choices? Have you encouraged them recently? Have you explained why it's so important?



Switch fruits and vegetables for RED foods

Your child has been encouraged to eat fruits and vegetables instead of RED food snacks this week. After talking with the PAL, your child may have decided to keep track of the fruits and vegetables she eats this week. She can use the Special Goals column in her Lifestyle Log. Be sure to check this at family meetings. Talk about what she's doing, and praise her for her efforts.

This may be a good idea for you. Try keeping track of the fruits and vegetables you eat this week. Keeping track of the fruits and vegetables you eat will help you be more aware of eating these healthy foods. It will also be a good example and a support for your child who is doing the same thing this week.



Should I give my child a pep talk when he's discouraged?

If you've listened carefully to how he feels and what's discouraging him, a pep talk may be helpful.

But maybe not. Especially not if your pep talk seems like a lecture. Or criticism. Or anger.

He doesn't need you to argue with him about why giving up is a bad idea.

Instead, assume that he'll keep going. Assume he just needs some encouragement. Or a better plan.

Remind your child of how hard he's already worked. Remind him of his goals. Remind him of the changes he's made already. Remind him of how proud you are of him.

Tell him you're confident he can reach his goals even if it is difficult.

You might talk about a time from your own life when you felt like giving up but kept going.

Remember, if you give the pep talk before you've really listened, your son probably won't hear a word you say. If you give your pep talk before you've given your child a chance to problem-solve, his efforts won't be as focused as they should be.



What's involved in problem-solving? Does this mean that I should give my child some advice she hasn't thought of? Should I tell her how to do it?

No.

Problem-solving is just the opposite of giving advice. It's a systematic way to approach a problem. There are really 6 steps in problem-solving.



Try problem solving

Next time your child is having a hard time making a behavior change, use problem-solving skills. You can do this during one of your family meetings. Try this approach for other problems you may be having.

1. Identify the problem.

2. Brainstorm the solutions.

3. Compare solutions.

4. Make a plan.

5. Try the plan.

6. Evaluate the plan.

Begin by *identifying the problem*. That's the first thing to do. This usually means that you ask questions so that you can be as specific as possible about what is going wrong.

For example, it isn't enough just to say that your daughter is eating more RED foods. You've got to ask enough questions until you discover that you are buying more RED foods and that she is snacking on them while watching television. Then you can begin to do something about it.

The next step is to *brainstorm possible solutions*. Think of as many ways as you can to solve the problem. Write every idea down. Don't try to be practical now. Don't start saying this or that won't work. Just make a list as long as you can. Go for quantity, not quality.

Then *compare solutions*. This is when you get practical. What's good about this solution? What's not so good about it? What solution is the most simple? What solution stands the best chance of working?

Then *make a plan*. This is when you make the solution workable. Think through all of the steps you need to make it work. Then put your plan to work.

Your plan might combine solutions. For example, you promise to not buy RED food snacks. That's one part of the plan. Your daughter promises not to snack in front of the television. That's another part of the plan. Together you work out a schedule with more time for physical activity. That's a third part of the plan. All of these are practical ways to solve the problem.

Then *put your plan to work* for a few days. Test it.

The last step is to *evaluate how the plan worked*. After giving your plan a fair chance to work, evaluate it. If it worked that is great. If it's not working so well, start over. Identify the problem again. What isn't working now? Then brainstorm again, compare solutions, and develop another plan.

That's what real problem-solving is. You identify the real problem by asking good questions. Then you brainstorm solutions, compare solutions, and develop a plan. You put your plan to work and evaluate it.

Problem-solving is something you can practice with your child. Tell her about the 6 steps so that she can learn problem-solving skills herself. Then help her use the skills with challenges she faces.

It's a valuable skill to have. It's a skill you can use in many different situations in life. So can your daughter.

Problem-solving is just the opposite of giving advice.



What can we do about school? My daughter’s friend tempts her with RED foods. It’s getting harder and harder for her to say, “No.” In fact, that’s one of the times she is eating RED foods. She’s also getting very angry with her friend.

This is another great opportunity to use problem-solving skills.

You’ve done a good job of identifying the problem. The next step is to brainstorm solutions. There are a few obvious ones. Your daughter might try to ignore her friend. Or eat lunch somewhere else. Or try to explain clearly and calmly why healthy eating is so important to her. You and your daughter might be able to think of some other things to try.

Next, your daughter needs to compare solutions. How important is it to her to sit with that particular friend? Does she want to try a solution that might make that possible? Or would she rather just sit with other friends?

Then you make a plan. Or make two plans. Plan “A” might be for your daughter to talk seriously to her friend about her diabetes and ask for her help. Plan “B” might be to move.

Then, your daughter goes ahead and talks to her friend. She might want to do this before lunch. She needs to find an opportunity to talk when



they will have time to be serious. She will really have to explain things to her friend. She can talk about diabetes, her health, why she needs to eat the right foods and lose weight—and how RED foods are really dangerous to her.

Then, after she does this, wait a few days and evaluate the plan. If it didn't work, your daughter may have to go on to plan "B." She may have to sit with other people. Or she may try to have one more talk with her friend.

This is how you problem-solve.

What have you learned from this chapter?

It's natural for you and your child to have problems meeting behavior change goals. Instead of giving in or arguing when your child gets discouraged, you can use other skills to help your child keep trying.

You learned the 6 steps in problem-solving: identifying the problem, brainstorming solutions, comparing solutions, making a plan, putting the plan into action, and evaluating the plan.

This problem-solving approach will help you use other skills you have learned to help your child. Once you identify the problem, you can probably come up with some solutions that will make your home a place where your child can make healthier choices.

Here's how you can help your child:

- ▶ Remind your child of how far she has come when she gets discouraged.
- ▶ Ask your child what kind of help she needs from you if she is having trouble meeting her goals.
- ▶ Be responsible for making your home a place where it is easy to choose healthy eating and activity behaviors.

Here's how you can help yourself:

- ▶ Notice when you get discouraged and feel like quitting. Find someone who will listen to you and encourage you.
- ▶ Practice using problem-solving skills to help you reach your own weight loss and GREEN activity goals.

Chapter 14:

Special Events – Parties & Holidays

Here's what you learned about in Chapter 13:

- ▶ It's natural for you and your child to have problems meeting behavior change goals. But instead of giving in or arguing when your child gets discouraged, you can use other skills to help your child keep trying.
- ▶ You learned how to problem-solve. You identify the problem, brainstorm solutions, compare solutions, make a plan, put the plan into action, and evaluate the plan.
- ▶ This 6-step problem-solving approach will help you use other skills you have learned to help your child. Once you identify the problem, you can probably come up with some solutions that will make your home a place where your child can make healthier choices.



Here's what you will learn about in this chapter:

- ▶ How special events are high-risk situations
- ▶ Planning in advance for parties and holidays
- ▶ Tips to avoid problems at parties



Special Events

Special events are a part of everyone's life. We want you and your child to be able to enjoy parties and holidays like everyone else. You and your child can meet your lifestyle goals even when you have a special event by planning ahead and problem-solving once you are there.

You will do well if you decide what activities you will do ahead of time. This will help you find the best way to eat healthy and increase your physical activity.



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals

⊙ _____

Suggested

- ⊙ Meet your weight goal _____
- ⊙ Complete your Lifestyle Log
- ⊙ Meet calorie goal of 1200-1500 or _____ calories each day
- ⊙ Meet your goal of _____ RED foods each day
- ⊙ Meet your GREEN activity goal of _____ minutes each day

PARENTS ASK:

Parties seem to be all about food. How should we approach them?

Parties are a time for people to get together and have a good time.

The foods served at parties are often RED foods, which are high in fat and calories. Too often the food seems to be the focus of the party. Sometimes it seems as if there's nothing else around, except food and drinks.

All this focus on food makes it really hard to stick to your healthy eating plan.

Be honest with your child about how hard it is, but point out that parties should not be just a time to eat. Parties are meant to be a time of joy, games, fun, dancing, friendship, and family. Food should be just one part of the event.

Planning ahead is key. If you plan in advance, you and your child can make good food choices. You can meet your calorie and RED food goals. And you can still have fun.

You could also help your child plan some activities he would like to do at the party. Help him think about people he would like to talk to. Having things to do and people to talk with will help keep the focus off of food.

PARENTS ASK:

How can I help my child make healthy choices at a party without her getting angry with me?

Keep in mind that you cannot control your child's behavior at a party. But you can influence it.

Although she still has to make her own choices, you can help her do it wisely. The best way to do this is to help her plan in advance for the type of choices she will face. Prepare her so she can make the choices she would really like to make. Choices she will feel good about later. Choices you will be proud of.

Begin by sitting down together and thinking about situations she will face. What foods are likely to be at the party? What are the likely healthy choices? What foods should she avoid completely? What foods can she eat cautiously?



If you plan in advance, you and your child can make good food choices.

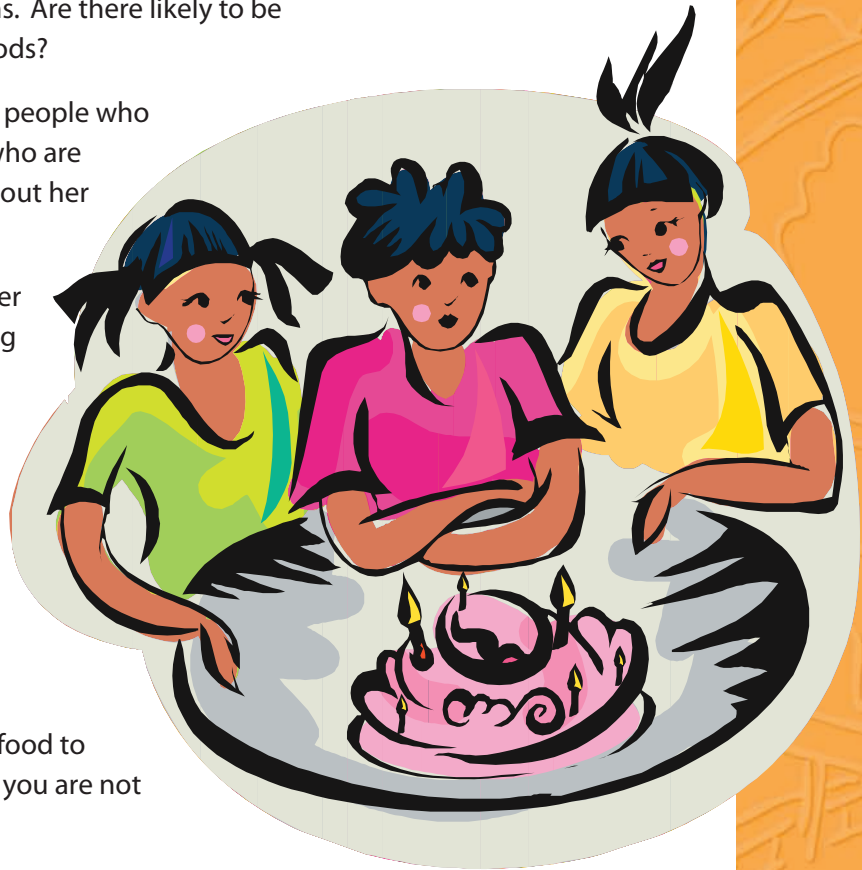
Parties are about people. Who will be at the party with your child? Who would she like to spend time with? See if you can identify a few people who will be supportive of her healthy decisions. Are there likely to be some who will actually tempt her with RED foods?

Ask her if she would like to talk to some of the people who will be at the party, in advance. Talk to those who are likely to be supportive. She could tell them about her concerns and ask for their help.

How can they help? By quietly encouraging her to avoid RED foods. By talking to her and doing things with her that don't involve food.

You might consider calling the person who is giving the party. Explain how important healthy eating is to you and your child. Ask if she will be sure to have some healthy foods your child can eat. Tell her clearly what you mean. Most people will be more than happy to help you out this way.

Another thing. You could bring some healthy food to the party. Or send them with your daughter if you are not going.



PARENTS ASK:

I'm trying to lose weight. Do you have any suggestions about what to do when I'm at a party?

Sure. There are a few common-sense things you can do to make a party a healthier event for you.

Don't stand by the RED foods. You will find it hard to avoid eating foods that you can see, smell, and touch so easily. Get away so you won't be tempted.

Eat healthy foods first. That way you won't be so tempted to eat RED foods. Many parties will have a fruit and vegetable tray. By choosing healthier foods like these, you will be able to enjoy the party without worrying about gaining weight. Keep in mind that adding high calorie/ high fat dip or dressing to fruits and vegetables makes them RED foods.

Eat in moderation. When a lot of food is served at a party, it is easy to overeat. That means eating only until you are no longer hungry. Don't eat until you are stuffed.

Be sure to go over these tips with your child.

PARENTS ASK:

What about skipping a meal before a party? Or afterwards? Wouldn't this be a good way to deal with the rich food I may eat at a party?

No. Skipping meals for any reason is definitely not a good idea. It's certainly no way to deal with the temptations you will face at a party.

Skipping meals only makes it more likely that you will overeat later.

What you could do is plan your eating for the day in advance. If you expect that you will eat more RED foods or more calories at the party, plan to eat fewer RED foods at the other meals that day. You still may be able to make your RED food and calorie goals.

Instead of skipping meals, include the RED foods you will eat at the party into your eating plan for the day.

PARENTS ASK:

What should I do when I plan a party for my child or my family?

This is something you can control. There are plenty of healthy foods you can serve like fruits, vegetables, and low-fat dips. If you serve a meal, take one of the healthy meals you learned to plan in Chapter 8.

If people bring food, ask them to bring healthy foods. Tell them exactly what you mean.

Another good idea is to take the emphasis off of food. Plan activities that get people involved in doing things. Try parlor games, costume parties, scavenger hunts in the yard, dressing up, or carving pumpkins. Use your imagination to come up with other activities.

PARENTS ASK:

How can I help my child survive a party at school?

Approach it like any other party. Talk to your child. Help your child plan in advance how he would like to handle it. Talk about both the food and the people.

There are several other things you can do. Start by talking to the teacher about your child's diabetes. Explain how it is important that he eats healthy foods. Ask the teacher to make sure that there are some healthy foods available for your son.

Most teachers will be happy to do this.

Skipping meals only makes it more likely that you will overeat later.



Sometimes different children bring food for a school party or a birthday party. If you know the family, you could inform them of the situation and ask if they could bring a healthier option for your child. Or ask if they could bring a healthier snack for everyone. Otherwise, your child could bring his own food to school parties. This way he is sure to have healthy food to eat.



Planning in advance

What are some parties that are coming up in your schedule? On your child's schedule? How can you prepare for them?



What should I do if I make a mistake and eat too much at a party? What should I tell my child when she makes a mistake?

Don't panic. It's hard to do it perfectly with so much food around and so much social pressure to eat. Slip-ups are bound to happen.

The important thing is just to get back on track. Don't make it the end of the world. Make it the beginning of renewed efforts to get it right. Use it as an opportunity to renew your commitment.

That's what you want to tell yourself. It's what you want to tell your child.

The other thing to do is try to figure out what went wrong. Make it a learning experience. Did you have a plan? Did you follow your plan? How would you do it differently next time?

A little problem-solving after a mistake will help you avoid future mistakes.

The important thing is just to get back on track.

Healthy Holidays



What makes it so much harder for my child to eat healthy during the holidays? She knows what she should do.

Holidays are like parties. They're like long parties. They are a time when people get together to celebrate an event. Many times food is the focus. Just like at parties, there's food all around.

This makes it challenging for your child to stick to her eating plan.

People expect everyone, including your child, to enjoy the food. To eat it and enjoy it. Actually, they expect her to eat a lot of food. That's why they prepare so much.

The environment is different from what you're used to. You're not at home serving healthy portions. It's a festive atmosphere. People expect to eat and maybe overeat.

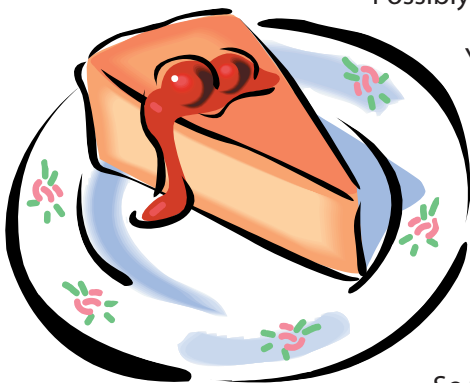
This means your child does not have familiar rules and routines to fall back on. This makes her more vulnerable to old habits.

That's why you've got to help her approach the holidays just like she would any other party. It just may be a longer party. One that goes on for several days. One that has many more times that she can make mistakes. Or more times she can make good choices.



Will my child be hurt if I do not serve her favorite foods for the holidays?

Possibly. But probably not.



You child may be disappointed you don't serve a special rich dessert. But she will probably not be hurt. In fact, she may be hurt if you do serve it.

Your daughter knows that you know what's healthy for her to eat. She knows how important it is to eat healthy, lose weight, and control her diabetes. She knows that you know. And she counts on you to help her achieve her goals.

So your daughter might be hurt if you were to serve rich foods that made it harder for her to eat fewer calories and eat healthier foods. She would certainly be disappointed in you.

Many families spend time together at meals or parties. Many families use food as a way to show their love for one another. Sometimes food and

love get all tangled up in families' minds. It's as if the foods prove the love you have.

But food isn't love.

Try to think of food as separate from love. There are many ways to show your love for another person without involving food.

Talk to your daughter before the holiday. Discuss these issues with her. Explain why you have made your decision to not serve some really rich foods.

She may be disappointed about the food. But she won't be disappointed in you. She will be proud of you for making it easier for her to stick to her plan and to pursue her goal of being much healthier. Her goal is to manage her diabetes.

She'll love you for supporting her.



What about the others? Won't they be upset if I don't serve their favorite foods just because of my daughter?

They might be if they don't understand why you are doing it.

Try to get all your family involved in making it a healthier holiday. Talk to them about how important it is to support your child's efforts to be healthier. Ask them to support her efforts to lose weight and manage her diabetes through lifestyle changes by encouraging her. By not complaining.

Some families celebrate the holidays with a special meal. You and your family could convert a traditional holiday meal into a healthier meal. You learned about how to replace RED foods in family recipes with healthier GREEN and YELLOW foods in Chapter 6.

You can talk with your family members about how to continue holiday traditions, but modify the foods to be healthier.

Explain that their support would mean a lot to her. It will make it easier for her to succeed.

Ask them to help plan alternatives. Could they include healthier foods? What games and activities would they suggest?

Treat it like an opportunity, not a problem. It's a great chance to get more of the family working like a team to support you and your child.



Selecting healthy foods

Create a list of healthy foods to serve or to eat at a party on the lines below. Your child will be making a list of healthy party foods too. Share your lists with each other.



How do I keep the magic in the holidays while cutting out unhealthy behaviors?

One important thing is to keep in mind what the holiday really means. Sit down with your child and talk to her about the meaning of the holiday. Tell her what it means to you. Ask your child what makes the holiday special to her.

Focusing on what the holiday means to you is a way to help make it special.

Plan food dishes made with GREEN and YELLOW foods that relate to the theme of the holiday. For example, if it is the 4th of July, make a fruit plate with blueberries, strawberries, and apples. Shape them like an American flag. It's fun and healthy!

Plan physical activities with your child that fit the holiday as well. Play capture the flag. Give it a holiday theme. There are lots of ways to be active and enjoy the holidays.

Try to take the focus off the food and put it back to the holiday. Plan events to remind people why they are gathering. Some people think that holidays are all about the food. Holidays should be a time to celebrate something special with friends and family.

Sure, it might take a little more creativity to plan a healthy holiday. But it will be no less magical than when it was centered around food.





How important is physical activity over a holiday?

Holidays are also a good time to be active with family and friends that you do not see very often.

A holiday party is usually just for an afternoon or an evening. But the holiday could last several days. It usually takes a long time to prepare for. People are often very busy around holidays.

Being physically active is a good way to relieve some of the stress related to the holidays.

Since everyone is busier at holiday times, it is important to not only plan what you and your child will eat (like you do for parties), but also to plan GREEN activity.

Plan time during the holiday to go out for a walk. Or shoot some baskets with your child. Start a new tradition at a holiday that includes some active events.

Being more active

What are some ways that you could help your child be more active around the holidays? How can you be more active?



Here's how you can help your child:

- ▶ Serve food dishes at parties that are made from GREEN and YELLOW foods.
- ▶ Plan parties that focus around an activity, not around food.
- ▶ Help your child plan in advance before going to a party.
- ▶ Help keep your child active during holiday times.

Here's how you can help yourself:

- ▶ Plan in advance before going to a party.
- ▶ Bring healthy dishes with you to parties you attend.
- ▶ Try to find ways to remain active during holiday times.

What have you learned from this chapter?

It would be wise for you and your child to plan in advance for parties and holidays. Plan out the foods you want to eat. Plan how to keep active at the party so you are not tempted to eat RED foods.

If you are the host, serve healthy foods. Ask friends to bring healthy foods. Explain what you mean by healthy foods. Plan activities that will allow guests to enjoy themselves without needing to eat.

Chapter 15:

Dining Out at Restaurants

Here's what you learned about in Chapter 14:

- ▶ Special events happen throughout the year. Special events are high-risk situations because they usually focus on food.
- ▶ In order to continue achieving a healthy lifestyle, it is important to plan ahead and problem-solve at parties, holidays, and special events. Talk with your PAL and discuss problems that you think may come up at the event. Brainstorm ways you and your child can overcome these difficulties and still meet your healthy eating goals.



Here's what you will learn about in this chapter:

- ▶ Planning in advance for dining out
- ▶ Tips for dining out



PARENTS ASK:

How can we eat healthy when we eat at restaurants? We can't control anything. Do we have to give it up all together?

Some families do that. They give up eating at restaurants completely at first. The idea is to get things under control. To help your child make some progress. Serious progress.

This is something you could consider.

You could return to restaurants later. After you and your child and your family have learned more about how to manage your eating habits. About how to eat safely in a restaurant. It can be done. But it takes some effort to learn how.

Eating at home gives you so much more control over what you eat and how you eat it. It allows you to plan, prepare, and serve healthy meals. Meals with few RED foods, many GREEN foods, and some YELLOW foods.



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting each day
- ⊙ Encourage your child to meet his or her goals

⊙ _____

Suggested

- ⊙ Meet your weight goal _____
- ⊙ Complete your Lifestyle Log
- ⊙ Meet your calorie goal of 1200-1500 or _____ calories each day
- ⊙ Meet your goal of _____ RED foods each day
- ⊙ Meet your GREEN physical activity goal of _____ minutes each day

Later, after you have made some progress and learned more about healthy eating, you can try it at restaurants. After your child has learned more about healthy eating. After your child has developed some healthier habits.

On the other hand, you could continue to eat at restaurants. You would just have to do more planning ahead to be sure you can eat healthy.



PARENTS ASK:

OK. You say it's best not to eat at restaurants for a while. That eating at home is healthier. But what if we want to go out? What if it's a special occasion? What should we do? Just not go?

Go ahead if it's special. Really special. But not if it's just convenient. Not just because your child is pressing you.

There are some things you can do to make the meal healthier if you must dine out.

The main thing is to plan in advance. Plan for healthy eating before you go. Before you decide where to go.

Planning in advance will allow you and your child to anticipate problems. It will allow you to enjoy yourselves instead of worrying about what you will eat. Or feeling guilty later after you have eaten too many RED foods.

PARENTS ASK:

How do I plan ahead before eating at a restaurant?

It's best to make a plan for the specific restaurant where you will eat. You may need to scout out several restaurants.

Get a menu or nutritional guides from the restaurant in advance. Pick out foods you like. Pick out foods that are healthier than others.

Then call the restaurant. Tell them you are interested in healthy eating. Ask if they have any low-fat selections. Can they prepare foods with less or with no fat?

Will they prepare foods in different ways? Will they bake, broil, or grill a chicken breast instead of frying it?

What are the side dishes? Can they be substituted? Can they be prepared with less butter, oil, gravy, or sauces?

What sort of appetizers do they have? Check the Food Reference Guide to see if any of them are healthy. Do they serve fruit for desserts?

Then, after you have all this information, decide whether or not this is a restaurant where you want to dine. If it is, use the information to plan your meal.

PARENTS ASK:

Isn't this too much to ask of a restaurant? Won't they be annoyed?

No.

People ask these questions all the time. More and more people are becoming interested in healthy eating. Restaurants know this. Many restaurants are providing healthy choices that are lower in fat and calories. For them, it's becoming good business.

So go ahead and ask. You may be pleasantly surprised! Explain that you and your child need to eat healthy to take care of your child's diabetes and your health.

PARENTS ASK:

Are there any other suggestions about what we should order when we do eat out? What sort of things should we order?

Sure. We've got suggestions.

If you are going to a family style restaurant, try a large vegetable salad with grilled chicken breast, vegetable soup, or a grilled chicken sandwich with mustard. Order salad or a fruit cup on the side instead of the popular burger with fries.

Many restaurants have lots of healthy broth-based soups. These are healthier than cream-based soups. They have healthy salads and healthy chicken dishes to choose from. These healthier items taste great too.

This next bit of advice may sound strange. But it works for some people. Some people find that eating a piece of fruit before going out to dinner fills them up and makes them less likely to overeat. This may be something you want to try for yourself. See if it works for you.

When ordering pizza for your family, order a small instead of a large. Order a salad to go with it. This way, you can still enjoy the variety of going out without going over your RED food or calorie goals.



Many restaurants are providing healthy choices that are lower in fat and calories. For them, it's becoming good business.

Share the meal! Order two small salads and split the dinner plate.

Order a half-portion. Or ask your waiter or waitress to cut your dinner in half. Have the waiter bring you a half-portion ready to eat there and box the other half of the meal to go. Order a smaller portion, or a senior portion, at restaurants that offer it.

Some restaurants have “Healthy” selections. These foods are lower in fat and calories than the full-fat version. Be sure to order these.

PARENTS ASK: **What should I do about the bread they serve before the meal?**

Restaurants sometimes give you bread and butter or chips and salsa before your meal. These can be tempting. But having a plan can help.

If you decide not to have any, ask the waiter to take it back if the people you are with agree. If it stays on the table, try to be far away from it to avoid temptation!

PARENTS ASK: **Is dessert completely out?**

You don't have to give up having a dessert all the time when you go out. Some restaurants may offer fresh fruit for dessert.

If not, ask your family and friends to skip dessert so that you are not tempted.

Or you could ask for tea or coffee with no cream and sugar while others are having dessert. That way, you can still have the taste of something special after the meal without getting the fat, sugar, and calories from traditional desserts.



Parenting Activity: Have more low-fat milk products

Your child may start to keep track of the number of low-fat milk products he has each day in the Special Goals column of the Lifestyle Log. This will help your child use more GREEN and YELLOW low-fat milk products. Calcium in these products keeps bones strong. Having low-fat milk products may also help people lose weight or maintain a healthy weight.

You can help yourself and encourage your child by trying to have low-fat milk products each day. You can choose low-fat milk products when you eat at restaurants (ordering skim milk) or at home (eating a fat-free yogurt). Try to have at least 2 GREEN or YELLOW milk products each day.

Make sure you talk to your child about having more low-fat milk products. Work with your child to make a plan that will put more of these into your child's daily eating plan. Talk about how the plan is working at your family meeting each day until using low-fat milk products has become routine for your child.

PARENTS ASK:

After we've planned in advance, what should we be alert to once we're at the restaurant? Will we be met with problems?

Sure you will. Problems always come up. But you can handle them.

Sometimes planning in advance does not solve all the difficulties that could arise while at a restaurant. You may need to do some problem-solving. You may need to assert yourself at the restaurant.

PARENTS ASK:

How should I assert myself at a restaurant?

Be firm and polite when ordering. Be sure that the waiter or waitress understands your request. If the food you are served is not the way you ordered, ask for a new meal prepared the way you ordered.

For example, don't say, "What's this? Take it back. It's not what I ordered. Weren't you listening? I need to talk to your manager. Right now." This is being aggressive. It's not the way to assert yourself. It's a very negative way to make your point.

Instead, say, "This doesn't look like what I ordered. The dressing has been put on the salad. I asked to have it on the side. Could you please return this salad and bring me one with dressing on the side? Thanks so much." This is being assertive. It's a good way to make your point.

You can explain why it is important to you if you want. But you don't have to.

PARENTS ASK:

What else can we do to eat a healthy meal at a restaurant? Is planning in advance and being assertive all we need to do?

No.

Eat small amounts of RED foods.

Watch out for what's on top! Order your tacos, tostadas, and other Mexican foods without the sour cream and guacamole. Or ask that they be served on the side so that you can use only a small amount.

Order your salad with the salad dressing on the side. Ask for low-calorie salad dressing.

Order your potatoes and other vegetables without any butter, sauces, cheese, or sour cream. Order your meat without any gravy or special sauces.



What should we do about food portion sizes at the restaurant?

The portion sizes in a restaurant are not even close to the portion sizes you have been using in the Food Reference Guide and the TLP Eating Plan.

The portion sizes in a restaurant are not even close to the portion sizes you have been using in the Food Reference Guide and the TLP Eating Plan. So you've got to do something about it.

Ask for a takeout container for leftovers.

But the trick is to ask for the takeout container at the start of the meal. That way you can portion out what you are going to eat and wrap the rest. Do this before you eat a bite. This makes it easy not to be tempted by extra food sitting on your plate.

Then you can take home the extra food and not eat more than you really want.



Learn what a healthy portion looks like. You can weigh and measure your food at home, but not at a restaurant. At these times, you will have to guess how much to eat. Here are some tips to help you as you learn what a portion looks like:

	▶ 3 ounces of meat is about the size of a deck of cards or bar of soap
	▶ 1 ounce of cheese is about the size of 4 stacked dice
	▶ 1 medium apple or peach is about the size of a tennis ball
	▶ 1 cup of fruit is about the size of a baseball
	▶ 1/2 of a medium bagel is about the size of a hockey puck
	▶ 1 medium potato is about the size of a computer mouse

PARENTS ASK:

Do we have to order food without the toppings? How can I get my kids to eat it?

You may not have to forgo the toppings all together. Ask for them on the side. They can bring you salad dressing on the side. Then, you or your child can decide how much dressing to put on the salad. The same goes for guacamole and sour cream.

It is still important to be careful not to add too much dressing though. Dressing adds a lot of fat to the salad. A salad loaded with salad dressing has more fat than a hamburger!

You can cut down on fat by choosing a low-fat or low-calorie dressing. You can even try to eat your salad without any dressing. Salads taste great on their own!

Sometimes restaurants put cheese in their salads. Like salad dressing, cheese adds extra fat. Ask the waiter to leave the cheese out. The salad will still taste great.

Encourage your child to taste the food plain. Plain vegetables taste great. If you and your child still feel some topping is necessary, healthy food toppings on your vegetables also taste good. Use toppings like salsa or yogurt on your baked potato instead of butter. You could add Free Foods to your meal to add flavor.

Meat and fish often have sauce on top. Tartar sauce and other cream sauces add flavor. They also add fat and calories. But meat has a delicious flavor by itself. It is juicy and tender. It does not need added flavor from fat.

Encourage your child to try eating meat without the extra sauces. You may be surprised by just how good the flavor of the meat is on its own, without the added fat.

PARENTS ASK:

I know fast food restaurants are probably the worst. But my kids love them. What should I do?

Avoid them altogether if you can. The foods they feature are usually full of fat, oil, and calories. Fast foods are usually not healthy choices.

Hamburgers, French fries, and tacos are loaded with fat. Shakes, soft drinks, and many desserts also have a lot of sugar, fat, and calories. Many fast foods are prepared with fats, such as butter, mayonnaise, salad dressing, sour cream, or special sauces.

Making smart food choices at fast food restaurants is much harder to do.

Many families who are trying to eat healthy simply have a rule: No fast foods. They just don't go there. This is probably the best advice. It's something to consider for your family.

Other families continue to eat at fast food restaurants. They try to be really careful about what they eat when they go to fast food restaurants. This might work for your family too. But you've got to be really careful.



How many calories and grams of fat do you think are in the following meal from a fast food restaurant? Take your best guess!

Fast food Meal A	Calories	Total fat
Large hamburger		
French Fries (6 oz. order)		
Regular soda (32 fl oz.)		
Total		

How close do you think that your guesses are to the actual amount of calories and fat in this fast food meal? Compare your answers to the real amount below.

Fast food Meal A	Calories	Fat Grams
Large hamburger	600	33g
French Fries (6 oz. order)	520	25g
Regular soda (32 fl oz.)	310	0g
Total	1430	58g

Now, look at a meal from a fast food restaurant that is a healthier alternative to the meal from the example above.

Fast food Meal B	Calories	Fat Grams
Chicken sandwich (without mayonnaise)	300	4.5g
Side salad (with 2 oz. low-fat balsamic-vinaigrette dressing)	60	3g
Low-fat milk (1 carton)	100	2.5g
Total	460	10g

Why is meal B healthier than meal A?

PARENTS ASK:

But what should we do if we can't give them up? What should we do if we have to go to fast food restaurants?

There are some ways you can protect yourself from the dangers of fast food restaurants.

Order your sandwiches without cheese, dressing, mayonnaise, or special sauces. That will cut down on the fats.

Be careful of your portion sizes! "Value" and "supersize" items mean huge portions full of a lot of calories. Order small or junior sizes.

Avoid French fries and other deep-fried foods. Select grilled, broiled, or baked meals instead of fried. And try skinless chicken breasts instead of burgers or battered foods. If you do have a burger, order it without cheese.

Better yet. Don't eat sandwiches or fries at fast food restaurants. Many chains now have salads on their menus. Try ordering salads with lots of vegetables as a healthy alternative to burgers and fries.

Order the grilled chicken sandwich without mayonnaise. Order a fresh salad and a plain baked potato.

What have you learned from this chapter?

Many restaurant meals have lots of added calories and fat. The best way to handle dining out is to plan in advance before you and your child go to any restaurant. Stick with the restaurants you know will serve you healthy meals.

Anticipate that you may need to problem-solve once you are there. There are many ways to order your meals so that they are lower in fat and to limit portion sizes. Doing these things will allow you to go out to eat, have fun, and stay within your food goals for the day!

Making smart food choices at fast food restaurants is much harder to do.

Here's how you can help your child:

- ▶ Help your child plan ahead before going out to eat.
- ▶ Remind your child to look for ways to make their meal choices healthier using the tips from the program.
- ▶ Model healthy food choices when dining out.

Here's how you can help yourself:

- ▶ Use the TLP tips to plan ahead before going out to eat.
- ▶ Keep alert for ways to make food choices healthier when dining out.

Chapter 16:

Physical Activity Improves Your Health

Here's what you learned about in Chapter 15:

- ▶ Restaurants can be convenient, fun, and quick places to eat. But many restaurant meals have lots of added calories and fat. It is important to plan what you will eat before going to a restaurant. You also may need to problem-solve once you are there.
- ▶ There are many ways to order your meals so that they are lower in fat. This allows you to go out to eat, have fun, and stay within your food goals for the day!



Here's what you will learn about in this chapter:

- ▶ How to help your child reduce RED activity
- ▶ How to help your child increase the amount of time doing physical activities each week
- ▶ How to help your child increase the level of physical activity by doing Fitness Boosters
- ▶ How to help your child make a weekly schedule to get more GREEN activity
- ▶ The benefits of trying different activities
- ▶ How to plan to fit your physical activities into your daily schedule
- ▶ How to help your child make a contract to get support from family and friends for being physically active



Increase Physical Activity

You and your child were encouraged to be physically active in Chapter 9. Your child began to make changes to be more physically active. Your child began keeping track of physical activity. Hopefully you did so as well. Be sure to praise your child on the work he or she has done so far! We hope that you have been tracking your activity. If you have, you should be seeing some of the benefits of your work.

In this chapter you will learn more about physical activity. You will read about how to help you and your child stay on track and get tips to help you meet your activity goals.



Things to do before your next meeting with your PAL:

- ⊙ Have a family meeting every day
- ⊙ Read and complete this chapter
- ⊙ Encourage your child to meet his or her goals

⊙ _____

Suggested

- ⊙ Meet your weight goal _____
- ⊙ Complete your Lifestyle Log
- ⊙ Meet your calorie goal of 1200-1500 or _____ calories each day
- ⊙ Meet your goal of _____ RED foods each day
- ⊙ Meet your GREEN activity goal of _____ minutes each day

Think about how you've increased your GREEN physical activity. If you are participating fully, your physical activity goal is 150 – 175 minutes per week of moderately intense activity, spread out over several days.

▶ How many minutes of GREEN physical activity did you do last week?

▶ How close were you to your goal?

▶ What helped you to reach this goal?

▶ What made it difficult to meet this goal?

PARENTS ASK:

How can I be more physically active? I'd love to be more fit.

If you enjoy an activity you're doing, spend more time doing it. That is the best place to start.

Take a look at your schedule. Think in terms of the entire week. Where can you schedule more time to be active?

For example, you may enjoy walking for 30 minutes every day. See if you have time for a longer hike in the park on the weekend. Up and down hills would be good.

Try to schedule activities with a friend. Making an activity a social event makes it more likely that you will stick to the schedule. It will also be more fun.

If you are bored, try to add some different activities to your routine. But don't quit what you are doing until you have added other activities.

Try bicycling or swimming. You might find that you enjoy these.

Keep in mind that you can combine activities. Most days, maybe, you'll walk briskly. But maybe on the weekend you'll go for a long bike ride. Do it with your child or your spouse.

PARENTS ASK:

How can I help my child be more active? She really isn't very active. In fact, her favorite sport seems to be watching television.

You've probably already encouraged her to be more active weeks ago. That's something you should continue. But it seems as if you may need to do something more to motivate her. You may need to set some rules.

First, express your concerns directly. Tell her you are concerned about her because she is not getting the amount of physical activity she needs to be healthy, and that you believe the amount of time she spends being sedentary is part of the problem.

Then tell her that you are going to wait a week to see if she can handle the situation herself. If so, fine. If not, you explain, you will be forced to set some rules about the amount of time she can spend being sedentary.

If you enjoy an activity you're doing, spend more time doing it.

If she begins being physically active and meeting her GREEN activity goals for the week, praise her.

PARENTS ASK:

But what should I do if she doesn't get active? What's next?

If she doesn't take advantage of the opportunity you offer her, let her know that she can no longer watch television as much as she has. Watching television is a privilege, not a right, and your concern for her is causing you to limit this privilege. The same goes for other RED activities. Playing video games and playing on the computer are RED activities and also need to be limited.

Explain that you are going to gradually limit her access to these sedentary activities until she begins to meet her GREEN activity goals each day.

There are several ways you can approach this. One approach would be to work with her to set a schedule of television shows that she would be allowed to watch during the week. What programs are reruns? What programs are less important than others? The rule would be that she could only watch those programs on the weekly schedule. If she is willing to collaborate with you, this might be the way to go. She would need to have a solid reason for wanting to watch a program.

If this works, praise her. If not, revisit the schedule and cut out more shows.

Another approach would be to simply reduce the amount of time your daughter can be sedentary. Start by cutting out a 1/2 hour a day for the first week. For example, if your daughter is sedentary an average of 6 hours per day, her new limit would be 5 1/2 hours per day. If after a week she is not meeting her GREEN activity goals, work with her to gradually reduce her RED activity and increase her GREEN activity.

Whichever approach you take, be sure to make a weekly schedule so that you can keep track of her sedentary behaviors.

Let your daughter know that you expect her to do all the things necessary to prove to you that she takes her responsibility to improve her health seriously.

Of course you can anticipate some complaints that "You're not being fair." Don't argue. Simply restate your concerns about her health. You





Spend special time with your child

Make a date with your child. Spend 1/2 hour or more together. Review the week. Go over goals and weight progress. Spend the rest of the time doing an activity together that both you and your child would enjoy. Play catch, go for a bike ride, or take a walk and have a nice talk. Be sure that the activity you pick to do is something you both enjoy. Try to pick a new activity that your child has shown some interest in doing.



Isn't that too tough? Won't she be upset? She'll say I'm trying to make her be active.

She may not like the rule. But that's OK.

Explain to her that the rule is necessary because she hasn't been active enough. Explain that you do want to motivate her to take care of herself.

Tell her you know that you can't make her be active. But you want to do everything you can to motivate her to take care of herself. You're her parent. You love her. And you're scared for her.

Look at it this way. If she had knee surgery, she would have to do certain exercises each day to strengthen her knee. Even if it hurts her to do it, she would have to. You would see to it.

Now your daughter has diabetes. It's a serious medical condition. It's even a life-threatening medical condition. Being physically active every day is necessary to manage her diabetes. It's physical rehabilitation for diabetes. Just like for knee surgery.

Then work with her to find activities she likes. You might like to walk. She may not.

Encourage her to try different activities until she finds something she enjoys. Offer to try them with her. Go to the park with her. Go to the Y. Go to the court, the park, or the playground.

Ask her to teach you to do an activity you don't know. Talk to her about friends who might enjoy different activities.

Praise her for trying. As you know, praise is a powerful motivator.

Remind her that she earns more than the right to watch television. She also earns points which count toward rewards she has picked. Let her know you want her to earn rewards.

A final point. You cannot be active for her. But you can do a lot to assist her to be more active.

Be sure that you model what you want her to do. Increase your own activity level. Let her know that you are doing so. And why.

Remind her that you love her. That's why you made the rule.

Being physically active every day is necessary to manage her diabetes.

PARENTS ASK:

My son is getting started on some new activities, like biking. I know I should encourage him. Are there things I should watch out for?

There are a few things to be careful about.

Don't expect too much from your child at first. Especially skill-wise. Give your child time to get used to each new activity.

Some parents get competitive with their children. Don't be one of them. If you and your child go biking to meet your physical activity goals, be there to support him. This will encourage him. But make sure it is fun. Not competitive.

If you really compete with your child, and you're better, he may not enjoy it as much.

Don't ask too many questions. Your child may not have many of the answers. He's just learning. Too many questions may make him feel inadequate.



List ways to be physically active next week



Make a list of physical activities that you want to do for the next week. Make sure that the list is practical. Put down activities that you can do without too much trouble. Remember to write things that you enjoy. Physical activity should be fun!

The physical activities I would like to do next week are:

After you have created your list, see if your child has created a similar list. Compare lists at your family meeting. See if there are activities that you could do together or as a family. If there are activities that your child would like to try, help him or her try those activities or volunteer to do them with your child.

Next week, I will do these physical activities with my child:

Getting organized helps you take control of the time you have. Try making an activity plan for the week.

And don't help too much. That is, don't give too much advice. If he asks, that's one thing. But don't make it your job to coach. Coaching may seem like criticism.

Besides, your son will feel better if he can figure things out on his own.

If he wants to show you something, be attentive. Praise him for his skill. Praise him also for learning to do something new. And for being active.



How can I fit more activity into my hectic day? I'm really busy. It's just not realistic.

Sure, you're busy. Most of us are busy. But being busy isn't the main reason we don't find time for more physical activity.

Usually it's because we don't plan well enough. We let our days take charge of us instead of taking charge of our days. The trick is to get organized. That helps you take control of the time you have.

Try making an activity plan for the week. First put down the things that you can't change, like work and school.

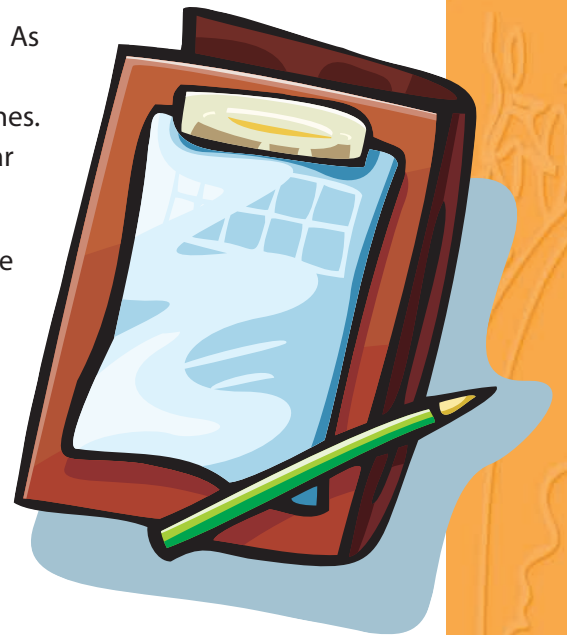
Then make a list of activities that you would like to do. Put these activities into the schedule at the times you would like to do them. Put some of the activities that take longer on the weekend when you have more time.

Then schedule family meals and other events around these activities. Put physical activities first. Meals can wait.

Make a schedule like this for every week. As much as you can, keep things the same. What you want to do is create new routines. Routines that make being active a regular part of your life.

Help your child make an activity schedule also. See what activities you can do together.

One other thing. Keep in mind that being more active like this will actually give you more energy to do other things.



Parent Activity:

Make an Activity Schedule

Use the chart below to make an activity schedule for the week

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
7 am							
8 am							
9 am							
10 am							
11 am							
12 pm							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							
7 pm							
8 pm							

PARENTS ASK:

All this advice about my child exercising after school sounds great. But he can't. I don't allow my kids to go outside until I'm home. It isn't safe. Any suggestions? They've got to be realistic.

An unsafe neighborhood can be a problem. And not a small problem. Certainly not for a parent who loves her child and wants to protect him. Not only from physical harm, but from getting involved in things he knows are wrong.

But your child needs to be physically active every day. At least 30 minutes. It doesn't need to be called "exercise," but it does need to happen. Whether or not it's convenient.

Do some brainstorming. Could another adult in your family be physically active with your child? Or take him to a safer place to get some physical activity?

If no one in your family could, who could? Is there someone in your neighborhood who could? Would this person need to be paid? If so, could your child pay by trading work? Your child could work in the yard, clean the house, or grocery shop with your neighbor in exchange for driving.

Everyone would benefit. You. Your child. Your neighbor.

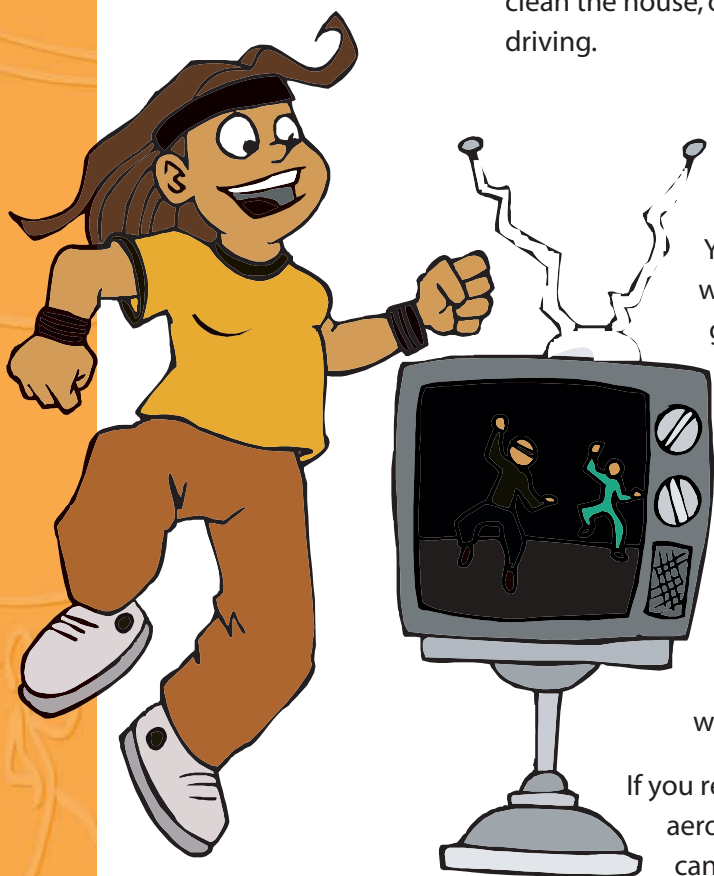
Another way would be to change your family schedule. Your child could do homework right after school. Then, when you get home from work, you and your child could go to the park or the gym.

This would push dinner back an hour. But so what? You're putting first things first.

Have you checked out after-school activities? There may be some that are sponsored by your child's school. Are there club sports he could participate in?

Sure this might mean he might miss the school bus home. But you might be able to arrange a ride home with other family members or friends.

If you really can't make any of these suggestions work, try aerobics. Ask your PAL for an aerobics videotape. Your child can get some physical activity by working with the video at home.



Bottom line. Being physically active is very important for your child. If the neighborhood is unsafe, you may need to try some creative ways to make it possible. It may be difficult, but it's important. Really important.



How much should I encourage my child to do GREEN activities that are Fitness Boosters? What's the benefit? She's reached the silver medal level and seems to be doing well.

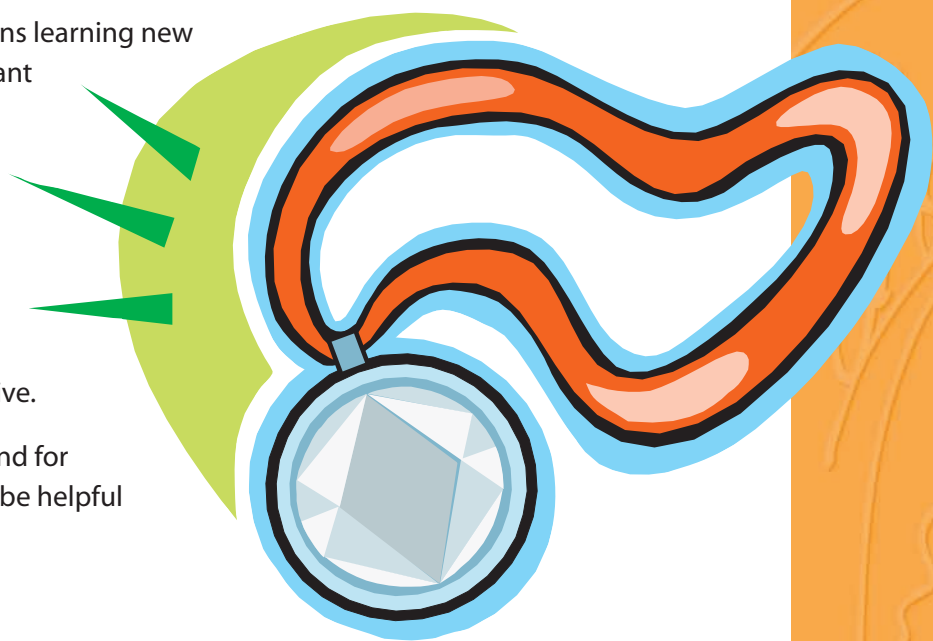
It's great that your daughter has reached the silver medal goal of 200 minutes per week. As you know, she could continue to add more minutes to her physical activity schedule. Being physically active for 300 minutes a week is the gold medal goal.

When your child is ready to start increasing the intensity of activities, then your child could start focusing on Fitness Boosters. Your child could benefit by doing Fitness Boosters. Doing a Fitness Booster for 20 minutes burns more calories than doing less intense GREEN activities. For example, jogging for 20 minutes burns more calories than walking for twenty minutes. Because Fitness Boosters are more intense, they also make your heart, lungs, and other muscles work harder. This will help your child get fit.

Encouraging your child to do Fitness Boosters can be a good thing to do. If you do suggest that your child do Fitness Boosters, encourage your child to find activities that are fun for her. If your child does not want to do Fitness Boosters now, don't put pressure on her to do so.

Remember, making lifestyle changes means learning new habits that will last a lifetime. The important thing is that your child continue to make steady progress. After 6 weeks of trying to be more physically active, some children are ready to try some Fitness Boosters. For other children it's best to increase the amount of time they do GREEN activities, and some need to use the pedometer to help them be more active.

It's an individual thing for each of them, and for parents, too, it's a judgment call. It would be helpful for you to talk it over with your PAL.



Help your child make a contract with family members for physical activity

As you know, signing contracts with family members makes them part of your child's personal TLP team. Signing contracts also lets you know exactly what your family members plan to do to help you and your child meet your goals.

Your child has been asked to make contracts for physical activity with family members. An example is in your child's Chapter 16. We encourage you to review these contracts with your child.

Here's a form you can use to make contracts for family members and friends to help you meet your goals for physical activity.

I, _____, promise to make healthy lifestyle changes to improve my health:

Signed _____

I, _____, promise to help you live a healthy lifestyle, and I will:

Signed _____

What have you learned from this chapter?

You have begun to do physical activities. The next step is to increase your physical activity level.

You can do this several ways. Spend more time doing an activity. Or do different physical activities to keep you from getting bored. This will work different muscles in your body. It is important to work different muscles so that your whole body can be strong.

Sometimes, it is hard to fit physical activity into your daily life. A weekly schedule will help you keep track of the things you want to do and when you want to do them. It will also make it more likely that you will actually do these things. Support from family and friends can help you meet your activity goals. A contract for support from your family and friends can help your child get more physical activity.

Here's how you can help your child:

- ▶ Encourage and support your child with new activities
- ▶ Encourage your child to do activities he or she likes
- ▶ Encourage your child to try doing some Fitness Boosters
- ▶ Try to cut back on TV time in the house
- ▶ Make a weekly activity schedule with your child
- ▶ Show your child that you are doing more activity yourself

Here's how you can help yourself:

- ▶ Try new activities that use different muscles
- ▶ Try to be active for a little more time
- ▶ Make a weekly activity schedule for yourself

Chapter 17:

Family Teamwork

Here's what you learned about in Chapter 16:

- ▶ Being more physically active will help you lose weight and be healthier.
- ▶ A good way to do this is to spend more time doing an activity you enjoy. Or, you may do different physical activities to keep you from getting bored. Doing this will work different muscles in your body. It is important to work different muscles so that your whole body can be strong.
- ▶ Children can gradually increase the level of intensity of the activities they are doing. However, we recommend that you continue to do activities at the moderate level of intensity, if you have clearance from your physician. We also encourage you to reach your goal of 150-175 minutes of GREEN activity per week.
- ▶ Sometimes, it is hard to fit physical activity into your or your child's daily life. A weekly schedule will help you keep track of the things you want to do and when you want to do them. It will also make it more likely that you and your child will actually do these things. Support from family and friends can help you both meet your activity goals.



Here's what you will learn about in this chapter:

- ▶ Assertiveness
- ▶ Effective communication skills
- ▶ Making requests or giving commands
- ▶ Setting limits and making rules



What Your Child is Learning

This week your child is learning about ways to get your family actively involved as members of a healthy lifestyle team. There are many ways for your family to help. Your family can work together as a team to help your child be healthy and manage her diabetes. Your child is learning not to be afraid to ask for help. Check with her about the activities she is doing and lend your support.



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals

- ⊙ _____
- ⊙ _____

Suggested

- ⊙ Meet your weight goal _____
- ⊙ Complete your Lifestyle Log
- ⊙ Meet your calorie goal of 1200-1500 or _____ calories each day
- ⊙ Meet your goal of _____ RED foods each day
- ⊙ Meet your GREEN activity goal of _____ minutes each day

Communications Skills

Using positive parenting skills can help you increase healthy behaviors and decrease unhealthy behaviors in your children.

So far you have learned about praise and encouragement. In this chapter, we are going to present some more parenting skills that will help you with your child, and with family matters in general. You will learn about being assertive, setting limits, and making rules.

Assertiveness

Being assertive means standing up for yourself without stepping on other people. It is the ability to act in your own best interest without getting in the way of other people's rights. Everyone has the right to express what he needs or wants in a positive manner.



How can I be assertive when talking with my child? I don't want to make her mad. But I'm a parent. I do have things to say.

Parents do need to be assertive. We all do.

A good way is to use "I" statements rather than "You" statements. "You" statements tend to label someone. Saying "You are irresponsible. Look at this room." This is a label. Labels tend to blame, criticize, or pass judgment. It makes people angry rather than cooperative.

Even if it's positive, it's not helpful. Instead of labeling your child, describe specific behavior.

Try saying "I feel this (emotion) when you do (describe behavior)." For example, say, "I feel discouraged when I come home from work and find that you have left your things all over the living room."

This way you are not labeling your child. You are describing a specific behavior and sharing how you feel when your child does it. Saying it this way keeps the focus on the behavior and your feelings. Not on whether your child is good or bad.





What else can I do to be assertive? Is that it – just using “I” statements and describing a behavior?

There are some other things you can do to be assertive without being mean.

Stick to the present situation and avoid bringing up past issues. Bringing up the past usually makes people defensive. It’s a mistake to think that lots of examples of your child doing the wrong thing will prove you’re right. It will probably just make your child mad.

Be clear. Be brief. Be specific.

Address any problems right away. Don’t allow time for your anger to build. If your child is playing music so loud it bothers you, say so. Tell her you’re frustrated because you can’t read or talk on the phone. Don’t wait until you get angry and explode.

If you are saying something that’s really important, ask your child to say it back to you. This gives you both a chance to make sure that you have been understood.



What should I do when things get heated?

Good question.

First thing to do is start paraphrasing. Paraphrasing means that you say back to someone what he has just said to you. Pick out the most important things your child said. Then say it back in your own words. Both ideas and feelings. Make sure your child knows that you understand. This usually has a calming effect.

Children sometimes confuse understanding them with agreeing with them. If you can make it clear that you understand your child’s point of view, it will be easier for your child to accept the fact that you don’t agree.

Try to focus on resolving the issue. Not on placing blame.

If you find yourself getting angry, frustrated, or confused, stop the discussion. Take a time out. If you’re too upset, you won’t be able to use your communication skills the way you need to.

Return to the discussion after you are calm and can think clearly.

When you resume, make a point of asking your child to paraphrase you. If you know that your child really understands you, you will be less likely to get upset. Even if your child does not agree with your point of view.

Making Requests and Giving Orders

Making requests and giving orders are important parts of parent and child communication.



What about making requests? Sometimes I just want to ask my child to do something right away.

That's fine. You can make requests. But try to do so at a time and place and in a manner in which they are most likely to be heard.

You want your child to pay attention. So pick a place where there are no distractions. If possible, pick a time when you and your child are both calm. When you're upset, you're more likely to sound angry. When your child is upset, she is not as likely to hear what you want.



What's wrong with giving orders? Sometimes I just need to tell my child what to do.

You can give orders. Part of being a parent is telling your child what to do or not to do. The trick is to give orders in a way that makes it more likely your child will cooperate.

Be clear and polite when telling your child what to do.

Give orders one at a time. Giving two or three orders at a time will frustrate your child. It may make him angry.

When possible, give options. Try saying "You can't do this right now, but you can do this later." Or, "You can't do this right now, but you can do something else."

After you have made a request or given an order, allow your child time to obey. You can give your child a few reminders, but don't threaten.

If you need to give an order, be sure that it is an order and not a question. This is a question: "Would you like to have our daily meeting now?" It's not an order.

Give orders one at a time. When possible, give options.

PARENTS ASK:

How can I get my family more involved in working together for some of these goals? Is there something I could try before having to set limits or make rules?

Good question. And yes, there may be something you can do to involve your family in doing healthy behaviors on their own. Try setting some goals as a family.

The way to do this is to bring up an issue at a meeting with the whole family. Make it clear that you would like to find a way to deal with the issue without having to make a rule.

Suppose your child is having a problem eating too many chips and drinking too many sodas. Ask questions to pin the real problem down. Where are the sodas coming from? Who buys the chips? Who brings them home? Brainstorm. Evaluate solutions. Then see if your child can set a goal.

For example: "My parents, my brothers, and I agree not to bring home any soda or chips. This will help me because I am having a problem with these RED foods. Our goal is to keep them out of the house completely."

After you have set some family goals, ask your child to keep track of family behaviors regarding these goals. For example: "We all agree to watch less than two hours of television per day at home. To help us do this, each of us will write down what we watch each day on a list kept by the television. We will remind each other of our goal. We will also thank family members who remind us of our goals."

Talk about how you are doing at family meetings. Use praise and encouragement. Be willing to re-evaluate and problem-solve if your family is not meeting a goal.

Setting family goals is a good way to encourage teamwork. It's a good way to support one another making healthy changes.

Of course, if it doesn't work, you can always make a rule. But sometimes this works just as well. Especially if your family is really wanting to be supportive of your child.

Setting family goals is a good way to encourage teamwork.

Rules help make limits very firm.



PARENTS ASK:

What about using the reward system? Can we use rewards for family goals, or should we use it only for goals that the PAL sets?

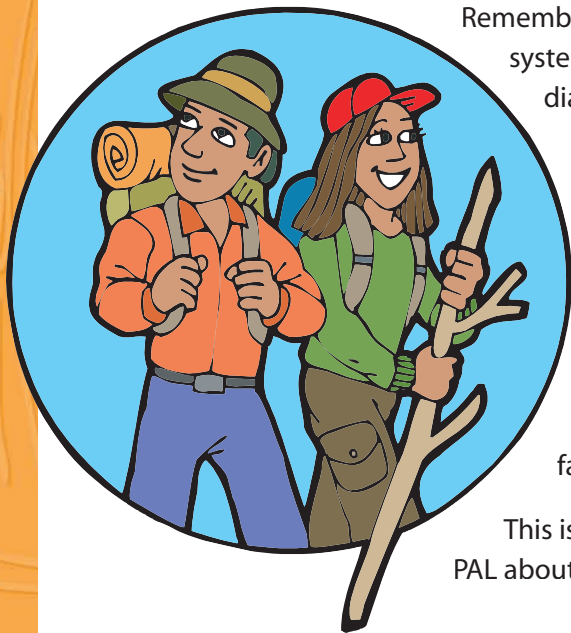
It's a great idea. Use the reward system all you want. The reward system is a way to help you help your child learn new, healthy lifestyle changes. These family goals are part of making those changes.

Remember to help other family members set up individual reward systems for meeting family goals. It's not just your child who has diabetes. You want everyone involved in family goals. The reward system can help you involve them all.

You may not need to use the reward system on a permanent basis.

Depending on the family goal you are trying to meet, you might use rewards for a month or so. If the family does a great job of not bringing sodas and chips home for a month, you may declare that a victory. Then you can shift to another family goal and use the reward system for this new challenge.

This is something you can be flexible about. You can also talk to the PAL about it.



Setting Limits and Making Rules

Children need limits. Limits help make them safe. Limits help them learn the behaviors parents expect of them. Rules are another way of setting limits. Rules help make limits very firm. Setting limits and making rules are skills that parents need. They are some of the ways parents communicate with their children.

PARENTS ASK:

What are limits? How should I set limits?

Think of it this way. A limit is a rule without a consequence. Rules always have consequences.

But you may not need to set a rule for everything. You don't need rules when your child respects the limits you set.

Suppose you say there is no eating outside of the kitchen. If your family respects the limit you have set, you don't need to make it a rule. But if they don't, you've got to make a rule about it.

You need to set limits about misbehaviors which occur regularly. That way you won't have to make requests or give orders all the time.

Of course, it's important to be very clear and specific when you set limits. No eating outside of the kitchen means no eating outside of the kitchen all the time. Not just some of the time.

If you aren't clear, your family may not know what you really expect. When you set clear limits, your family knows what you expect of them.

But what if your child doesn't respect your limit? Then you need to back up your limit with a consequence. That makes it firm. And that makes it a rule.



How do I set rules?

The first thing is to decide what behaviors you want to change. Watch your child. What behaviors are harmful to your child or your family? How frequent are they? Did you count the number of times your child did a behavior this week?

Think about it. Is what you are asking important? Are you willing to follow through with the consequence if your child does not cooperate?

Then decide what behavior you do want. Focus on the positive behavior you want your child to do, rather than what you don't want your child to do. For example, you want all eating—including both meals and snacks—to be done at the kitchen table. That's your limit. But what if your child is not following it? What if your child ignores it?

Then make a rule. Set a consequence that will occur when your child breaks the rule. Make the consequence fit your child's age.

For example, the consequence for a 17-year-old could be doing the family dishes for a week. Or it could be cleaning the house. This would work for an older teen. But the consequence for a 10-year-old could be helping with the family dishes for a shorter period of time, say for two or three days.

After you make the rule, explain it to your child. Explain the reasons for the rule. Explain why the limit is important. Explain that the consequence is to help your child respect the limit you have set.

And don't let your child talk you out of the rule.

Write it down—both the limit and the consequence. Then post the rule where everyone can see.



Rules also let your child know what is and what is not permitted.

Remember, every rule must have a consequence.



Rules that work

Practice writing a few rules for your home. You may not need to set these rules for your family. But you may. Writing them down—even if you don't decide to use them as rules right away—will help you clarify for yourself the behaviors you expect of your family. Here are a few sample rules.

- ▶ You may eat only in the kitchen. The consequence for eating anywhere but the kitchen is to lose the privilege of watching television for three days.
- ▶ Only healthy foods can be brought into the house. This means no soda or chips are brought into the house. The consequence for bringing either soda or chips into the house is having to help plan the grocery list and help shop for healthy foods.
- ▶ You may watch an hour of television and use the telephone to call friends after you complete your homework, read your chapter, and have a family meeting.
- ▶ You may see your friends on Saturday after we have planned the family menu for next week.
- ▶ You may watch television or use the computer after you have met your physical activity goals for the day.

When you get started, pick one or two behaviors and make rules for them. Pick behaviors that are important to you. Be sure you don't start with too many at first.



What makes for a good rule?

Rules should be short and to the point. Each rule should describe a specific behavior. It can be a behavior you want your child to do. Or a behavior you want your child not to do.

But it's got to be a behavior you—or another adult—can actually see. Otherwise you can't enforce it.

When you make it a rule, make it clear. For example, you may make a rule that food can only be eaten in the kitchen. This means, you explain, that there can be no eating in front of the television. No eating while playing games on the computer. Only in the kitchen.

Rules should also be reasonable and realistic. If a rule isn't realistic, it won't work.

If possible, state the rule positively. The "When-Then" way of making rules helps them sound more positive.

For example: "When you have been physically active for an hour and finished all your homework, then you can talk on the phone to a friend." That's stating it positively.

Another way to state it positively is the "What-When" form. For example: "You can talk on the phone to a friend (this is the "what") after you have been physically active for an hour and finished all your homework (this is the "when")."

The other way would be like this. "If you haven't been physically active for an hour and completed all your homework, you can't talk on the phone." That's stating it negatively.

It's almost the same thing. But one way puts it positively, the other negatively. One way talks about what you can do. The other talks about what you can't do.



Why are rules important?

If children are not given clearly communicated rules with consequences, they are more likely to misbehave. Rules let your child know what is and what is not permitted.

Rules also provide guidelines for you. They help you be consistent in teaching your child what's important.

PARENTS ASK:

Should I punish my child when he breaks a rule?

No.

You don't want to punish your child for breaking a rule. Instead, you want to set up consequences for breaking the rule. There's a big difference.

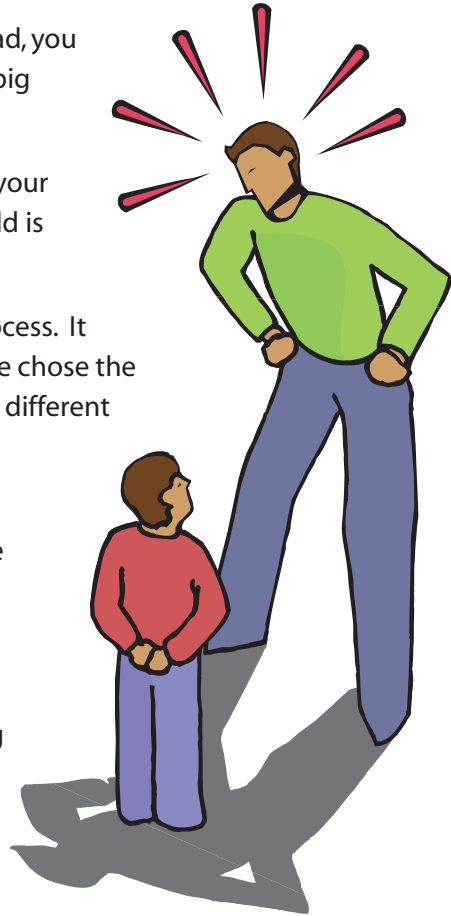
Consequences are set up in advance. They are made clear to your child in advance. That way, if your child breaks a rule, your child is choosing a consequence. In a way he's punishing himself.

That makes it a learning process for your child, a choosing process. It also means that your child can't blame anyone but himself. He chose the consequence when he decided to break the rule. That's really different than you having to punish your child.

Say you have a rule about eating only in the kitchen. The consequence when your 17-year-old breaks the rule might be doing the dishes after dinner for a week. If your child has a snack in front of the TV, your child automatically chooses that consequence.

Or take the rule about being physically active and completing homework before talking on the phone. The consequence for not doing it could be no talking on the phone.

Remember, every rule must have a consequence. If it doesn't have a consequence, it's not a rule. Of course, it's got to be a consequence that you can make happen. It's got to be realistic.



PARENTS ASK:

My children are different ages. Should a rule have the same consequences for both of them?

Not necessarily.

Sometimes a consequence can be the same. Sometimes it may be different. For example, an appropriate consequence for a 7-year-old who snacks in front of a television could be no television for two days. Or it could be helping to wash the dishes for two days. The consequences for a 17-year-old could be no television for 5 days. Or it could be washing the dishes for a week.

Children always test the limits just to see if you really mean what you say.

The older child would probably not be as put out by having to wash the dishes for 2 days as a 7-year-old would. The younger child might also need help doing the job correctly, while the older child could handle it alone.

Even giving a “time out” may be consequence enough for young children. Older children may need to lose social privileges or phone privileges if they do not cooperate.

What’s most important is that there is a consequence that your child knows about in advance. And that you enforce it. The consequence doesn’t need to be harsh. But it must be inconvenient enough to make your child think twice about breaking the rule.

One other tip. You can try a consequence out. If it doesn’t seem to work after a few weeks, you can change it. The thing is, you make the rules, and you set the consequences. So you can change them.



What should I do when my child keeps breaking a rule?

There is no simple answer to this question.

You need to begin by problem-solving. Ask yourself some questions: Do you follow through every time? Do you enforce the consequence right away? Do you let yourself get talked out of being firm? Are you able to enforce the consequence?

Make a list of your “unbreakable rules”

Decide which behaviors you want to change. Make sure they are important behaviors. Then make some rules. State them positively. Be sure they are reasonable and specific. Set consequences you can enforce. Remember to be consistent when your child misbehaves.

Review this list with your child and post it on your refrigerator. Be sure the consequences are clear for each rule.



If you are not doing your part, the first thing to do is to make sure that you follow-through.

If you are confident you are doing your part and your child continues to break a rule, take another look at the consequence. If you are being consistent, then the consequence may not be powerful enough. The consequence might work for another child. But it may not mean enough to your child.

Suppose the rule is that your child can use the phone to call friends after finishing his homework. Test it. If your child does not do his homework for a few days, it isn't working. The chance to use the phone is just not important enough to your child. It's more likely to be important to a 16-year-old. But not to a 10-year-old. And maybe not to all 16-year-olds.

You may need to change the consequence. Try to find what works for your child. Perhaps he can watch an hour of television after finishing all his homework. No more than an hour. You don't want to encourage RED activity. See if that will get him to follow the rule.

This is only one example. What you need to do is find something that is important to your child. Maybe it's something positive. What about playing a family game? Or doing a project together?

Don't get discouraged. If you stick with it, you can find a way to make sure that your child obeys the rules you make.

Keep one other thing in mind. Don't decide a rule won't work just because it doesn't work 100% of the time. Children always test the limits just to see if you really mean what you say. They need to know that you mean what you say every time, not just some of the time. That's why being consistent is so important.

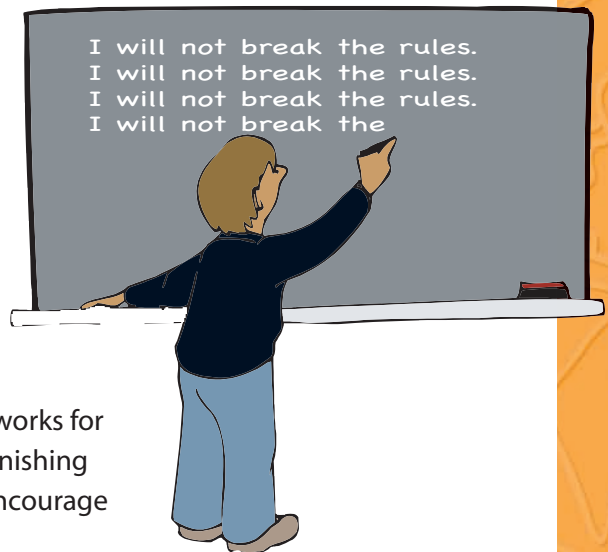


How firm should I be? Should I make exceptions to the rules when my child just makes a little mistake?

Absolutely not. Make no exceptions.

Being consistent is very important. It's how your child learns that you mean business. That you mean what you say. That rules are really rules. That consequences are really consequences.

Otherwise, it gets back to you punishing your child. Sometimes you do. Sometimes you don't. This encourages your child to push, to try to get



Being consistent is very important.

Here's how you can help your child:

- ▶ Review what your child has learned in the chapter on family teamwork.
- ▶ Use "I" rather than "You" statements.
- ▶ Be clear, brief, and specific when making requests or giving orders.
- ▶ Set appropriate limits for your child.
- ▶ Make rules with consequences when necessary.

Here's how you can help yourself:

- ▶ Practice being assertive (not passive or aggressive!)

away with something. It encourages arguing, trying to talk you out of meaning what you say.

Being firm about small things shows your child that you mean business about big things.

One other thing. When you set a rule, expect that your child will test you. He will break the rule just to see what you will do. Don't take this personally. It's just what kids need to do. It's how they learn their limits. They need to push a little just to make sure you mean what you say.

So welcome testing. When you stand firm, you help your child learn what the real limits are.



What if I disagree with my spouse?

Do it in private. Nothing is more harmful to order in a family than to have parents disagreeing about what they expect of a child.

Work out your parenting plan in private. Then communicate your decision to your child. Otherwise, your child will soon learn to pit one parent against the other.

You and your spouse may need to do some active listening to one another. You may need to compromise.

Be sure to support your partner's commands in public. Present a unified front with your child.

What have you learned from this chapter?

A variety of parenting skills can help you interact and communicate better with your child.

Using "I" statements instead of "You" statements means that your child is more likely to listen to you, especially when you are making requests or giving orders.

Setting limits helps children be safe and learn the behaviors you expect of them. Rules are when consequences are added to the limits you have set. Good rules are specific, realistic, and can be enforced.

These skills are not only helpful in interacting with your child, but they are life skills that will benefit you in all of your relationships and interactions.



Chapter 18:

Using Active Listening and Social Support

Here's what you learned about in Chapter 17:

- ▶ You learned a variety of positive parenting skills that can help you interact and communicate better with your child, including:
 - ▶ Using "I" statements to be assertive
 - ▶ How to make requests and give orders
 - ▶ How to set limits
 - ▶ How to make rules
- ▶ These skills are not only helpful in interacting with your child who is in the TLP. These skills can help you increase healthy behaviors and decrease unhealthy behaviors in all your children. They are life skills that will benefit you in all of your relationships and interactions.



Here's what you will learn about in this chapter:

- ▶ Active listening
- ▶ What social support is
- ▶ How support can be helpful
- ▶ What kind of support family and friends can give
- ▶ How to ask for support
- ▶ How to make a contract for support



Active Listening

Active listening is one of the most important communication skills. Active listening encourages a speaker to express ideas and feelings without interruption. It also lets the speaker know that he or she has really been understood. Active listening is one way you can provide social support to your child.



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals
- ⊙ Help your child build a support system for making healthy lifestyle changes

⊙ _____
⊙ _____

Suggested

- ⊙ Meet your weight goal _____
- ⊙ Complete your Lifestyle Log
- ⊙ Meet your calorie goal of 1200-1500 or _____ calories each day
- ⊙ Meet your goal of _____ RED foods each day
- ⊙ Meet your GREEN activity goal of _____ minutes each day

PARENTS ASK

What is active listening?

Active listening is more than just listening silently. More than listening without interrupting.

Active listening involves paraphrasing. Saying back to someone what he has just said to you. You don't have to say everything. You pick out what seems to be the most important things the speaker said. Then say it back in your own words.

Wait until the speaker has finished. Then see if you can say it back so he knows you understand. Don't put in any of your ideas. Just say it back as accurately as you can.

PARENTS ASK

How does active listening help? What good does it do? I usually know what my child will say before he does.

Active listening takes the guesswork out of communication. It lets your child know that you were paying attention to what he was saying. People feel good when they are understood.

Paraphrasing encourages a speaker to continue speaking and tell you more. And that's usually a good thing, too.

Active listening even works when you've got it wrong. Paraphrasing gives your child a chance to correct something that you didn't quite get right. Suppose you say back to your son, "You ate pizza for lunch at school." Your son could say, "No. What I meant was that I wanted to eat pizza. But I didn't because I knew it was a RED food."

Then you paraphrase that. You say, "You wanted to eat pizza. But you didn't because you knew it was not healthy,"

"That's right. I knew it was more important to limit my RED foods. It was hard with everyone else eating pizza. But I knew it was the right choice," your son will say.

Paraphrasing eliminates the little mistakes we make all the time when we think we have understood what someone has said and haven't. When we assume, but don't take the time to paraphrase for understanding, we're often wrong.

Paraphrasing also helps a speaker get his ideas clear. Sometimes we aren't as clear in our own mind as we would like to be. Hearing our own thoughts said back to us can help us clarify them.

Active listening
takes the
guesswork out of
communication.

One other thing. Active listening often makes the speaker feel good about you. This makes it more likely that the speaker will want to hear what you have to say when it's your turn to talk.

PARENTS ASK: **What should I listen for?**

Listen for two things. Listen for both content and for feelings. For ideas and for emotions.

Content includes the message, ideas, story, and facts the speaker is sharing. This is very important. But it's not enough.

When someone talks about something important, feelings are often involved. You need to listen very carefully to feelings. Feelings are often the most important part of what your child needs to communicate.

For example, you might say to your son, "You felt good about yourself when you decided not to eat the pizza." Your son might say, "Yes. It was a small thing, but I felt proud of myself for turning it down."

Sometimes people are clear about what their feelings are. But often people don't express their feelings clearly. That's why you have to listen so carefully.

But don't be afraid to guess. Even if you don't get it right the first time, paraphrasing gives the speaker a chance to correct you. When you paraphrase it correctly the next time, he will feel understood.

One more thing. Don't confuse questions with paraphrasing. Asking, "Are you frustrated?" is not a paraphrase. It's a dead-end question. It invites a one-word answer. "Yes." or "No." It doesn't open up communication.

On the other hand, saying, "You sound frustrated," invites the speaker to say more. That's what a good paraphrase does. It encourages the speaker to say more.

PARENTS ASK: **When should we use active listening?**

Any time you want to be sure you understand what someone is saying. Any time you want to encourage someone to keep talking.

You can use active listening with your family. You can use active listening at work or with your friends. It's very powerful anytime you use it.

Active listening often makes the speaker feel good about you.



Avoid interrupting.

PARENTS ASK:

What should we avoid when we do active listening?

Avoid interrupting. Let your child finish. You'll learn more that way. And your child will feel better if you give him a chance to finish.

Don't add in your own ideas. Don't argue or disagree with what the speaker said.

You can summarize. Summarizing is an important skill. A good paraphrase is usually a lot shorter than what the speaker said. That's because active listening focuses on the most important things that are said.

PARENTS ASK:

Are there other things I should do when I am using active listening skills?

Sure. But paraphrasing is by far the most important.

You also want to be silent. Even if you want to disagree with something your child is saying. Be quiet. Try to think about it from your child's point of view. Then you will be ready to paraphrase when your child finishes talking.

Maintain eye contact with your child.

Use nonverbal communication. Nod your head. Lean toward your child. Smile. Use your eyes. Your eyebrows. Talk with your hands.

You can also use short verbal phrases to encourage. It's OK to say, "I see" or "Tell me more about it." These encouraging phrases must be brief. They have to keep the focus on what the speaker is saying.

Pick up on nonverbal cues. Sometimes bodies communicate what people are feeling more than their words. You can often tell when people are angry, sad, or frustrated by their tone of voice or what their bodies might be doing.

Go ahead and say it. Say, "You sound angry," or "You seem sad." Even if you don't have it quite right, the speaker can clarify how she is feeling. That's because your paraphrase just gave her a chance to be more clear. You've taken the guesswork out of communicating.

Practice Active Listening



Practice five minutes of active listening three times over the next week during your daily meetings with your child. Write down what you learn or observe from this experience.

PARENTS ASK:

What about questions? Should I ask questions, or do I just listen?

Good questions are important. Use open-ended questions like the ones reporters ask. Reporters use questions that begin with: Who? What? When? Where? How? These kinds of questions invite the speaker to share more details. They keep conversation going.

Ask only one question at a time. Keep it short and clear. Asking more than one question confuses people.

Try not to ask “Why” questions.

“Why” questions put people on the defensive. It will sound as if you think your child did something wrong. “Why” questions tend to make people think they are being criticized and need to defend their choice. Or angry. Instead, you can ask, “What were you thinking about when you saw the pizza at lunch?”

Avoid questions that can be answered by “yes” or “no.” These types of questions actually shut communication down. You want to open it up. That’s why open-ended questions are so important.

Use open-ended questions like the ones reporters ask.

Who? What?
When? Where?
How?

PARENTS ASK:

What is social support? How does it help?

Social support is help you get from people around you. Especially friends and family.

You get it when they encourage you to do the right thing. You get it when they praise you for doing the right thing. You get it when they join you in doing the right thing.

Support from friends is very important. Friends mean a lot to children, and to teenagers. So if your child can have the active support of friends, it will make it much easier to succeed. The support of just one or two friends can make a big difference.

Teachers, coaches, Scout leaders, and other parents can also provide this type of support for your child. Of course, they have to know what your child is trying to do before they can help.

Support from friends can really help you with the changes you are trying to make.



Friends mean a lot to children, and to teenagers.

PARENTS ASK:

How can I help my child find this kind of support?

Start with family members. Aunts, uncles, grandparents, and cousins as well as those who live with you. Whoever is around enough to have influence on your child.

Talk to your child about how to go about contacting individual family members. It may be a little different for each person. It may be better for you to talk to some first. Or for your child to talk to them first. Encourage your child to talk to all of them eventually. Even if you talk to them first.

Make sure to start with the people you think will be most positive. Get them on board before going after the others.

Explain, or have your child explain, what your child is trying to do. To manage diabetes by living a healthy lifestyle. To manage diabetes by being active and eating healthy. To manage diabetes by losing weight.

Explain how serious diabetes is. How it makes so many things difficult or impossible. How it's a life-threatening disease.

Then talk about how each of them can help. Be specific. For some it may mean not bringing RED foods into the house, not suggesting that your child should eat more, or not making comments about your child's food choices.

Everyone can encourage and praise. Emphasize how important their support is to you and your child.

Start with family members. Make sure to start with the people you think will be most positive.



Encourage your child to do things with supportive friends.

PARENTS ASK:

What else can I do to help my child build a healthy support system?

Talk to your child about other children who might make supportive friends. Who shares his interests? Who seems to have healthy values? Who likes to be physically active? Who does he get along with?

Then encourage your child to do things with some of these children. The ones who seem to offer the most. The ones who have positive qualities that can help.

Arrange opportunities for them to socialize. Invite these children along when you do things or go places with your child. Not all the time, but some of the time.

Provide sports equipment so your child can be active with these friends.

Encourage your child to invite them to your home. That way you can get to know them. And they can be with your child in an environment that has been set up to provide healthy choices.

PARENTS ASK:

How can I get my child's school to help?

Good question. Let's not forget about school.

Perhaps the best thing to do is to put this question to people at the school. Let them tell you how they can help.

Talk to your child's teachers, his counselor, the school nurse, and maybe even the principal.

Tell them that your child has diabetes. Tell them how hard your child is working to make lifestyle changes. Especially to eat healthy, lose weight, and be more physically active.

Then tell them you would appreciate any support they can give. Ask them what they think they can do to help. They probably will have lots of ideas.

Let them know how important praise and encouragement are to your child's success.



Help your child get support from friends

This week your child is reading about how to get support from friends. Friends can help your child eat healthy foods. Your child and his friends can do physical activities together. Work with your child to help create a personal support network of friends.



How can I get my child involved in more activities?

Start by talking to your child about what interests her. Are there some things she would like to learn more about? Some things she might like to try?

Encourage her to ask around. What's available at school? In the community? What about the Y? What do her friends do?

Then make a plan to see how she can try some of these activities. Schedule them. Offer to help her by driving, watching her, or doing them with her. Let her know that you think it is important enough for you to invest some of your time and energy in helping her find activities she likes.

It's more important for your child to have one or two activities that she really likes than to have a whole lot of them. The important things are these:

- ▶ She needs to have things to do that help her be physically active.
- ▶ She needs to do activities that involve her with other children who can become positive friends.

Show an interest in what she's doing. Encourage her. Especially at first, if she's learning a new skill, she may need encouragement.

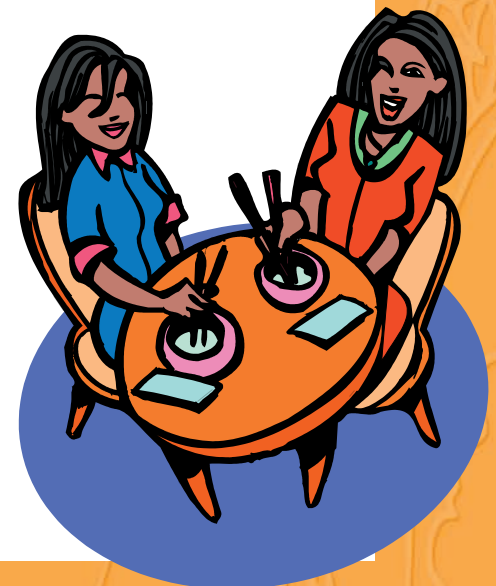
Ask about the friends she is making. See if she would like to arrange some other ways to socialize with them.



What can I do about one of my child's best friends? He likes to eat and encourages my son to eat when they are together.

Make sure your son has had a serious talk to his friend about how he is trying to manage his diabetes by living a healthy lifestyle. He needs to be very clear about how this includes healthy eating habits and being physically active.

Encourage your child to ask his friend for support. He should make it clear that he doesn't want to do things that involve eating. He should make it clear that he would like to do things that involve being more physically active.



Help your child deal with high-risk situations

This week your child is learning about how to deal with situations where the chances are great that there will be a lot of RED foods or your child may be inactive. For example, birthday parties or being alone at home after school. Go over what your child has learned at a family meeting.

Then he should say that he'd really like his friend to be part of his positive support team. If the friend or family member is willing, he could ask him to sign a promise to be supportive in one or two specific ways.

You may have to practice this conversation with your son. He may be uncomfortable asking for a promise of support. Practicing with you should make it easier.

Also, it may be good to brainstorm with your child about activities he can do with his friend. If a lot of their time together now is sedentary, it's important to have some ideas of how they can be active.

What if this doesn't work? You may need to make a rule for your child: he can't socialize with this friend anywhere there's food around. That probably means they'll be outside, doing things.

Building your social support team

We have talked a lot about who can help your child and how you can help your child build a support team. However, we are sure at times you need your own support team. Look back at the list of people that could help your child. Also, look at how you could help your child build that support network.

Who could support you making healthy lifestyle changes? What support do you need? How will you go about recruiting their support? Please fill in this chart.

Name of support person	Support I need	How I will ask for support



Why should I make contracts and encourage my child to do so? Won't people think it is silly? Or be bothered by having to sign a contract? Isn't their word good enough?

Signing contracts with family members and friends makes them part of your personal support team.

It helps them take what you are trying to do more seriously. It helps them take what your child is trying to do more seriously.

It helps to know you have support. Serious support. Support from friends who take what you are trying to do seriously enough to promise their help through a written contract. Friends who are serious about helping you make healthy lifestyle changes.

Contracts also let you know exactly what your friends plan to do to help you meet your goals.

They remind everyone of exactly what they agreed to do.



What should I tell my child about how to go about asking for support from friends or family members?

Here are some things your child could keep in mind when asking for help.

- ▶ First, pick a good time to ask for help. Wait until the person is not busy so that she can devote her time to listening to what you have to say.
- ▶ Tell the person that you appreciate what they have already done to help you. Use examples so she knows you really mean it.
- ▶ Then be honest and clear about what you want the friend to do. Explain how doing this will help you.
- ▶ If your friend is willing to help in this new way, thank her. Then ask if she would be willing to write it down. If she will write her promise down, you will write down your promise to do your part. Explain how this will make everything clear and help you feel more sure about things.

Go over these tips with your child. Help your child figure out what she would like each person to do. Help your child figure out who to start with. It's important to start with friends and family members who are easiest to approach and likely to be the most supportive.

Practice these conversations with your child.

It helps to know you have support. Serious support.

Make a contract with your personal support team

Your child has been asked to make contracts with family and friends who can be part of a support team. We encourage you to help her with this process. We also encourage you to do the same with your friends and to review all these contracts with your child at a family meeting. Here's a sample you can use.



I, _____, promise to make healthy lifestyle changes to improve my health:

Signed _____

I, _____, promise to help you live a healthy lifestyle, and I will:

Signed _____

PARENTS ASK:

What kind of emotional support does my child need?

It's hard to say because things change so much from time to time. But it's very likely that your child will need emotional support from you and from others. Making these lifestyle changes is a really big job, and it can get discouraging.

Your child will probably need two kinds of emotional support. One involves listening. This is something you can do using your active listening skills. We went over these skills at the beginning of this chapter. The most important thing to keep in mind is to listen carefully to your child's feelings. Don't panic if your child sounds discouraged. Listen.

The other thing your child needs is encouragement. You have probably already been giving praise and encouragement. This may be especially important when your child is discouraged.

What you can do is tell other family members and friends how proud you are of what your child is doing. Suggest that they offer encouragement and praise whenever they see opportunities. Explain why this is important.

Your child will feel better if other people are giving this type of support.



PARENTS ASK:

How can I ask for support for myself?

Just asking this question is a good sign. It shows that you want to make healthy lifestyle changes yourself. It shows you are serious about getting the support you need.

That should make it easy, once you explain this to friends. Who would not want to help someone who is so serious about getting healthier?

Be sure to pick a good time to ask for help. A time when you and your friend will really have enough time to talk about something serious. In

fact, it's a good idea to tell your friend you want to talk about something serious and ask when a good time would be.

Be clear and honest about what you would like your friend to do. Is it just encouragement? Or would you like your friend to walk with you several times a week?

Explain how this can really help you.

Thank your friend for listening to you and for helping.

What have you learned from this chapter?

Active listening is an important communication skill. Being an active listener means not interrupting, using open-ended questions, and paraphrasing what your child says.

Social support is help a person gives you to help you meet your goals. You have identified some people who can give you social support and thought about how you can recruit their help. You have also learned ways to help your child recruit a personal support team. Contracts can make this support even more powerful.

Getting support for yourself will help you give more support to your child.

Here's how you can help your child:

- ▶ Practice active listening.
- ▶ Encourage your child to make new friends with peers willing to help.
- ▶ Enlist the support of family and other adults your child may approach.
- ▶ Encourage your child to make contracts with members of a support team.

Here's how you can help yourself:

- ▶ Recruit your own social support team.
- ▶ Ask for help from people you trust.
- ▶ Make contracts with people who are willing to support you making lifestyle changes.

Chapter 19:

Teasing and What To Do About It

Here's what you learned about in Chapter 18:

- ▶ Social support is the help that you get from other people to meet your goals. You identified people who can give you support for making healthy lifestyle changes. You also thought about how you could ask them to be on your support team.
- ▶ You have also learned ways to help your child ask friends and family to be on a social support team. Contracts are very helpful when asking people for support.



Here's what you will learn about in this chapter:

- ▶ What teasing is and why some kids do it
- ▶ What you should do if your child is being teased
- ▶ Ideas for how to help your child stop the teasing
- ▶ How to use problem-solving for even more ways to stop teasing



Sometimes friends and family aren't supportive of healthy lifestyle habits

It is easier to make healthy food and activity choices when other people are helping and encouraging you. But sometimes other people make it harder to make healthy behavior changes. People can make changes hard by teasing or by tempting us to eat unhealthy foods.



What can I do when someone encourages me to eat RED foods?

Many times people will offer you or your child RED foods. They may carry the food around, offer it to you at a party, or talk about how good it tastes. They might suggest you try it.

But you can still make healthy choices in these situations. In fact, you and your child can always choose to have a RED food. If you or your child



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals

⊙ _____

Suggested

- ⊙ Meet your weight goal _____
- ⊙ Complete your Lifestyle Log
- ⊙ Meet your calorie goal of 1200-1500 or _____ calories each day
- ⊙ Meet your goal of _____ RED foods each day
- ⊙ Meet your GREEN activity goal of _____ minutes each day

You don't have to eat food you don't want to eat.

choose to eat a RED food, it can still be a healthy choice. Provided you make other healthy choices.

Eating a RED food means you will need to watch portion sizes. It means you will have to eat a small portion of that RED food. It also means you will need to make other food choices that day from GREEN and YELLOW foods.

Watching portion sizes and balancing out other food choices can help you if you decide to eat a RED food when it is offered to you or when you feel tempted to eat.

On the other hand, you can politely turn the food down. You don't have to eat in social situations.



What can I do when someone deliberately tempts me with RED food? What should I do when I know it's deliberate? How can I say, "No"?

You don't have to eat food you don't want to eat. You certainly don't need to eat food when someone is offering a food in a mean or tempting way. Being tempted doesn't mean you have to give in.

Make eye contact with the person. Then say, "No. Thank you, but no." Say it very firmly.

Make "I" statements. For example, "I am changing my habits to become healthier." Talk about how not eating that food will help you take care of your health. Explain how you are also trying to help your child take care of his diabetes.

Explaining yourself is OK. But don't think you must convince the person who is tempting you. That may never happen. What you want to be is clear and firm. If someone sees that you are firm, he will be less likely to continue tempting you.

Don't call the other person names or get in an argument. Some people will try to see if they can upset you. Don't react in an angry or upset way.

When all else fails you can leave. Walk away. After all, you and your child are in this program to get healthier. Don't let anyone get in the way of the important changes you and your child are making.

PARENTS ASK:

What should I tell my child when someone tempts her with RED food? I know it goes on.

Go over these ideas with your child. Explain how you handle being tempted.

Help your child come up with some things she can say. Practice several situations. That will help her be more confident when she finds herself in a similar situation.

Remind her of how important it is for her to lose weight and make healthy lifestyle changes.

Encourage her before she goes into tempting situations and praise her afterwards.



PARENTS ASK:

Why do kids tease my child?

Teasing is a big problem for many children. Often the main reason some children want to lose weight is because they have been teased about how they look.

Fear of being teased is also a reason some children don't want to let their friends know they have diabetes or the things they need to do to take care of diabetes.

Children tease when another child looks different. They tease when another child acts differently from them. It isn't just your child. Kids get teased and put down all the time.

Kids get teased for all kinds of reasons—their clothes, hair, shoes, glasses, braces, or weight. They get teased for acting silly, sad or goofy. They get teased about not being good at sports, art, or music—or for being good at these things. They get teased about their weight or for trying to do the right thing. They even get teased for working hard in school.

It's important to keep this in mind. It isn't just about weight or eating, and it isn't just your child.

PARENTS ASK:

What keeps it going? Why do kids continue to tease?

Teasing usually continues because of how the teased child acts. By getting the child being teased to cry or yell or fight back, the teaser often gets attention from other children. If he can get a laugh out of the crowd at someone else's expense, a teaser feels powerful.

Besides getting attention, kids tease because it makes them feel superior.

Who's teasing your child?

Ask your child if she is being teased now. If so, encourage her to talk about it. Use the open-ended questions and active listening you learned about in Chapter 17. Who is doing it? What are they saying? How does it make her feel? How does she respond? What do her friends say? Where does it usually occur?

Make it clear to your child that you are interested in hearing about anyone who might be teasing her, even family members. Make it clear also that you are interested in any teasing, not just teasing about her weight or her eating habits.

Then see if you can do some problem-solving with her. Use some of the ideas in this chapter. Be sure to stay in touch with her about the situation. This will let her know that you care and that you want to help her.



Don't they know how hurtful teasing is? Don't they care?

Teasing is really a form of bullying.

Bullies don't care about how badly a victim feels. Just so long as the victim acts like a victim, a bully feels powerful and accepted.

That's really all bullies are interested in doing. Feeling powerful. Bullies want their victims to appear frightened and weak. They like to pick on them alone and have a crowd to laugh along with them.

So if a victim is hurt and shows she is hurt, the bully is happy. That's how bullies win.



My child just told me that a group of his classmates were calling him names during gym class today. He's very hurt. Is there anything I can do to help?

You probably felt upset or angry when your child told you about being teased. Of course you want to do something about it.

You may think about calling their parents or the teachers. You may want to talk to the teasers yourself. It's very normal to want to protect your child from hurt.

But this is not a good idea. Don't get directly involved unless your child is in danger of being physically harmed or is being sexually harassed. You don't need to try to solve the teasing problem yourself. It's much better to help your child learn to handle the situation.

The first thing to do is to try to stay calm and use active listening. Calmly paraphrase what your child says. Be sure to listen for his feelings and find out what happened.

If you get angry when your child talks with you, he may not realize that you are angry with the other children, not him. He may find it hard to keep talking with you if he thinks what he is saying is getting you really upset.

Encourage your child to ignore the teaser.

Then use the problem-solving skills you learned in Chapter 13. Try to help your child develop some ways he can handle the teasing himself.

PARENTS ASK:

What can my child do when he is teased? What's the first thing he should try?

Encourage your child to ignore the teaser.

Your child could walk away from the teaser as soon as the teasing starts. He shouldn't look at the teaser or say anything to the teaser. Just ignore the teasing and get away from the bully.

Why does this work? Teasers who say cruel things are bullies. Bullies like to get other kids angry and upset. It will become less and less fun for the teaser if your child does not answer.

It is important to remember to tell your child that the teaser might continue to tease for a while. That's because the bully is used to getting your child upset or angry. But, if your child continues to walk away without saying anything, the teasing will eventually stop.

PARENTS ASK:

Besides ignoring the bully and walking away, what else can my child try when he is being teased?

Sometimes ignoring a bully and walking away may not work. Not everything works all the time.

Your child could ask a friend or friends to help by being there for him. It is easier to deal with teasing when there are other friends to count on for support.

Your child should explain to his friends that he has been teased. He can explain the circumstances and the people. Then he can ask for their help. He should explain that he doesn't want them to threaten the bully, call names, or tease back. He just wants their support.

Friends can say things like this. "Knock it off. You're out of line and you're not funny." Then they should walk away as well. That is, walk away with your child.

Bullies are less likely to pick on someone who is with a group of friends. Bullies like to play to a friendly audience. Bullies like to make people laugh at someone else's expense. But if your child's friends don't laugh, the teaser loses his audience.

Even if your child is picked on, it will be easier for him to handle if there are friends there who can support him.





SO WHAT?

PARENTS ASK

Besides ignoring the bully, walking away, and hanging out with supportive friends, what else can my child do when she is being teased?

Your child might try standing up for herself. There are usually some things a child can say which show that teasing does not bother her.

Standing up for herself can take away the fun of teasing. She can use short, clever comebacks to show that the teasing does not bother her. That takes away the fun of teasing for the teaser.

Her comeback should not be nasty. She will want to show the teaser that she is not taking the teasing seriously.

What can she say that lets the teaser know that she is not bothered by the teasing? She could say things like these: "So what?" or, "And your point is?" or "That's so old." or "Can't you think of anything else to say?" or, "Gee, I never heard that one before."

Suggest these to your daughter and ask her to try coming up with her own. It is important that she feels comfortable with what she decides to say the next time that she is teased. Otherwise, she won't use it.

Remind her that her goal is to take away the fun the bully gets by teasing. It's important not to attack the bully or be nasty herself. That will only make things worse.

PARENTS ASK

What should my child keep in mind when he tries to stand up to a bully?

Four things.

Look the bully in the eye. This signals your child's confidence.

Keep the reply short and simple. This makes it more powerful.

Stay calm. This also signals confidence. Bullies don't like their victims to be confident. They want them to be upset, scared, and hurt.

Don't be nasty. Being nasty only makes it worse. It makes the bully want to hurt back.

PARENTS ASK:

Ignoring the bully, hanging out with supportive friends, and standing up for herself when she is being teased sound like good ideas. How can I prepare my child to do this?

You can help a lot by practicing how to handle situations with your child. Ask your child to describe situations where she is often teased. Suggest that she play the bully first. You play her. That will give you a chance to model some responses.

Then ask if your child would like to switch around. You play the bully. Let your child be herself.

Continue this until you explore all the options you can think of. Go over them until your child feels comfortable. The more she practices, the more confident she will be in the real situation.

You can practice situations in which your child stays silent as well as ones in which she uses snappy comebacks. Have your child practice walking away or going to meet other friends while the bully continues to tease her.

PARENTS ASK:

What should I do after my child has tried a new way to deal with being teased?

Good question. It shows you are really thinking about the situation. You probably already know the answer.

Praise your child for dealing with teasing in new ways. Praise her for not showing the bully that she is upset or angry. Let her know you are proud of her for doing something to help herself. Whether it was ignoring the teasing, being with supportive friends, or standing up for herself.

Then ask her how she felt when she was being teased. Ask how she felt about herself when she did something to help herself. Encourage her to talk by paraphrasing what she says, especially her feelings.

Encourage her to hang in there when she tries new ways of dealing with teasing. Remind her that it may take a while to change the bully's habits. Teasing may even increase for a little while as the bully tries harder and harder to get a reaction from her.

But she will win out if she can continue doing what she needs to do to take care of herself.

You can help a lot by practicing how to handle situations with your child.

Your support and praise will help her be more confident. This will make her more able to stick with the changes she is trying to make.

Since this is a serious issue, be sure to ask your child about it every day until it is no longer a problem. This will also help your child learn that she can trust you to stand by her when she is up against other tough situations.



My child has tried everything to deal with being teased and nothing has helped. What else can we do?

Before you do anything, make sure that your plan really isn't working.

Remember, it will take some time to convince the bully that there is nothing to be gained by teasing your child. He needs to be convinced. That takes testing. That means your child must be patient.



Time to review—How are things going?

Now might be a good time to review the progress you and your child have made. Look over the major areas. What is going well? What could use some work? Here are some of the major areas you might consider, both for yourself and for your child:

- ▶ Keeping track of your habits in your Lifestyle Log
- ▶ Having family meetings
- ▶ Working as a family team
- ▶ Meeting your calorie goals
- ▶ Meeting your RED food goals
- ▶ Planning healthy menus for each week
- ▶ Making your home a helpful environment for healthy living
- ▶ Offering praise and encouragement
- ▶ Being physically active every day
- ▶ Using lifestyle activities to be active
- ▶ Limiting RED activity to 2 hours/day
- ▶ Earning points and rewards
- ▶ Getting support from friends and family members
- ▶ Losing weight

After you review these areas, give yourself praise for all you have accomplished. Then do some problem-solving to improve areas that are not going so well. Use the problem-solving techniques you learned in Chapter 13. It might be helpful to re-read some of the sections in these chapters that give you advice about the areas that are troublesome now.

When you are convinced your plan isn't working, do some problem-solving. Use the skills you learned in Chapter 13.

Begin by identifying the problem. Ask questions so that you can be as specific as possible about what is going wrong. How much of the plan worked? When did it stop working? What seemed to go wrong? Was it the plan, or did your child not follow through as well as you had hoped?

The next step is to brainstorm possible solutions. Think of as many ways as you can to solve the problem. Write every idea down. Don't try to be practical now. Just make a list as long as you can.

Compare solutions. Get practical. What's good about this solution? What's not so good about it? What approach is the most simple? What approach stands the best chance of working?

Make a plan. This is when you make the solution practical. Think through all of the steps you need to make it work.

Then put your plan to work. Test it for a few days.

The last step is to evaluate how the plan worked. If it's working, great! If not, start the problem-solving all over again.

What have you learned in this chapter?

Teasing is very common among children. Children are teased for all sorts of reasons. Sometimes being tempted, being teased, or being worried about being teased can make it hard for your child to make healthy choices and take care of her diabetes.

Teasers are bullies. They are mainly interested in getting a reaction from the person they tease. They want to look powerful to other kids.

The best way for a child to deal with teasing is to try to stay calm and not show that she is bothered. Other ways are to be with friends or to stand up to the teaser. It's certainly best if your child can feel safe talking with you about her feelings. You learned that active listening, practicing, praising, and problem-solving are all ways that you can help your child deal with being teased by a bully.

Here's how you can help your child:

- ▶ Use active listening when your child tells you about being teased.
- ▶ Help your child use problem-solving skills to come up with ways to deal with teasing.
- ▶ Practice new ways of dealing with teasing with your child.
- ▶ Praise your child for talking with you and for trying new ways to deal with teasing.

Here's how you can help yourself:

- ▶ Use problem-solving to learn ways to handle the teasers or tempters in your own life.
- ▶ Praise yourself for trying new ways to deal with teasing and tempting so that you can continue to take good care of your health.

Chapter 20:

Learning to Eat When You Are Hungry—and Not When You're Not

Here's what you learned about in Chapter 19:

- ▶ Teasing is very common among children. Children are teased about all sorts of things. Teasers are bullies. They are mainly interested in getting a reaction from the person they tease. They want to look powerful to other kids.
- ▶ Sometimes being teased, being tempted, or being worried about being teased can make it hard for a child to make healthy choices and take care of diabetes.
- ▶ The best way for a child to deal with teasing is to try to stay calm and not show that the teasing is having any effect. Other ways are to be with friends or to stand up to the teaser.
- ▶ It's best if your child feels safe talking with you about how it feels to be teased. Active listening, practicing, praising, and problem-solving are all ways that you can help your child deal with being teased by a bully.



Here's what you will learn about in this chapter:

- ▶ The difference between feeling hungry, feeling satisfied, and feeling full
- ▶ How to know when to stop eating
- ▶ Why people eat too much
- ▶ Ways to prevent overeating



Recognizing when you are hungry



How can I know when I am hungry?

Your body is pretty amazing because it will let you know when it is time to eat. When you are hungry, your body will send you signals that are called hunger cues.

Hunger cues are things like stomachaches, a growling stomach, feeling a little weak, or feeling light-headed. All of these are signals that it's time



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals
- ⊙ Help your child build social support for healthy lifestyle changes

⊙ _____

⊙ _____

Suggested

- ⊙ Meet your weight goal _____
- ⊙ Complete your Lifestyle Log
- ⊙ Meet your calorie goal of 1200-1500 or _____ calories each day
- ⊙ Meet your goal of _____ RED foods each day
- ⊙ Meet your GREEN activity goal of _____ minutes each day

Many of us eat out of habit.
Or because it's a way of
dealing with emotions.

to eat. However, if you are just a little hungry, eating an apple or some yogurt can satisfy your hunger.

The more your body needs food, the stronger the cues it sends to your brain. You feel weaker. Your stomach aches more. When you are really hungry, you need to eat more.

The trouble is, many of us eat when we are not hungry. Or we start eating when we are hungry and continue eating long after we are no longer hungry.

PARENTS ASK:

How can I be sure it's hunger, not habit?

You may have to work at it. Many of us eat out of habit. Or because it's a way of dealing with emotions. Or because it's expected of us to do so.

So before you eat, ask yourself: Do I really feel hungry? If so, how hungry do I feel? It helps to have an idea in advance whether you are hungry for an apple or hungry enough for a full meal.

If you can get into the habit of asking yourself these questions every time you think about eating, you can teach yourself to recognize when it's hunger and when it's something else prompting you to eat. It may take a few weeks, but it's something you can learn.

It will help also if you can eat breakfast, lunch, and dinner on a regular schedule. If you eat at the same time each day, and eat just what you need to satisfy your hunger, you will probably start to feel hungry before your next meal.

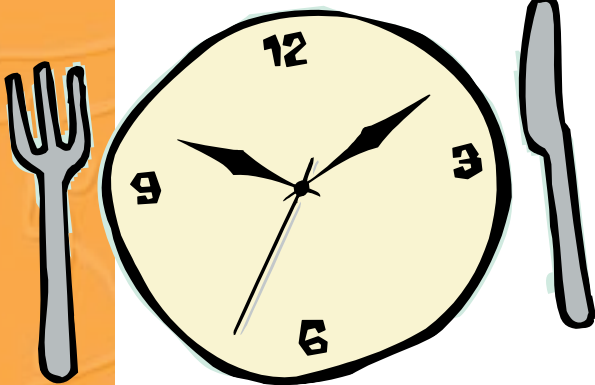
PARENTS ASK:

How can I know when it's time to stop eating?

You may have to train yourself to recognize when you have satisfied your body's real hunger.

It should be simple. Your body lets you know you are no longer hungry just like it lets you know you are hungry. It sends a signal to your brain to stop eating. Actually, it signals that you no longer feel hunger. The stomachache has gone away.

But it takes about 20 minutes for the signal to reach your brain. If you eat too fast, you are likely to overeat because your body has not had time to let your brain know that you have eaten enough.





It should be this simple. It was simple when we were very young. But now it's not so simple.

Many of us have developed unhealthy eating habits. These habits make it hard to know when we have satisfied our hunger. To start recognizing when we have satisfied our hunger, we need to change some of our eating habits.

Many of us eat until we are "full." For many people this seems to mean eating until they cannot eat any more. It's eating more than you need to satisfy your body's hunger. It means eating until your stomach feels stretched and uncomfortable. "Full" usually means way beyond "satisfied." Way beyond what's healthy.

That's why it's probably more helpful to think more in terms of "satisfying your hunger" instead of "eating until you're full."



How can I train myself to recognize that I'm satisfied? That I'm not hungry any more? And how can I help my child learn to do this?

You've already begun to do this. By this time, you've learned how to plan healthy meals and snacks in advance for each week. You understand why it's important to serve food only in the kitchen and to serve regular portions sizes. Doing these things will help.

But the way you eat can also help. Eat slowly. Stretch the meal out. Put your fork down after a bite and talk to your family. Use conversation to make the meal pleasant and to make it last longer.

Eat your meal in courses. Begin with fruits, vegetables, soups, and salads. These are low in energy density. Remember you learned about that in Chapter 2. It means they can fill you up, are nutritious,

If you or your child want seconds, make it a rule that you wait for 5 minutes.

If you eat healthy foods, you don't have to eat as many to feel full.

and don't have a lot of calories. This will begin to fill you up.

After that, eat your bread, pasta, and meat. These have more calories. They are higher in energy density.

PARENTS ASK:

Is it okay to have seconds? Even if we eat slowly, won't having seconds mean we'll overeat anyway?

Yes. You can have seconds. But there are some things you can do to keep from overeating, even if you do have seconds.

If you or your child want seconds, make it a rule that you wait for at least 5 minutes. Then, if you still feel hungry, you may have a second portion. However, the second serving should be only half the size of the first serving.

Another good trick is to make the second serving a fruit or a vegetable, not a RED food. That will be filling without adding many calories.

PARENTS ASK:

What's wrong with eating until you are full? Why should I stop before I am full?

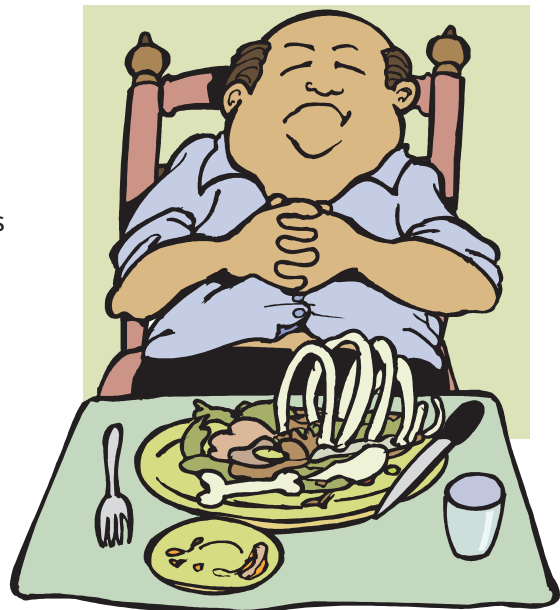
When you eat until you are full, instead of until you have satisfied your body's need for food, you set in motion a harmful chain of events.

When you tend to eat until you feel full, you may come to expect that you need that much food at every meal.

All this time, of course, you are eating more calories than you burn up. You are gaining weight.

On the other hand, you can train your body to want less food. You can eat less food while still getting enough calories to be strong and active.

As you eat less, you will be less hungry.



When you eat too quickly, you often eat too much.

PARENTS ASK:

If I can't trust my instincts to know when I'm satisfied, how can I know when to stop eating?

You've asked an important question.

To break the habit of eating until you feel full, you will have to use some of the skills you have learned in the TLP.

Use the Diabetes Food Guide Pyramid, the Food Reference Guide, and the TLP Eating Plan to plan healthy meals and snacks. Plan your meals and snacks so that you eat between 1200–1500 calories a day if you want to lose weight. Plan meals for more calories if you want to maintain your weight.

If you can keep between 1200-1500 calories a day and eat plenty of YELLOW and GREEN foods, you will be eating the right amount of food for you to stay healthy and still lose weight. It will give your body a chance to realize it has all the food it needs.

After a while, you will develop healthy eating habits. After a while you will know when to stop after you have satisfied your real hunger needs. After a while your stomach will feel satisfied with less food.

But for now, use the TLP Eating Plan. That's the best way to know when you've had enough. Soon enough, you will learn to recognize for yourself when you have satisfied your hunger.

PARENTS ASK:

You mentioned bad habits. What are some of the bad habits that cause people to eat too much? I wonder if I have some of those habits.

We've already talked about one of these unhealthy habits. People often eat until they feel stuffed, until their stomachs are stretched. They call this eating until they are "full."

People often are in the habit of saying, "Supersize it." They get into this habit of supersizing their food portions at restaurants. Before long they supersize everything at home. It's a bad habit you can fall into without being aware of it.

Snacking can be an unhealthy habit. Ask yourself, "Am I eating because I'm hungry? Am I eating because my body needs the energy now? Or, am I eating because it's a habit to snack in the afternoon, or when I watch television?"

If you eat slowly and eat small portions, this works just fine.

Knowing why you are eating can help cut down on the number of snacks you have.

Eating with friends can be another habit that can cause you to eat too much. Some groups of friends are in the habit of doing activities which involve food. Often these are sedentary behaviors.

For example, you may meet friends at the movie theater each week. Being at the movie theater makes it easy to eat high-calorie foods such as buttered popcorn, candy, and soda.

So ask yourself some questions. Are you in the habit of doing things with your friends which involve food? Are these sedentary behaviors? What other ways could you be with your friends? How can you be with your friends and not eat? Could you go to a movie and not eat? Could you settle for only a diet soda? Could you walk and talk instead?

What's one of the worst habits? One is meeting friends at a fast food restaurant. That makes it really hard to avoid unhealthy eating.

Another bad habit is living in a home with lots of RED foods or snacks around. Some environments can make you eat more than you need.

If your home has a lot of RED foods, it's easy to snack on them. But if there are only healthy foods in the house, you can eat only healthy snacks and save a lot of calories!

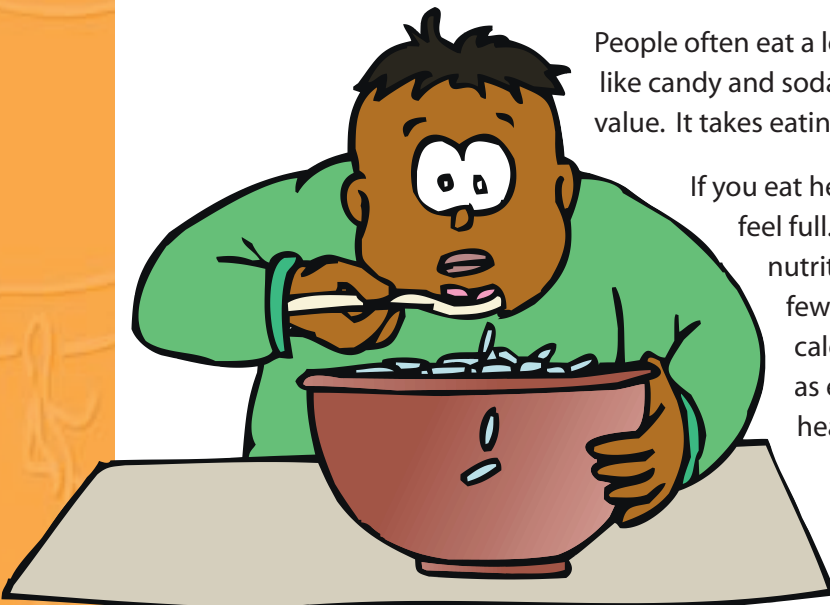


What are some of the other reasons people eat too much?

Eating is pleasant. Food tastes good. Often we eat with friends and family. This makes it more fun.

People often eat a lot of RED foods before they feel full. RED foods like candy and soda have a lot of calories but little nutritional value. It takes eating a lot of them to make you feel full.

If you eat healthy foods, you don't have to eat as many to feel full. GREEN foods like fruits and vegetables have nutritional value and are filling. They have a lot fewer calories than RED foods. For example, the calories in one piece of apple pie are the same as eating 6 apples! And the apples are much healthier than the apple pie.



When you eat too quickly, you often eat too much. Your body doesn't have enough time to tell your brain that it is satisfied. So you keep going until you feel full. And that's much too long.

People also eat as a way of dealing with feelings. Eating is a very poor way to deal with feelings. But many people have the habit of doing this. See Chapter 21 for more ways to deal with this problem.



How can I explain to my child the difference between eating until I'm satisfied and eating until I'm full?

Explain it this way. There are 3 phases in eating. There's hungry. There's satisfied. And there's full.

When your body is hungry, it lets you know it's time to eat with hunger cues. The more your body needs food, the stronger these cues to your brain are.

When you eat enough and your body is satisfied, it also sends cues to your brain. You feel satisfied, not hungry. But these cues don't come instantly. It takes about 20 minutes for you to stop feeling hungry and start feeling satisfied.



Identify unhealthy habits

What are some reasons why you and your child overeat?

If you eat slowly and eat small portions, this works just fine. But if you eat rapidly or eat a lot, you go way beyond feeling satisfied. You eat until you're full. Or stuffed. This is how you eat too much. This is when you gain weight. That's why it's so important to eat only until you satisfy your body's real hunger.



How can I help my child identify unhealthy habits that cause her to eat too much?

Sit down with her and go over some of the things we talked about. Go through her Lifestyle Log with her. What do you notice? When does she eat too much? Where? Who is she with? What choices does she have? Have you made sure that you are giving her plenty of healthy choices at home?

Talk to her also about what she is thinking and feeling when she makes some of these choices. What people think has a lot to do with their choices. So do their feelings.

Keep talking until you and your daughter think you have identified some of the habits which cause her to overeat. Then look for solutions.

Use some of the suggestions in this chapter. Use the problem-solving skills you learned in Chapter 13.

Another thing. Don't forget how important it is to model healthy behaviors for her. If you have slipped into some unhealthy eating habits, tell her what they are. Explain how you are going to change them.



How can I help my family avoid overeating?

Good question. You've been through this before. So the fact that you are asking it again means you really want to stay on top of things.

It means you want to review and be sure you are doing it right.

Review Chapter 6. That chapter explained a number of ways you can help your family avoid overeating. It also explained why these things work.

Here's a quick review.

Plan a healthy menu for the week and shop for healthy foods. Try to have the same meal on the same day of every week.

Shop for the foods that you need for a week of healthy meals and snacks.

Plan a healthy menu for the week and shop for healthy foods.

Plan portion sizes in advance. Cook only what your family should eat at one meal. Plan a plate for each family member.

Keep the food off the table. Keep it in the kitchen away from where the family is eating.

Don't serve family style. Instead, serve up healthy portion sizes yourself.

Keep a bowl of fruit on the table.

Make rules. No eating outside of the kitchen. No snacking in front of the television. No RED foods in the house unless you brought them in to serve as part of a healthy menu.

These are some of the basics. You can review them in Chapter 6. Then ask yourself: Am I doing all these things? Am I doing them consistently? How am I slipping up? Are other family members undermining my efforts? How well is my child cooperating? Is my entire family supporting my child?

Asking questions like these will help you get on top of things again. You may have to go over the rules again. You may need to remind people of how things work.

What have you learned from this chapter?

This week you have learned how to recognize when you are hungry, satisfied, or full. It is important to eat slowly so that you do not eat too much before your brain gets the message to stop eating. People tend to overeat due to a variety of reasons. Many times we eat when we are not hungry. Or we start eating when we are hungry and continue eating long after we are no longer hungry.

The best way to make sure you don't overeat is to use the TLP Eating Plan and meet your calorie goals. You can help yourself do this by examining your habits. Do you have habits which encourage you or your family to overeat? If so, how can you change these habits?

Here's how you can help your child:

- ▶ Encourage your child to stop eating well before he feels full.
- ▶ Encourage your child to limit his eating to 1200-1500 calories a day to lose weight.
- ▶ Work with your child to identify any unhealthy eating habits.
- ▶ Help your child make a plan to correct any unhealthy eating habits.
- ▶ Review your habits to make sure you are planning, preparing, and serving healthy meals and snacks.

Here's how you can help yourself:

- ▶ Stop eating before you feel full.
- ▶ Pay attention to your calorie goals.
- ▶ Try to identify any unhealthy habits you have.

REVIEW

1. Andrew knows that hunger cues tell the body when to start eating. Which of the following is a hunger cue?
 - A. Feeling lightheaded
 - B. Stomach growling
 - C. Feeling a little weak
 - D. All of the above
2. Your child should stop eating when your child _____.
 - A. Feels really full
 - B. Has satisfied his hunger
 - C. Has had dessert
 - D. Has cleaned his plate
3. Isis usually lets her son eat until he is full. What is likely to happen if she continues to let her son eat this way?
 - A. He will lose weight
 - B. He will take in less calories than he needs
 - C. He will have a hard time telling when he has satisfied his real hunger
 - D. He will soon get tired of eating until he is full
4. Daisy knows that she overeats. Which of the following could be the reason she overeats?
 - A. She thinks that eating is fun
 - B. She has large portions of food
 - C. She does not recognize when her body is telling her to stop eating
 - D. All of the above
5. Cedric wants to help his son eat the right foods. What should he do?
 - A. Make sure there are lots of RED foods in the house
 - B. Keep food on the table during dinner
 - C. Keep a bowl of fruit on the table
 - D. Both A and B

Please write any questions you have for your PAL in the space below.

Answers:
1. D 2. B 3. C 4. D 5. C

Chapter 21:

Managing Emotions the Healthy Way

Here's what you learned about in Chapter 20:

- ▶ People overeat for a variety of reasons. These reasons include eating lots of calories until one is full rather than satisfied, snacking due to habit or boredom, situational or environmental cues to eat, and eating too quickly.
- ▶ There are many ways to avoid overeating: listening to your hunger cues, increasing your YELLOW and GREEN food intake, avoiding eating due to boredom or a range of emotions, and eating slowly so that you do not eat too much before your brain gets the message to stop eating.
- ▶ As a parent, it is important to model healthy eating behaviors. Instead of just telling your child what to do, show your child! You can teach yourself to recognize when you are hungry, when you have satisfied your hunger, or when you feel full because you have overeaten.



Here's what you will learn about in this chapter:

- ▶ What emotions are
- ▶ How emotions and weight gain are connected
- ▶ How to listen to your child when your child is talking about their feelings
- ▶ How knowing about your child's emotions can help you help your child make healthy choices
- ▶ Why taking care of your emotions is healthy



What are emotions?

Emotions are more than words.

Emotions include what goes on with your body. Like sweaty hands, an empty feeling in your stomach, or a pounding heart when you're scared.

Emotions also include the thoughts that are in your head. Like "This is awful!" or "This is great!" or "This worries me."



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals

⊙ _____

Suggested

- ⊙ Meet your weight goal _____
- ⊙ Complete your Lifestyle Log
- ⊙ Meet your calorie goal of 1200-1500 or _____ calories each day
- ⊙ Meet your goal of _____ RED foods each day
- ⊙ Meet your GREEN activity goal of _____ minutes each day

There's a third part to emotions. It's how you communicate them. The name you put to them. Words like happy, sad, frightened, frustrated, worried, sad, or angry.

But make no mistake. Emotions are important. Emotions are powerful. They have a lot to do with what we do. A lot to do with the choices we make. Sometimes they have more to do with our choices than logical thinking does. That's not always good. But it's true.



Do emotions really make us want to eat? Is this something I should worry about for my child?

Yes. Maybe you should also worry about it for yourself. Feelings of stress, confusion, anger, sadness, fear, and even happiness can cause us to eat and overeat.

That's not all. Overeating when feelings come up may become a habit. Something you do over and over again without really thinking about it.

Of course, eating doesn't really help us deal with our emotions in a positive way. It doesn't help us deal with the situation which caused all the problems. And it may make us gain weight. This could actually make us feel badly about ourselves.



Why do people eat too much? What does overeating have to do with feelings?

Eating feels good.

When you or your child are hungry and then eat, something that was making your body feel bad is taken care of. You're not hungry any more. Eating feels good.

Sensations associated with eating feel good. Chewing, tasting, swallowing, and smelling food can be relaxing to the body.

But hunger is not the only thing that can make you feel bad. Emotions—some emotions—can also make you feel bad. Because of old habits, eating can be the way you deal with feeling bad.

You learned some important things in Chapters 13 and 20 about what can cause people to eat when they are not hungry.

You might want to review these chapters. Use what you learned in those chapters to help you understand how emotions can lead you or your child to want to eat even if you are not hungry.

Feelings of stress, confusion, anger, sadness, fear and even happiness can cause us to eat and overeat.

PARENTS ASK:

What's the connection between really being hungry and eating because of your feelings? What's the difference?

Both emotions and hunger are inside your body. They're internal. They can get confused - all too easily.

Hunger is something that goes on inside your body that tells you it is time to eat. You have other things going on in your body like an empty feeling in your stomach, light-headedness, or shakiness when you are hungry.

Sometimes it can be hard to tell if that empty or shaky feeling in your stomach is hunger or worry.

If you don't learn to tell the difference between hunger and other things going on inside your body, you can fall into the unhealthy habit of eating whenever you feel something inside. Whether it's hunger or not.

That's one reason people eat when they are feeling emotional.

Another reason has to do with what they learned at home. Their parents might have used food to help them with their feelings.

Did you grow up in a home where food equaled love? When you felt bad, did your parents or grandparents give you food to try to help you feel better?

Eating for comfort often leads to weight gain because it makes it hard to follow a healthy meal plan.



What emotions usually cause you to turn to food?

As you have grown older, those people may not be around to help you feel better, but food is still around. And the habit of using food to deal with emotions remains.

Eating for comfort often leads to weight gain because it makes it hard to follow a healthy meal plan. Of course, weight gain can make you feel bad. Feeling bad about weight gain can lead to more comfort eating which leads to more weight gain. It's a vicious cycle.

Unfortunately, parents who were raised to eat for comfort often teach their children to do the same.

PARENTS ASK:

How can I tell if I've fallen into the habit of eating for comfort? I'm afraid I have.

It's great that you asked the question. It's easy to use food to help you with your emotions. Many people do it without realizing it. Especially when they feel bad.

First, try to get a clear understanding about how you might be eating food to help you deal with your feelings. Ask yourself some questions.

What emotions usually cause you to turn to food? Do you do it when you're happy? When you're sad? When you're angry or scared? When you're bored? When you're stressed? What foods do you turn to?

Then do some problem-solving, using skills you learned in Chapter 13. Brainstorm some other ways you can handle your problem. What about physical activity? Talking to a friend about your feelings? Writing them down? Make a plan for yourself. Put it into action. Then take another look at it. Is it working? If not, make another plan.

Then turn your attention to your child.

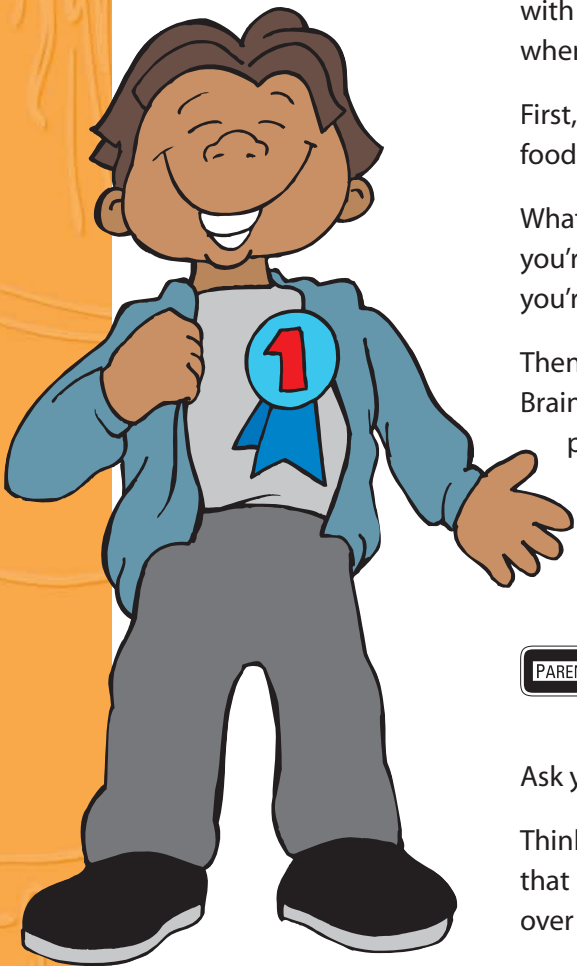
PARENTS ASK:

How can I help my child avoid the habit of eating for comfort?

Ask yourself: Have I used food to help my child deal with tough times?

Think about a time when your child came home upset about something that happened at school. Did you give him a hug and a cookie and talk over the problem until he felt better?

Lots of parents do this. They mean well. But using food for comfort isn't helpful for weight loss. It sends a message that eating a cookie, or some other comfort food, is the thing to do when something upsets you.



Next thing you know, your child will be looking for comfort food on his own when he's upset.

It's better to take the cookie out of the story. What's left? Attention and love from you! Your love and attention made your child feel better. Not the cookie.

Keep showing your child that you love him through hugs, praise, and attention to his feelings. Don't use food to comfort your child. This way you will be teaching your child that he needs to talk to people who love him when he feels bad. Not turn to food.

One other thing: If you sometimes eat for comfort, admit it to your child. Tell him how you feel that this is unhealthy. Warn him about the habit of using food to deal with strong emotions. Don't lecture. Just explain calmly. That way your child can learn from your experiences. In fact, your child will probably respect you more for sharing this.



If it's so unhealthy, why do parents give food to their children when they are upset?

One reason is that many parents don't know that using food for comfort is not a good thing to do. Another is that they feel helpless. Sometimes it's hard to know what to do to help your child with her feelings. That's why it is so easy to get used to using food when you are trying to help a child feel better. When you give food to a child at times like these, you may feel like you are doing something.

As a parent, it's very hard to feel helpless when your child is hurting. Parents don't always understand that listening to a child when he is feeling hurt is very important.

When you listen, you are doing something. Something very important. That is why the listening skill you learned about in Chapter 17 is called active. Listening is active. It's doing. It's really a way of taking action to relieve stress and clarify your child's options.

Sometimes parents don't listen because they don't want to deal with what their child is feeling. Listening can seem like too much to do. Too much work. Your child's strong feelings may cause you to feel worn out. Or scared. Or helpless. Some parents want to avoid these feelings.

Keep showing your child that you love him through hugs, praise, and attention to his feelings. Don't use food to comfort your child.

You might feel overwhelmed and helpless when your child starts to talk. You may have learned to avoid listening to your child's feelings because they are so negative or strong. Giving food can be a way to avoid facing your child's feelings while pretending to yourself that you are really doing something to help. Have you ever done this?



Are there some things I should know about feelings?

There sure are.

For one, feelings come and go. Feelings are not permanent. Children can feel something very strongly. Then they can pass on to a different feeling or less intense feelings. Often they can do this much more quickly than adults.

Don't underestimate the power of feelings, especially feelings that get bottled up. Bottled up feelings get more and more powerful. They may push you or your child to make some unhealthy choices. That's why it's so important to help your child express his feelings.

After your child gets his feelings out, you can help him make healthy choices.



My child seems so dramatic about her feelings. It drives me crazy. What can I do? I just don't want to hear such a to-do about so little.

You may not like this advice. But it's worth considering.

You should probably listen to you daughter. Listen a lot. You should probably paraphrase her until she's got nothing more to say.

This doesn't mean that you have to like what she is saying. Much less agree with her. But you should let her know that you are concerned enough to take the time to listen.

There could be many reasons your daughter is so dramatic. It could be adolescent hormones. This is a normal part of a child's



development. Kids who are becoming teens go through a tough patch when everything seems emotional. Everything is more important than it should be. More important than it will be later, in a few years.

Trouble is, while they are becoming teens, the chemicals in their bodies can really cause some mood swings. This can make them tough to live with. Tough both for parents to live with and for kids to live with themselves.

There may be another reason your child is so dramatic. Maybe she feels that she needs to be dramatic to get your attention. And your attention is important to her.

Ask yourself if your child could have found it hard to get your attention about her feelings in the past. She may have learned to exaggerate how strong her feelings are to get your attention. The more she exaggerates, of course, the more you avoid her emotions.

The more you avoid her strong feelings, the more she exaggerates. It's a frustrating cycle for both of you.

The only way to break this cycle is for you to really listen to her. More than once. Repeatedly. You've got to make a habit of really listening to your child.

As hard as it may seem, active listening to children's very strong feelings can actually help them have these strong feelings less often. And when your daughter does have very strong feelings, she will be able to pass through them more quickly when you use active listening.

Be sure and ask your PAL for help if your child is having a lot of very strong feelings and you are not sure how to use active listening at these times.



I barely have time to get through my day. How can I find the extra time to listen to my child's feelings?

When you are rushed, stressed, or when your child's feelings are very strong, it may seem like listening is the last thing you have time to do.

Sometimes it may be. But sometimes it's the smartest thing you can do. It may even save you time.

As you know, active listening takes the sting out of emotions. Feelings quickly become less intense when you listen and paraphrase what your child is saying.

As you know, active listening takes the sting out of emotions.

Try it and see. You may discover that listening actively, with paraphrasing and empathy, for 5 minutes is more useful than 30 minutes of distracted, half-hearted listening or lecturing. You may find that it really saves you time. At the same time, it will help your child feel better.

You might be able to fit active listening into things you are already doing. Try it when you and your child are in the car, fixing meals together, sitting down to meals, and during your family meetings.

You may not always have to schedule special times to have “heart-to-heart” talks with your child. Use the times you already have together.



What should I do? You tell me to use active listening but sometimes I really just don't have the time to do it.

Be honest about it.

If you really don't have time to listen, tell your child. Let her know you think her feelings are important. You know she deserves your full attention, and you want to give it to her. But you really can't give it right then.

Tell her you want to talk with her at another time. Set a time. That way she has something to look forward to. And you have made a commitment.

For example, you could say, “I really want to hear about how this is making you feel. But I need to get to work now. Let's talk more about this during our family meeting tonight. I will be able to really listen then.”

Be sure to follow through and keep your promise to listen at the time you promised you would.

If you follow through, next time it will be easier for her to believe that you will really listen later. Next time she will trust you more.





What should I do after I listen to my child? That doesn't seem like enough.

Don't underestimate the power of listening. Listening alone can be a great help. It lets your child get her feelings out. It shows that you care, and that feels good.

But there are some other things you can do.

By listening actively to your child's feelings you will learn a lot. You can find out if he is feeling bored, or stressed, or angry. If he has been eating as a way to feel better you will be able to help him find healthy ways to take care of these feelings.

Then you may be able to use problem-solving skills to help your child deal with some of the issues which are causing such strong feelings.

You can also have lots of healthy foods around so that he can switch to GREEN foods if he is having a hard time learning not to eat when he is bored or stressed.

You can make sure that there are ways to keep active so that he can easily pick an activity when he needs to fill his time or when he needs to relax or "blow off steam."

Probably the best way to use feelings to help your child with making healthy choices is for you to begin to deal with feelings in healthy ways yourself. You can model as well as coach.



Sometimes I feel worse after I've used food to take care of my feelings. Why is that?

People often feel worse about themselves when they use food to deal with strong feelings. Even though eating may feel good for a short time, you probably feel bad about gaining weight. Bad about doing something that is not healthy for you.

Another reason is that the feelings and the cause of the feelings haven't been taken care of. They need to be dealt with in a more effective way. A more realistic way.

Usually this involves expressing them, so they're out there. And by problem-solving, so you can take care of what caused them.

People often feel worse about themselves when they use food to deal with strong feelings.



What are some ways I can take care of my feelings without using food?

Even if you have been using food for a long time to help you deal with feelings, you can learn some new ways that will help you deal with feelings. Ways that don't involve using food to soothe yourself.

The first step is to remind yourself that eating when you are not hungry really doesn't work. In fact, it can make you feel worse!

Here are some other ideas for taking care of yourself and your feelings.

Take time to name your feeling. Then find someone to talk with about your feeling. Turn to people, not to food, when you are having strong feelings.

Use problem-solving if you are feeling bad because of a person or an event. Identifying the problem and trying to solve it will help you feel better.

Get active. Taking a walk, going for a swim, anything active helps turn bad feelings around. You burn some of the energy upsetting feelings cause. Being active will make you calmer.

Take time to do something fun or nice for yourself.

Pay attention to your thoughts. Practice praising yourself more often when you do something well. Be less hard on yourself when you don't do something the way you would have liked to do it.

Keep up regular family routines. It's easy to let these things slip when you are stressed. But regular meals and regular times for sleeping and waking up are very comforting when life gets stressful.

Try to relax. Learning to relax is easier said than done. But most of us have some things we like to do which will help us relax. Your PAL can help you learn ways to relax if this is a hard thing for you to do.



What have you learned from this chapter?

It is easy to get into the unhealthy habit of using food to deal with feelings. Using food to deal with feelings can lead to weight gain. It certainly doesn't help fix what is causing the feelings.

There are many non-food ways to deal with feelings that you can use for yourself and model for your child. Listening to your child's feelings is one of the best ways you can help your child make healthy choices.

Turn to people, not to food, when you are having strong feelings.

Here's how you can help your child:

- ▶ Give your child attention, not food, when she is upset.
- ▶ Practice active listening when your child talks about feelings.
- ▶ Use what you learn about your child's feelings to help her make healthy food and activity choices.
- ▶ Help your child deal with the real causes of her feelings.

Here's how you can help yourself:

- ▶ Notice when you use food to help yourself with feelings.
- ▶ Take time to name your feelings.
- ▶ Begin to practice non-food ways to deal with feelings.
- ▶ Ask your PAL for help with active listening and relaxation.

Chapter 22:

Keeping Old, Unhealthy Habits Away

Here's what you learned about in Chapter 21:

- ▶ Emotions can be very powerful. Many people fall into the unhealthy habit of using food to deal with feelings. Eating doesn't help fix what is causing the feelings. Eating to deal with emotions can lead to weight gain.
- ▶ There are many non-food ways to deal with feelings that you can use for yourself and model for your child. Listening to your child's feelings is one of the best ways you can help your child make healthy choices.



Here's what you will learn about in this chapter:

- ▶ What a lapse is
- ▶ What a relapse is
- ▶ How to know when you are relapsing
- ▶ Tips for dealing with a lapse or a relapse



Staying on course

When trying to make healthy lifestyle changes, many people slip back into old, unhealthy habits. These slips are called lapses. Bigger slips are called relapses. In this chapter, you will learn about how to avoid lapses and relapses. You will also learn what to do when you or your child get off course.

PARENTS ASK:

What's the difference between a lapse and a relapse? Don't they both mean slipping up?

Yes. They are both slip-ups. The words are just used to describe how serious the slip-up is.



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals

Suggested

- ⊙ Meet your weight goal _____
- ⊙ Complete your Lifestyle Log
- ⊙ Meet your calorie goal of 1200-1500 or _____ calories each day
- ⊙ Meet your goal of _____ RED foods each day
- ⊙ Meet your GREEN activity goal of _____ minutes each day

This is normal. Everyone may have a lapse from time to time.

Small slips or setbacks are called “lapses.” Your child will probably experience a number of lapses. So will you. This happens when you eat more RED foods at lunch or forget to be physically active one day. This is normal. Everyone may have a lapse from time to time.

A bigger setback is called a “relapse.”

A relapse is more serious than a lapse. A relapse occurs when you have more than one lapse in a short period of time. It’s much more of a setback. It means that you have gone back to doing many old, unhealthy habits again. It means that new, learned behaviors are not being used.

PARENTS ASK:

How do I know when my child is at risk for slip-ups? Are there any signs?

Pay attention to your child’s habits. That way you will be more aware of when things start to go wrong.

It may be more difficult to predict a lapse than a relapse. That’s because a lapse is a one-time thing. Your child can just have a bad day at school. Maybe she ate pizza. Maybe she wasn’t as active as she could have been.

But it’s not so serious if you can’t spot a lapse in advance. That’s because lapses are small slips. The good thing is, when your child has a lapse, it will alert you to watch for more slip-ups.

Suppose your daughter ate pizza at lunch and skipped her physical activity. You would pay attention more carefully. You would want to be sure she gets back on track for the rest of day. A few lapses in a few days signal that a relapse may be coming.



Here are some other signs that you may see. This may give you a hint that your child is slipping up. Some of these things are:

- ▶ Being less active
- ▶ Being more sedentary
- ▶ Eating fewer GREEN and YELLOW foods
- ▶ Eating larger portions
- ▶ Eating more helpings
- ▶ Eating more RED foods
- ▶ Gaining weight
- ▶ Not following the rules
- ▶ Not graphing her weight
- ▶ Not having daily meetings
- ▶ Not recording
- ▶ Not talking about healthy behaviors
- ▶ Not weighing
- ▶ Outgrowing clothes (too tight)

You know your child. There may be other signs of coming trouble that you can spot.

These are good things for you to be on the alert for in your own life. If you are slipping up, you may see signs that you are gaining weight or being less active or eating more RED foods.

You also might want to pay attention to feelings. Do certain feelings trigger unhealthy behaviors like overeating or being sedentary? Probably there are certain feelings you might have which do this. If so, be especially careful when you have these feelings.



What are some things that could lead to a lapse or a relapse? Are there certain events I should be alert for?

Good question. Sometimes things do happen which can make it difficult to continue making healthy food and activity choices. These are sometimes called "triggers."

Triggers are different for everybody. But there are some common situations that usually lead to overeating and decreasing physical activities.

Changes in your routine can trigger a lapse. Changes as ordinary as going on a vacation, returning to school, or someone being ill can interrupt healthy behaviors. When the routines that supported healthy habits change, it's easy for old habits to return. It's nobody's fault. But it's something to be aware of.

Changes in your routine can trigger a lapse.

Family pressures can also cause problems. Be alert for relatives who are not supportive of making healthy lifestyle changes. Holidays and family celebrations can be high-risk situations.

Even the weather can be a problem. Sometimes it's too cold or rainy or hot and humid to get outside and be active.

Losing sports equipment can be a factor. So can the end of the season for a team sport.

Big life events can also trigger lapses. When major life changes occur—like divorce, a job change, or a death in the family—be alert for challenges. Even changes that may be positive, like the birth of a child or a remarriage, can trigger lapses.

Any major life change can be a trigger. Why? Two reasons. Your routine has changed. And a major life change also stirs up emotions. The change in routine takes away some of the support you have for making healthy choices. And the strong emotions may trigger old comfort eating habits.

You can probably think of other events that might trigger a relapse, or at least a lapse. If something is going on now, you might want to take a careful look at how you are handling it. And how your child is handling it.

Remember that you are part of a team. Sometimes the things that affect you, affect your child as well. Be on the lookout for changes that can cause problems for making healthy choices.



How can I know when a slip-up may be coming? What should I do?

Take a few minutes to think about what's going on in your life. And the life of your child. Are any of these changes occurring? Are there major changes like a new job or the start of school? Or smaller changes like the weather?

How are you feeling about the change? Is it triggering uncomfortable feelings for you? How does your child seem to be dealing with it? Are you talking about the event and the feelings you are having? Or are you and your child ignoring what's happening?

If you don't handle the event so well, what are you likely to do? How would you like to handle it? How might it affect your child? How would you like your child to handle it?

Fill in the blank with the correct words.

A _____ is when you have one setback or slip. When you have many setbacks and go back to old, unhealthy habits, it is called a _____.

The important thing to remember is that one slip does not mean your child should stop trying.



Together, you
can come up
with solutions.

Then ask yourself how you are doing with your lifestyle changes. Take a look at the list of areas to consider in Chapter 19. What does a good review of progress tell you about you and your child? Are there some things you would like to do differently?

Taking a few minutes to think about things every so often is a good way to prevent a slip-up. It's not perfect, of course. But it will help.

PARENTS ASK:

How can I help my child, so that her lapses do not become relapses?

The important thing to remember is that one slip does not mean your child should stop trying. It's not the end of the world. It's normal. It's expected once in a while.

So that's the first thing you need to let your child know. Just be calm, matter-of-fact. Help your child recognize the mistake and move on. Encourage your child to get back on track as soon as possible.

It may be helpful to have your child list the situations in which lapses occur. This will help you both to identify patterns and high-risk situations. For example, your child might notice that she tends to overeat right after school. She may feel tired or stressed, and no one else is at home.

Then, you can use active listening and problem-solving skills to help your child. It's always useful to know what went wrong so you can correct it.

Together, you can come up with solutions. For example, would it help your child to have a planned snack, like a favorite piece of fruit and a glass of skim milk, right after school? Would it help your child to rest for a few minutes, and then do a physical activity outside the home, like walking? Encourage your child to try some creative solutions, so that lapses do not become relapses.



How can I help my child keep a lapse in perspective? She thinks it's the end of the world when she makes a mistake.

You may be the key. If you stay calm, it will help her keep things in perspective.

First listen to her feelings. Let her express her discouragement before you begin to reassure her. Does she feel guilty? Does she think she has let you down? That she's a failure?



Return to the basics to stay on track or get back on track

Whether your child is trying to lose weight or keep off the weight, it is important to keep up healthy habits. Remember that this is not a diet. It's a lifestyle change that you and your child are making. Here are some tips in case old habits start sneaking back.

- ▶ **Use the Diabetes Food Guide Pyramid to make healthy eating choices.** Remind your child to choose foods from the five food groups: Starch, Vegetables, Fruits, Meat, and Milk.
- ▶ **Meet the fruit and vegetable challenge.** It is important that your child eats at least two servings of fruits and three servings of vegetables each day. Adding fruits and vegetables to each meal makes this easier for your child to do.
- ▶ **Follow the TLP Eating Plan.** Choose GREEN and YELLOW foods to serve. Serve RED foods only once in a while. Stop and think before fixing your child a plate.
- ▶ **Add a low-fat milk product to each meal.** Think of a GREEN or YELLOW milk product that you can add to each meal. You can swap a RED food for a low-fat milk product to cut down on calories.
- ▶ **Do a RED food cupboard search.** Look through your kitchen to see how many RED foods you find. Try not to buy RED foods. Having RED foods around makes it harder for your child to avoid.
- ▶ **Measure your portion sizes.** Make sure you serve the right amount of foods. How much your child eats is as important as what he eats. Keep portion sizes in mind when planning meals.
- ▶ **Have family meetings.** Set a regular time for family meetings. At these meetings, your child can talk about any problems or concerns. Having family meetings reassures your child that your child is not doing this alone.

Does she think a mistake is a sign she has weak character? Or that she's really no good at sticking to things? That she can never lose weight?

Then, after you have listened carefully, assure her that a slip does not have to end in a relapse. It's just a setback. It's not a failure. You might remind her of mistakes you have made and how you kept going.

Explain how a slip can be a good thing. It's a great reminder to take a look at how you are handling challenges. Review everything with your child. Help her see all the progress she has made. Help her see where her challenges are. Encourage her to keep going.



What should I do when my child really relapses? As far as I can tell, for a whole week she's done nothing right.

Honestly, you do the same thing. Approach it just the way you would a single lapse. Don't panic. Encourage your child not to panic.

Ask open-ended questions. What went wrong? What was she thinking? How does she feel about it? How does she feel about herself?

Paraphrase her ideas and her feelings. Remind her that you love her. That you value her as a person. That her worth is not determined by how many RED foods she eats. It's a health issue, not a character issue, and you want to help her with it because you love her.

Then set about problem-solving. Make a new plan. Or recommit to the old plan.

Encourage her to come to you for help right away if she feels that her behaviors are slipping or if her attitude seems to be slipping.

Finally, tell her how proud you are of her for facing up to her challenges and starting over again. You realize it takes courage and determination. She should be proud of herself.



Why didn't the rewards program work? Why didn't it prevent my son from slipping?

Good question. There may be several reasons. It could be that your child was just too discouraged. That he got overwhelmed and quit.

Or it could be that the rewards weren't quite right. Not quite attractive enough.

Or possibly you didn't come through with the rewards you promised.



It's OK to talk about your mistakes.

The thing to do now is to take a good look at the rewards program. Make sure you have a good one in place. Set some new goals. Make sure the rewards are right. Then begin using it. It's a great way to help your child get back on track.



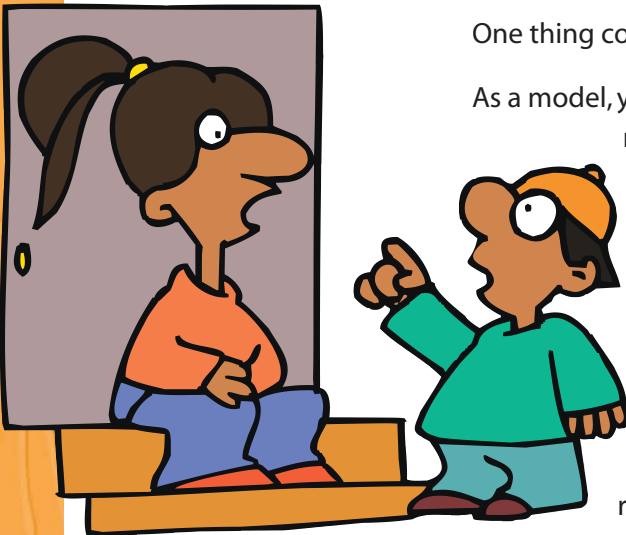
Is there any other way to help my child through a relapse?

One thing comes to mind. Remember, you're a model as well as a coach.

As a model, you can show your child how you handle a lapse or even a relapse. It's OK to talk about your mistakes. In fact, it's a good thing to do. Talking about your mistakes helps make your child's slip-ups more normal. Slip-ups are something that happens to all of us.

Talk about how you handled things. Talk about what you were thinking when you slipped. Talk about how you felt and what you decided to do about it.

Your child will learn from your healthy attitude about relapses as well as from the specifics of what you say.



What can I do when my child really wants to eat but isn't really hungry?

Your question shows that you're halfway home. You seem to have spent enough time with your child to understand that something besides hunger is prompting her to eat. There are two things you can do to help her.

First, do some active listening. See if you can pin down what it is that triggers her desire to eat. Is it some feelings she is having? Is it a habit, like eating when she is bored or when she watches television? Does it have to do with the people she is with? Her friends? Social pressure?

Then, after you have a clearer idea of what's causing the urge to eat, problem-solve. Work with her to come up with ideas of things she can do instead of eating.

Can she get outside and be active? Can she call you at work and tell you what she is feeling so you can encourage her? Can she write about her feelings? Can she call a friend? Can she go somewhere where there is no food?

After she makes a plan, encourage her to stick to it. Praise her for trying so hard to make a change. Be sure to stay in touch with her. Ask about how it's going until it's no longer a problem.

What have you learned from this chapter?

A lapse is a minor slip or setback. When your child has a lapse, ask some open-ended questions and do some active listening. Then encourage your child to get back on track as soon as possible. A relapse happens when your child has more than one slip and is doing many old behaviors.

If your child has a relapse, explore what went wrong for her. Go over all the things you and your child have learned about healthy eating and activity habits. Encouraging and praising your child for healthy behaviors will help. So will talking about your own lapses and how you handle them.

You can sometimes see a slip-up coming and head it off by taking a few minutes to think about what may be putting stress on your life or the life of your child.

Encourage your child to get back on track right away after slip-ups.

Here's how you can help your child:

- ▶ Help your child identify high-risk situations in advance.
- ▶ Pay attention to the warning signs of a relapse.
- ▶ Remind your child that slip-ups are normal.
- ▶ Encourage your child to get back on track right away after a slip-up.
- ▶ Remind your child about returning to the basics after a slip-up.

Here's how you can help yourself:

- ▶ Be alert to high-risk situations.
- ▶ Pay attention to the warning signs of a relapse.
- ▶ Get back on track right away after a slip-up.
- ▶ Return to the basics of healthy eating and activity after a slip-up.

Chapter 23:

Small Changes Add Up to Real Progress

Here's what you learned about in Chapter 22:

- ▶ A lapse is a minor slip or setback. When your child has a lapse, ask open-ended questions and do some active listening. Then encourage your child to get back on track as soon as possible.
- ▶ A relapse happens when your child has more than one slip and is doing many old behaviors. If your child has a relapse, go over all the things you and your child have learned about healthy eating and activity habits. Encouraging and praising your child for healthy behaviors will help. Talking about your own lapses and how you handle them will also help.
- ▶ You can sometimes see a slip coming. Take a few minutes to think about high-risk situations or what may be putting stress on your life or the life of your child.



Here's what you will learn about in this chapter:

- ▶ How to review the progress you and your child have made
- ▶ The importance of praising yourself
- ▶ Positive results of changing your lifestyle habits
- ▶ Dealing with road blocks and challenges



Review Your Progress

You and your child have made major lifestyle changes. These changes have helped you lose weight, gain confidence, and strengthen family relationships. They have helped your child manage diabetes. You have also learned important parenting skills.

This week you will review some of the progress you have made. This should make you feel good about yourself. It should help you feel proud of what you and your child have done. You will also look at some of the ways you have dealt with challenges.



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals

⊙ _____

Suggested

- ⊙ Meet your weight goal _____
- ⊙ Complete your Lifestyle Log
- ⊙ Meet your calorie goal of 1200-1500 or _____ calories each day
- ⊙ Meet your goal of _____ RED foods each day
- ⊙ Meet your GREEN activity goal of _____ minutes each day

You and your child have made major lifestyle changes.

You have also learned important parenting skills.

PARENTS ASK:

Why is it important to reflect back on the progress I have made? I'm not so sure I've made a lot of progress.

Taking stock of your progress will help you keep going. Even when you get discouraged. Perhaps especially when you get discouraged.

It's easy to lose track of all the progress you have made. And when that happens, you may get discouraged. You may begin to think it hasn't been worth all the effort you've put in. You've worked so hard and only changed a few things this week. Or last week.

But you have made progress. Probably more than you realize.

Setting small goals each week helps break the challenge of making major lifestyle changes into smaller tasks. Smaller goals are usually more realistic to achieve. But sometimes they seem too small to notice.

That can make it difficult to recognize the progress you are making.

The small steps you take each week can lead to some really big changes. When progress is slow and steady, changes sometimes go unnoticed. You may not realize that small changes every week have added up. As the months have gone by, you have made some very large lifestyle changes.

Looking back from time to time will help you realize this. You can see all the changes you have made. It will help you realize that you have been able to accomplish some important lifestyle changes. This will help you feel good about yourself.

Be sure to praise yourself for doing so well. Be sure to praise yourself for trying so hard. Be sure to praise yourself for helping your child.



PARENTS ASK:

Why is it important to praise myself? I don't want to seem proud. I don't like people who brag.

Don't brag.

This isn't about telling the world how great you are.

This is about admitting to yourself how much you have done. It's about being honest with yourself about how hard you have worked. About how much you've helped your child.

It's not about telling others how great you are. It's about telling yourself. It's saying, "Thank you," when others praise you for what you've managed to achieve.

Giving praise and accepting praise are ways to feel good about yourself and the people around you. Sometimes it is a lot easier to praise others than to praise yourself.

But that isn't being fair to yourself. It isn't being fair to those who love and respect you. They want you to feel good about yourself. They believe you should feel good about yourself.

The more praise you give yourself, the more confident and motivated you will be to continue maintaining your own healthy lifestyle. This will help you be more motivated to help your child.

Here's a suggestion. Practice praising yourself. Praise yourself at least once a day for what you have done for yourself. Praise yourself at least once a day for what you have done to help your child and your family.

The more praise you give yourself, the more confident and motivated you will be to continue maintaining your own healthy lifestyle.

PARENTS ASK:

What about my child? Should we also look back to see what changes she has made?

Absolutely.

You do this for the same reasons you want to reflect on your own progress. Looking back at all she has accomplished will help her keep going. It will help her feel good about herself.

Be sure to tell your child how proud you are of her for all she has accomplished.

Reviewing her progress is a great thing to do when your child gets discouraged. First use active listening so she knows you really understand how she feels. Then go over the progress she has made.

Remind her that it's normal to get discouraged sometimes. It's normal to lose track of all the progress she has made. Everybody does. You do.

Tell her it's important to give herself credit for all the changes she has made. She has a lot she can be proud of. Remind her that big changes

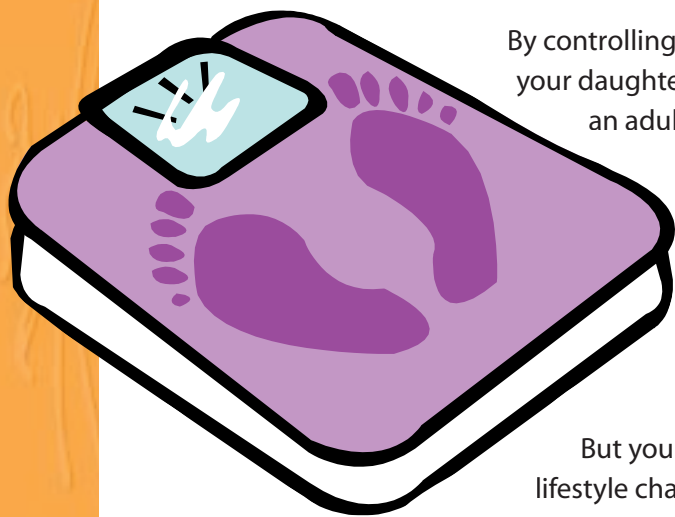
come when you keep making small, steady steps. Week after week. Nobody reaches all her goals at once.



Why is losing weight so important? Why is that such a big goal of the program?

Losing weight helps you and your daughter be healthier. It helps your daughter manage her diabetes. That's why it's one of the major goals of this program.

By controlling weight and learning healthy eating habits at a young age, your daughter can reduce the risk of health problems she might have as an adult.



The way you have lost weight is also important. You haven't done it through a crash diet. You haven't done it by skipping meals or using medications. These ways don't work. As soon as people stop dieting, they regain the weight they've lost. That's because old habits return. Old habits haven't changed.

But you have lost weight by making lifestyle changes. These lifestyle changes will help you keep the weight you have lost gone for good. You may even lose more weight.



Losing weight was the result of some changes I made. I have made a lot of changes. They're hard to keep track of. What are the most important ones, the ones I should keep in mind?

You have learned to eat fewer calories.

You have learned to eat fewer RED foods—foods full of fat and sugar but with little nutritional value.

You have learned to plan, prepare, and eat healthy meals and snacks with GREEN and YELLOW foods.

You have also learned to be much more physically active. You limit the time you sit around being inactive.

These are the major changes you have made. But these are not the end of the story. In order to make these changes, you have improved your family environment. You've limited RED foods in your home. You've learned to keep track of your eating and activity every day.

You've also begun to use some important parenting skills like praising, active listening, and setting limits.

Those are some very, very important skills. These skills have helped you make these major lifestyle changes. The skills you've learned have helped you change your habits.

When you and your child began the program, you listed reasons why you wanted to lose weight and participate in this program. So did your child. At the time, it may have seemed as if changing the way you were used to



Figure out your weight loss

Use the lines below to figure out how much weight you and your child have lost over the past 6 months. If you do not know the answers, your child's PAL can help fill in the blanks.

Your weight at the start of the program:

Your current weight:

How much weight have you lost?

Your child's weight at the start of the program:

Your child's current weight:

How much weight has your child lost?

It is important that your child continues to graph his weight and use the skills he has learned. This will help your child take care of his diabetes.

Measuring your achievements

How well have you and your child done in achieving your goals? Fill out the chart below. How much progress have you made? Your child filled out a similar chart. Go over your charts together at a family meeting.



	When You First Began Keeping Track	Now	What's The Difference?
Calories/day	Calories	Calories	Calories
RED foods eaten /day	RED Foods	RED Foods	RED Foods
GREEN activity /day	Minutes	Minutes	Minutes
Your weight	Pounds	Pounds	Pounds

Talk to your child about the differences. You and your child probably have a lot of progress to feel good about.



Practice praising yourself.

Look at the list of things you have done to improve your health and to make a healthy lifestyle for yourself. It's probably an impressive list.

Now practice praising yourself for making healthy lifestyle changes. For eating less food. For eating healthy foods. For being more physically active. Write down how you feel about each accomplishment.

For example, you might say: I am proud of myself for buying more GREEN and YELLOW foods at the grocery store and cooking healthy meals!

Or you might say:

I have been a good role model for my child. I have decreased my RED food intake and increased my physical activity.

living would be too difficult. But you learned that by working hard each day and reaching out to other people, it is possible!

You deserve to feel proud of yourself for having learned to do these things. You should also feel happy for yourself because you are a lot healthier than you were 6 months ago.



What about my child's achievements? Hasn't he made a number of changes like I have to get these results? Should I ask him to make a list?

You bet. In fact, there is a checklist of possible achievements in your child's chapter.

Look over your child's checklist to see all of the progress he has made. Praise your child for working so hard and achieving so much. Let him know how happy you are for how hard he has worked to improve his health.

Remember, be specific when you praise. Don't just say you're proud of your child for "working hard." Describe some of the changes he has worked hard to achieve. That will make your praise more real. It will mean more to him. It will encourage him more.





Identify changes you have made

Check off the ways that you have helped your child make lifestyle changes.

Support for Healthy Eating

Now I:

- Plan healthy meals
- Serve well-portioned meals
- Shop for healthy food
- Help my child plan healthy snacks
- Limit RED foods in the house
- Take my child to fast food restaurants less often
- Don't allow anyone to eat outside of the kitchen
- Don't give my child food as a reward
- Other _____

Support for Physical Activity

Now I:

- Go for walks with my child
- Keep the television off unless there is a special show for my family to watch
- Help my child plan a weekly schedule for GREEN activities
- Encourage my child to be physically active and check on how it went
- Keep sports and athletic equipment in plain sight around the home
- Increase my own physical activity
- Don't use bad weather as an excuse not to exercise
- Other _____

Support to Keep Going

Now I:

- Encourage my child
- Praise my child for doing the right thing
- Use active listening to understand my child
- Set limits and make rules to help my child make healthier choices
- Encourage family and friends to support my child
- Join my child in making healthy lifestyle changes
- Make sure that we have family meetings almost every day
- Encourage family members and friends to join us in making lifestyle changes
- Other _____

Dealing with Road Blocks

Changing unhealthy habits you have had for years is not easy. It takes a lot of extra work and patience to learn and practice healthy behaviors. You and your child have faced many challenges. Write down some of the hardest things you dealt with while trying to make lifestyle changes. Write down some of the hardest things you dealt with while helping your child try to achieve her goals. These are some of the roadblocks you overcame. Then write down what you did to overcome each roadblock.

Calorie goals?

RED food goals?

Physical activity goals?

You have also been working hard on strengthening your parenting skills.

What were some of the hardest things you faced while improving these skills?

What parenting skills are you still having some trouble with?

Your child has written down the hardest things that she has faced while trying to achieve her eating and GREEN activity goals. Review these with your child. Discuss what has helped her overcome these roadblocks.

Suggest that he keep the list of what he has done well handy. When he gets discouraged, he can look at this list to remind himself that all of his hard work pays off!

Remind him that you want him to come to you when he gets discouraged. You want to know. You want to support him. You love him.



I have made a lot of changes. But what about all the challenges I still face?

You're right. You and your child have made a lot of changes, but you will still face challenges. The struggle isn't over. In fact, it may be hard just to keep doing some of the things you have learned to do.

You will probably make mistakes. You may face some unexpected hardships, losses, or challenges in your personal life that may make it difficult to keep focused on maintaining the lifestyle changes you have made.

But you will be able to succeed. After all, you've learned a lot of new skills. You've developed some healthy new habits. So has your child.

When you get discouraged, try to keep in mind how important these lifestyle changes are for your health and for your child's health. Remind yourself of all the progress you have made. Remind yourself that the most important thing is not to quit when you get discouraged. Remind yourself of all the reasons that you and your child decided to join the TLP and make these changes.

Besides the skills you've learned, you have some other things that can also help you keep going. For one, you should feel much more confident about yourself. You've faced some tough challenges. You've made the changes you needed to make.

Perhaps you didn't even believe you could make these changes. But you have, and so has your child. Knowing this should help you feel confident when you face new challenges.

Keep in mind that these lifestyle changes will help you and your child be healthier over the long term.

Remember to use your problem-solving skills. In fact, you might want to reread Chapter 13 from time to time. That's where you first learned about problem-solving.

Praise your child for working so hard and achieving so much.



Another way to stay motivated when you face challenges is to focus on the positive results from your hard work. In Chapter 1, you marked reasons why you wanted to lose weight and participate in the TLP. Below is a similar list. Check off the positive results you have achieved since you started the TLP. Be sure to write down other results you have achieved that are not on the list.

Health

- Feel better
- Feel healthier
- Feel stronger

Sports/Ability

- Am better at sports
- Have more energy
- Can participate in more activities
- Am able to do more things

Appearance

- Look better
- Like the way I look
- Fit into my clothes

Relationships

- Am not as self-conscious
- Made my family proud
- Feel better about myself

Other

Keep this list handy. When you are having a hard day or difficulty with your goals, look at this list to remind yourself that all of your hard work pays off!

And don't forget about your friends. Both you and your child have created networks of friends who want to support your efforts to make these changes. Call on them when you need to talk to them.

You can also talk to your PAL about challenges you face. You will be meeting with your PAL twice a month, and you can talk to your PAL on the phone between meetings.

You will be learning some new skills in the next phase of the program. These skills will also help you maintain the lifestyle changes you have made. These skills will help you make more lifestyle changes.

Sure, you still face challenges. But you have a lot of reasons to be confident that you can handle them.

What have you learned from this chapter?

You have looked at all the positive changes you and your child have made so far. It is important to recognize all the progress you have made. It is important to praise yourself and your child for your accomplishments. You have listed some of the challenges you faced over the past six months. You also listed the ways you overcame these challenges. You also identified some things you still need to work on.

Here's how you can help your child:

- ▶ Help your child reflect back on all the progress your child has made.
- ▶ Help your child fill out the chart which shows the changes your child has made by losing weight, reducing calories, limiting RED foods, and doing GREEN activity.
- ▶ Talk to your child about how your child has met different challenges over the past 6 months.
- ▶ Praise your child for all the progress your child has made.

Here's how you can help yourself:

- ▶ Reflect back on all the progress you have made.
- ▶ Check off all the changes you have made.
- ▶ Write down the challenges you have faced over the past 6 months and how you handled them.
- ▶ Think about what you would like to achieve next.

Chapter 24:

Keep Yourself Motivated— Continue Healthy Behaviors

Here's what you learned about in Chapter 23:

- ▶ You reviewed all the positive changes you and your child have made in the program so far.
- ▶ It is important to praise yourself and your child for the progress you have made, and to encourage your child to keep going.
- ▶ You identified and listed the problems you have faced throughout the program, the ways you have dealt with them, and the challenges you still face.



Here's what you will learn about in this chapter:

- ▶ Ways to keep healthy habit choices fun and interesting
- ▶ Why getting discouraged is normal
- ▶ Ways to deal with discouragement
- ▶ What to expect from the second part of the program



Congratulations! By now you and your child have been meeting with your PAL to discuss ways to make healthy choices for 6 months or more. You have worked hard and learned a lot. In this chapter, we will help you find ways to keep up the good work. We will also tell you about the next part of the program.



Should I worry when my child or I get bored doing the same things every day?

No. Getting bored when things are routine is just part of life. It's only a problem if you stop doing the right things because you are bored. That's a problem.

For example, it would be a big problem if you decided that you were bored eating GREEN and YELLOW foods and started eating lots of RED foods.



Things to do before your next meeting with your PAL:

- ⊙ Read and complete this chapter
- ⊙ Have a family meeting every day
- ⊙ Encourage your child to meet his or her goals
- ⊙ Praise your child's progress

⊙ _____

Suggested

- ⊙ Meet your weight goal _____
- ⊙ Complete your Lifestyle Log
- ⊙ Meet your calorie goal of 1200-1500 or _____ calories each day
- ⊙ Meet your goal of _____ RED foods each day
- ⊙ Meet your GREEN activity goal of _____ minutes each day

So if you get bored, change your routines a little. But keep them healthy.

That's not how to deal with boredom.

Instead, think of boredom as a signal that you want to add some variety to your healthy routines. Spice them up a little.

Remember. Making healthy lifestyle changes is for life. It's lifelong.

Sometimes people think they only need to use these new habits for a little while. They get bored with making the same choices day after day.

But that's not the way it is. Making healthy choices is something you need to do all your life. So does your child. Both of you need to keep choosing healthy habits all your life.

So if you get bored, change your routines a little. But keep them healthy.



Things are going OK. But I think my family is starting to get bored with the same meals week after week. What can I do about this?

Don't worry. There are several things you can do.

Try fixing a familiar food in a new way. For example, if you always have carrot sticks, try shredding them and mixing them with chopped apples instead.

A more ambitious approach is to try foods from a different ethnic background than yours. Try to have at least one or two such meals every month.

Make this a family project. Get your children involved in researching different recipes. Can your child search on-line? Do friends or neighbors have suggestions? Can you find healthy cookbooks in the library?

Then have fun experimenting. Make cooking a family project too. Some meals will turn out better than others. That's OK. That's part of the fun.

When you find a recipe that you like, work it into your weekly schedule.



One other thing to keep in mind. It isn't all bad that your meals are routine. This helps take the focus off the food itself. It makes it easier for you to focus on conversation. To share with one another what happened during the day. To make it family time.



What about physical activity? It gets to be pretty routine. Any ideas about what we can do to make it more interesting?

Start by re-reading some of the columns about physical activity in Chapter 16. This may give you some ideas.

Then start asking around. What are some things your friends like to do? What's available at the "Y"? Are there any community "fun run/walks" in your area? Could you sign up for a class or a sport you've never tried before? Does your PAL have any ideas?

The main thing to keep in mind is to ask around and experiment. Encourage your child to explore different ideas as well. A little variety is good. It helps keep you fresh.

Try wearing your pedometers. Write down everyone's steps at the end of the day. At the end of the week, see who has the most steps. The winner gets to choose a family activity.



What else can I do when things seem to get boring?

We've talked about adding some variety to meals and activities. But there is probably something even more important to do. Be honest with yourself.

Sit down in a quiet place. Think about the reasons you decided to make these healthy lifestyle changes. Look over the list of reasons you made six months ago. You can find it in Chapter 1. You had reasons you wanted to improve your own health. You had reasons dealing with your child's health. Reasons dealing with your child's diabetes.

You had very good reasons. Powerful reasons. They kept you going. Over the past six months you've learned a lot about living a healthy lifestyle. You've made a lot of changes in your life. You've helped your family make changes.

Now write down your reasons to continue working hard. Why is it important to keep going? Why is it important to resist every temptation to fall back into old habits?



Ask your PAL for a list of resources that can help you learn more about making healthy choices for life.

Making healthy choices is something you need to do all your life.

Being bored should never be used as an excuse to quit making healthy choices.

This would be a good activity to suggest for your child to do. Even if your child is not bored right now. Getting in touch with your reasons for doing the right thing is always good to do from time to time. It keeps you motivated.

Nobody ever died of boredom. It's not the end of the world. So even if you are bored, you have to find a way to just keep going. Important things are at stake. Like your health. Your life. Your child's health. Your child's life.

There are worse things than being bored. Being bored should never be used as an excuse to quit making healthy choices.

Facing problems



Should we expect to see progress every week? When we don't, I get discouraged. So does my child. We think we're doing the right things, but ...

Remember. Changing lifestyle habits is a marathon, not a sprint. It's a lot of small steady steps that add up to some big changes.

You can't always expect to see progress every week. That doesn't have to mean that you aren't making progress. You probably are. It just may take longer to see.

Sometimes it seems that you or your child are doing everything right but things just aren't working. His blood sugar levels are high. Your weight doesn't budge.

Times like these can be discouraging. Everyone faces them. But it doesn't mean you're a failure. It doesn't mean you won't succeed. As long as you keep doing the right things, keep making healthy choices, you will make progress. You will succeed.

One other suggestion. You might want to reread Chapter 13. It talks about how to turn problems into solutions.

Changing lifestyle habits is a marathon, not a sprint.

PARENTS ASK:

How can I be more hopeful? So often I see how hard we try and get discouraged that we're not further along. I sometimes think nothing will work.

It sounds as if you are so discouraged that you are starting to think like a pessimist. That's what people are called who always see the worst side of things.

Pessimists see problems as very difficult or impossible to solve. They think a troublesome situation will go on forever. That it will never change. They even think that problems will spread to other parts of their lives. Other things will go wrong just because they are unlucky.

This type of thinking makes it very difficult to face challenges because you feel defeated before you even try. If things are so bad, why try?

Sometimes things really are this bad. Sometimes people have to deal with the death of someone they love, the loss of a job, or a very serious illness. But many times people act as if things are this bad when they really aren't. That's pessimistic thinking.

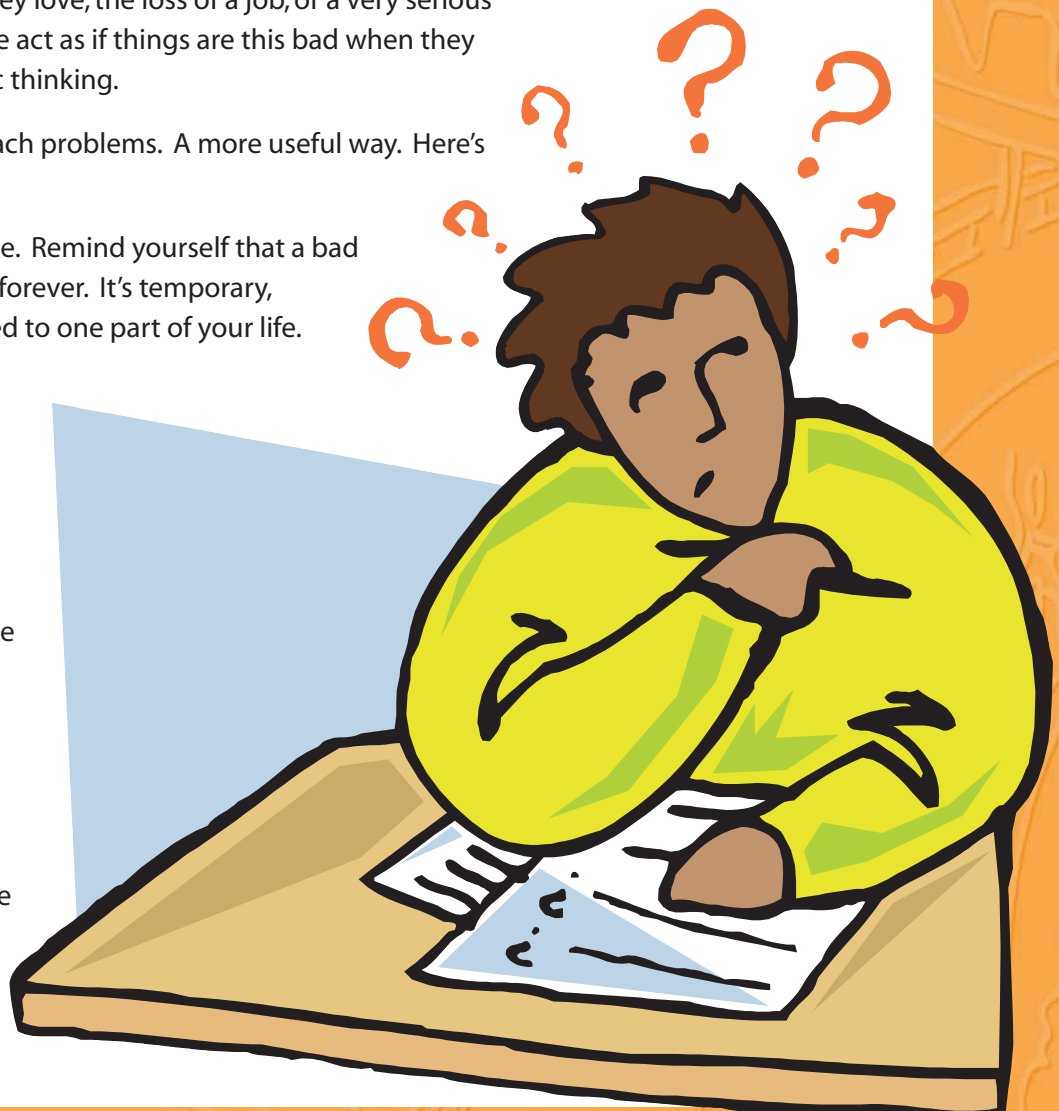
There's another way to approach problems. A more useful way. Here's how.

Try to see problems as solvable. Remind yourself that a bad situation won't stay the same forever. It's temporary, not permanent. It's also limited to one part of your life. It won't spread out and ruin everything.

This way of thinking is called optimistic. It's a much more hopeful way to approach problems. When you think a problem can be solved, you are much more likely to put the energy into solving it.

Most of us are a mixture of optimist and pessimist. Sometimes we are hopeful in our thinking. Sometimes we're negative.

Try to see problems as specific, temporary, and solvable.



How do you approach problems?



Do you think like an optimist? Does your child? Talk about a problem your child is having in one of your family meetings this week. Pay attention to how you and your child describe it. Do you see it as solvable or overwhelming? Temporary or forever? Specific and limited or personal and likely to spread?

What does this tell you about how optimistic or pessimistic you are? How about your child? Is there something you would like to change about the way you think? Share what you learn with your PAL.



How can I teach myself to be more optimistic when I face problems?

Ask questions about the problem. The more you learn about the problem, the closer you will come to seeing solutions.

One of the things about problems is that they can sometimes make you feel alone, as if no one else could possibly understand what you are going through.

But you probably aren't the first person who has faced this problem, even if it might feel like that. See what you can learn about the problem. How have others dealt with it? What can you learn from support groups, websites, the library, newsletters, or other parents?

Use the brainstorming and problem-solving skills you learned in Chapter 13. If it's a problem about making lifestyle changes, ask the PAL or the CDE.

If you are feeling especially hopeless, you may have to force yourself to get out and talk to other people. That's the only way you can get the support and advice you need.

Try to keep in mind that how you think about things has a big effect on how they go.



Besides learning more about it, what else can I do to be more optimistic when I face a problem?

Challenge your thoughts.

If you are thinking in a negative, pessimistic way, turn it around. Suppose your daughter hasn't lost weight for the past two weeks. You might think, "This is awful. She'll never lose any more weight. Since she didn't lose weight this week, there's no point in having family meetings. I'm a real failure as a parent. I can't help her. Nothing I do ever works."



This is very negative thinking. Very pessimistic. Thinking these thoughts or even saying them will only make the situation worse. Imagine how your daughter would feel if she heard you talking like this.

Here's a more useful way to think about the same situation.

"This is disappointing. For some reason she didn't lose weight this week. We'll have to have a family meeting and try to figure it out. We should probably talk to our PAL about it. Once we figure out what's going wrong, we can figure out what to do about it. There's got to be a way."

This is optimistic thinking. It's also realistic. It's the kind of thinking which helps you stay motivated. It helps you keep working until you find a solution. It's focused on finding solutions. On taking action.



How can I improve my child's attitude? Sometimes little setbacks really affect her.

The first thing you could do is to take a look at your own attitude. Does your daughter's pessimistic attitude reflect your own?

Be honest with yourself. Do you sometimes say or act as if problems are overwhelming? If you do—even some of the time—you may have taught your daughter to think like this. Not that you wanted to. But kids learn a lot about how to approach things by watching their parents.

Do you sometimes fall into this type of thinking? If so, admit it to yourself. Try hard to catch yourself as soon as you start to get pessimistic.

Then talk to your child. Explain the difference between optimistic and pessimistic thinking. Admit that you are sometimes pessimistic. It's nothing to be ashamed of. Most of us feel discouraged and pessimistic sometimes. Tell her you want to change. Explain how pessimistic thinking limits you. How it makes problems seem even more unsolvable.

Ask your child to let you know when you say things that sound pessimistic. You are not always aware of when you do it. You would like her help.

Finally, ask her about her own way of thinking. Does she see herself as optimistic or pessimistic? Are there some habits she would like to change about the way she thinks? Paraphrase what you hear.

Don't be pushy about this. Just talk about yourself. Ask the questions. And let your daughter come around on her own.

In addition to the ideas in this chapter, what other chapters can help you when you are discouraged?

Write down the titles and page numbers of these chapters to remind yourself of where they are and what they are about:

Chapter ____
Topic: _____
Pages: _____

Chapter ____
Topic: _____
Pages: _____

Chapter ____
Topic: _____
Pages: _____

Chapter ____
Topic: _____
Pages: _____

Chapter ____
Topic: _____
Pages: _____

Chapter ____
Topic: _____
Pages: _____

What comes next?



What's the next phase of the program like? Should I be worried? We won't be meeting with the PAL every week.

Don't worry. You'll have plenty of support.

You'll learn more about the program at your next meeting. The main difference will be that you will not be learning so much new information. Instead, the focus will be on using what you know to continue making lifestyle changes. The focus will be on maintaining these changes. Keeping your new behaviors going. Success depends on maintaining awareness of your patterns and your child's patterns. You and your child will continue to use tools like the Lifestyle Log and the weight graph to keep on track.

As for support, you will still meet with the PAL every two weeks. You will talk to your PAL on the phone every other week as well. So your PAL will still be there to support you and your child. You just won't spend as much time learning new information.

There are other ways you can find support. There are newsletters and websites that focus on health issues. There are even on-line chat rooms you may want to visit.

Don't forget about opportunities for physical activities in the community. There may even be groups at your church or school that support living a healthy lifestyle. These days, more and more people are becoming interested in living healthy lifestyles.



How can I make the most of the phone calls with the PAL?

Get organized. That's the main thing.

Make a date for the phone call when you and your child can both be home. What are usually good times to talk by phone? Try to find a time when it is calm. For example, right before dinner would probably not be a good time. Maybe afterwards.



Write down the time and dates for your phone calls.

Be sure to be home at the time you have agreed to talk.

Find a quiet place to talk. Is there a quiet place in your home with a phone? Ask other family members for help with this. Maybe they will have to move into another room while you talk.

Have your chapter materials, your child's chapter materials, and Lifestyle Log(s) handy. Make some notes in advance about things you want to talk about.

Have a pad and a pencil so you can write down things you want to remember after your phone call.

Here's what you learned in this chapter:

Making healthy choices is a lifelong task.

Feeling bored is a signal to add some change to healthy routines. It is not a reason to quit making healthy lifestyle choices. If you can't find a way to spice things up right away, just keep going. Being bored isn't the worst thing in the world.

An optimistic attitude to facing problems gives you the best chance of solving them. Being pessimistic (very negative about your chances) never helps you to pursue new challenges.

Even though you will not be meeting with your PAL as often over the next 6 months of the program, you will still have support. Getting organized will help you get the most out of your phone calls with the PAL.

Here's how you can help your child:

- ▶ Help your child learn to see problems as specific, solvable, and temporary.
- ▶ Keep praising your child when he makes healthy choices.
- ▶ Help your child notice when he feels bored taking care of diabetes.
- ▶ Keep praising your child when he makes healthy choices.

Here's how you can help yourself:

- ▶ Practice changing negative, pessimistic thoughts into optimistic thoughts.
- ▶ Find ways to add variety to your healthy routines to keep from getting bored.

