Section 14: Tools

SECTION OVERVIEW

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- Delegating Insulin Pump Therapy
- Delegating Insulin Administration by Pen
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- Carbohydrate Amounts in Foods
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- How to Use a Food Label to Select Foods
- MyPyramid for Kids
- Tips for Teens: Lower Your Risk for Type 2 Diabetes
- MyActivity Pyramid
- Healthy People at Every Stage of Life Framework: Core Messages
- Diabetes Camp Flyer

DELEGATING GLUCAGON ADMINISTRATION

Delegation must only be done by a registered nurse in accordance with Wisconsin state laws and regulations. The health, safety, and welfare of the student are the primary considerations. The school nurse is responsible for choosing, training, and providing ongoing supervision of the trained school personnel.

Successful delegation of Glucagon administration is dependent on the use of a Diabetes Medical Management Plan and Emergency Action Plan, which clearly outline the actions to take, including proper time, dose, route, and injection site.

Trained School Personnel _____ Delegating Registered Nurse _____

Student _____ School Year _____

	Initial Training Date/Initial	Return Demonstration Date/Initial*	Updated Training		
			Date/Initial*	Date/Initial*	Date/Initial*
1. Gather supplies (Glucagon kit, alcohol wipes, cotton ball, and gloves)					
2. Wash hands and put on clean, disposable gloves					
3. Remove flip-off seal from vial (bottle) of Glucagon powder					
4. Remove needle protector from syringe					
5. Inject entire contents of syringe into vial of Glucagon powder					
6. Remove syringe; swirl vial gently until Glucagon dissolves and solution becomes clear					
7. Insert same syringe into vial, hold vial upside down, and remove all of the solution from the vial into the syringe					
8. Withdraw needle from vial, hold syringe upright, and remove air/bubbles from syringe					
9. Cleanse injection site on buttock, arm, or thigh with alcohol swab if possible					
10. For subcutaneous injection only, pinch up skin/tissue (still holding alcohol wipe)					
11. For subcutaneous and intramuscular injection, insert needle at a 90 degree angle into selected injection site and give Glucagon solution.					
12. Withdraw needle and press gently with alcohol wipe or cotton ball at injection site					

* Place appropriate code: (+) = Task performed well (–) = Task not performed well

National Association of School Nurses H.A.N.D.S.SM. (2008). Permission granted to adapt with acknowledgement.

DELEGATING GLUCAGON ADMINISTRATION (continued)

	Initial Training Date/Initial	Return Demonstration Date/Initial*	Updated Training		
			Date/Initial*	Date/Initial*	Date/Initial*
13. Turn student on his/her side					
14. Place used needle in commercially-available sharps container					
15. Document per school policy					

* Place appropriate code: (+) = Task performed well (–) = Task not performed well

Improvement Plan for Tasks not Performed Well:

_____

_____

_____

_____

_____

_____

Other: _____

_____

_____

_____

_____

Registered Nurse Signature/Initial:	Date:

Trained School Personnel Signature/Initial:	Date:

National Association of School Nurses H.A.N.D.S.SM. (2008). Permission granted to adapt with acknowledgement.

DELEGATING INSULIN PUMP THERAPY

Delegation must only be done by a registered nurse in accordance with Wisconsin state laws and regulations. The health, safety, and welfare of the student are the primary considerations. The school nurse is responsible for choosing, training, and providing ongoing supervision of the trained school personnel.

Successful delegation of insulin administration is dependent on the use of a Diabetes Medical Management Plan and Emergency Action Plan, which clearly outline the actions to take.

Occasionally, a student may need to have his/her pump put into a suspend mode or may need to replace his/her infusion set while at school.

Trained School Personnel _____ Delegating Registered Nurse _____

Student _____ School Year _____

Name of insulin pump: _____

Blood glucose meter: _____

Insulin pump instructions and toll-free number attached: _____ Yes _____ No

Students on an insulin pump must have the following emergency supplies available at school:

- A vial (or pen and pen cartridge) of insulin
- Syringes or insulin pen needles
- Ketone testing supplies

Insulin Pump Management Task	Initial Training Date/Initial	Return Demonstration Date/Initial*	Updated Training		
			Date/Initial*	Date/Initial*	Date/Initial*
1. Adequately trained school personnel instructed on type of pump and basic operating functions of the pump and demonstrates:					
2. How to give a bolus					
3. How to use the dose calculator function in the pump					
4. How to suspend the pump					
5. How to check the status of the pump					
6. How to verify the last bolus given					
7. How to verify the pump is not in “no delivery” mode					

* Place appropriate code: (+) = Task performed well (–) = Task not performed well

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DELEGATING INSULIN PUMP THERAPY (continued)

Insulin Pump Management Task	Initial Training Date/Initial	Return Demonstration Date/Initial*	Updated Training		
			Date/Initial*	Date/Initial*	Date/Initial*
8. How to change the batteries in the pump					
9. How to check insulin reservoir and insertion site					
10. For students using an insulin dose calculator, trained school personnel must demonstrate how to look at the pump dose calculations for correct dose of insulin, then demonstrate if dose is within parameters, and activate pump to administer dose.					
11. If the pump infusion set is no longer functional and the student is unable to re-insert his/her own infusion set, contact a parent/guardian to come to school to re-insert the infusion set.					

* Place appropriate code: (+) = Task performed well (–) = Task not performed well

Improvement Plan for Tasks not Performed Well: _____

_____

_____

_____

_____

Other: _____

_____

Registered Nurse Signature/Initial:	Date:

Trained School Personnel Signature/Initial:	Date:

National Association of School Nurses H.A.N.D.S.SM. (2008). Permission granted to adapt with acknowledgement.

DELEGATING INSULIN ADMINISTRATION BY PEN

Delegation must only be done by a registered nurse in accordance with Wisconsin state laws and regulations. The health, safety, and welfare of the student are the primary considerations. The school nurse is responsible for choosing, training, and providing ongoing supervision of the trained school personnel.

Successful delegation of insulin administration is dependent on the use of a Diabetes Medical Management Plan, which clearly outlines the actions to take.

Trained School Personnel _____ Delegating Registered Nurse _____

Student _____ School Year _____

	Initial Training Date/Initial	Return Demonstration Date/Initial*	Updated Training		
			Date/Initial*	Date/Initial*	Date/Initial*
1. Determine type of pen that student uses (non-disposable or disposable) and prepare insulin cartridge					
→ Non-disposable pen: Most of the time, the insulin cartridge will be in pen already. If not, load insulin cartridge into pen.					
→ Disposable Prefilled Pen: A prefilled insulin cartridge is already in pen					
2. Wash hands, gather supplies, and apply clean, disposable gloves					
3. Check expiration date for insulin pen cartridge or disposable pen					
4. Attach pen needle by twisting it on end of insulin pen (wipe top of insulin pen with alcohol wipe if instructed to do so)					
5. Pull off and remove the outer pen needle protective cap and set aside					
6. Holding pen upright, prime pen by dialing in 2 units; this checks insulin flow (this is sometimes called an "air shot")					
7. Push end of the pen (plunger) to push out the 2 units; a small drop of insulin should be seen at the end of the needle					
8. Dial in desired insulin dose (pens dial insulin in ½, 1, or 2 unit increments)					
9. Assist student in choosing the injection site; cleanse skin with alcohol					

* Place appropriate code: (+) = Task performed well (–) = Task not performed well

National Association of School Nurses H.A.N.D.S.SM. (2008). Permission granted to adapt with acknowledgement.

DELEGATING INSULIN ADMINISTRATION BY PEN (continued)

	Initial Training Date/Initial	Return Demonstration Date/Initial*	Updated Training		
			Date/Initial*	Date/Initial*	Date/Initial*
10. Pinch a small area of skin and insert pen needle through skin					
11. Push end of the pen (plunger) button down completely to give (deliver) insulin					
12. Wait five seconds while keeping pen and pen needle in place to ensure all insulin is given					
13. Withdraw and remove insulin pen and needle from skin; wipe injection site with cotton ball if needed					
14. Unscrew and remove pen needle without replacing needle cap. (If using safety needles, twist and remove.) Dispose of needle properly in a sharps container.					

Improvement Plan for Tasks not Performed Well: _____

_____

_____

_____

_____

Other: _____

_____

Registered Nurse Signature/Initial:	Date:

Trained School Personnel Signature/Initial:	Date:

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Emergency Information Form for Children With Special Needs

Last name:

American College of Emergency Physicians®

American Academy of Pediatrics

Date form completed	Revised	Initials
By Whom	Revised	Initials

Name:	Birth date:	Nickname:
Home Address:	Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:	
Signature/Consent*:		
Primary Language:	Phone Number(s):	

Physicians:

Primary care physician:	Emergency Phone:
	Fax:
Current Specialty physician: Specialty:	Emergency Phone:
	Fax:
Current Specialty physician: Specialty:	Emergency Phone:
	Fax:
Anticipated Primary ED:	Pharmacy:
Anticipated Tertiary Care Center:	

Diagnoses/Past Procedures/Physical Exam:

1.

2.

3.

4.

Synopsis:

Baseline physical findings:

Baseline vital signs:

Baseline neurological status:

*Consent for release of this form to health care providers

Last name:

Diagnoses/Past Procedures/Physical Exam continued:

Medications:

1.
2.
3.
4.
5.
6.

Significant baseline ancillary findings (lab, x-ray, ECG):

Prostheses/Appliances/Advanced Technology Devices:

Management Data:

Allergies: Medications/Foods to be avoided **and why:**

1.
2.
3.

Procedures to be avoided **and why:**

1.
2.
3.

Immunizations

Dates					
DPT					
OPV					
MMR					
HIB					

Dates					
Hep B					
Varicella					
TB status					
Other					

Antibiotic prophylaxis: Indication: Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements

Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:

Physician/Provider Signature: **Print Name:**

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COMMUNICATION TOOL FOR SCHOOL PERSONNEL

This tool serves as a communication and documentation tool for school personnel when sending a student to the health office and when sending the student back to the classroom.

Step #1: Teacher/School Personnel

Fill in your name, room number, date, student's name and date of birth, and any complaints or symptoms that the student verbalizes or are observed.

Student's Name: _____ **Date of Birth:** _____ **Classroom:** _____

Teacher/Personnel Name: _____ **Date:** _____ **Time of Day:** _____

(DO NOT SEND ALONE) Name of classmate accompanying student: _____

Physical activity before symptoms: ☐ **None** ☐ **Physical Education** ☐ **Recess** ☐ **Other** _____

Teacher/Personnel Actions: _____

Student's Complaints/Symptoms ***(check all that apply):***

- ☐ Hunger
- ☐ Shakiness/Weakness
- ☐ Numbness/Tingling around lips
- ☐ Pale skin color
- ☐ Anxiousness
- ☐ Dizziness/Headache
- ☐ Sweating
- ☐ Drowsiness/Tiredness
- ☐ Fast heartbeat
- ☐ Flushed/Hot
- ☐ Unable to concentrate
- ☐ Not paying attention
- ☐ Poor coordination
- ☐ Blurred vision
- ☐ Slurred speech
- ☐ Confusion
- ☐ Personality change *(tantrum, combative, acting out)*
- ☐ Emotional/Mood change *(crying, quiet, irritable, crabby, inappropriate laughing)*
- ☐ Other _____
- ☐ None observed

Step #2: School Nurse/Trained School Personnel

Complete this section and return a copy of this form to the teacher.

Blood glucose checked: ☐ Yes ☐ No Blood glucose result: _____ mg/dL

Temperature _____ °F / °C Pulse _____ bpm Blood pressure _____/_____ mmHg

Medication given: ☐ Yes ☐ No If yes, what? _____

Recommended follow up: ☐ 1 hour ☐ 2 hours ☐ 3 hours ☐ None needed

Brief report: _____

_____

_____

Check all that apply:

- ☐ No further complaints
- ☐ No physical symptoms
- ☐ No symptoms of low blood sugar
- ☐ No symptoms of high blood sugar

Actions:

- ☐ Sent back to class
- ☐ Parents/guardians notified
- ☐ Sent home
- ☐ Primary care provider notified
- ☐ Called 9-1-1
- ☐ Other _____

Signature of School Nurse or Other Trained School Personnel _____ Date: _____ Time: _____

Carbohydrate Amounts in Foods

The following foods provide approximately 15 grams of carbohydrate (1 carb choice) for the portion size indicated:

Starches and Grains

- 1 slice of bread or 1 small dinner roll
- 1/2 hot dog bun or 1/2 hamburger bun
- 1/3 cup cooked pasta or noodles
- 1/3 cup cooked rice
- 3/4 cup unsweetened cereal
- 1/2 cup sweetened cereal
- 1/2 cup corn, peas, or squash
- 1/2 cup dried beans, peas, or other legumes
- 1/2 cup potatoes
- 6 snack crackers
- 1 six-inch tortilla or hard taco shell
- 1/3 of a 3-4 inch bagel
- 15 potato chips
- 15 French fries
- One 5" pancake or one 5" waffle
- 3 cups popcorn
- 1/2 English muffin

Fruits

- 1 small apple, orange, pear, or banana
- 15 grapes
- 1 cup of fresh berries or melon
- 1/2 cup of unsweetened juice
- 1/2 cup of canned fruit or 4 oz fruit cup (packed in water)
- 2 tbsp. of dried fruit
- 12 bing cherries
- 1/2 cup unsweetened applesauce
- 1/2 cup fresh fruit with light whipped topping
- 1 frozen 100% fruit bar

Dairy Foods

- 1 cup of low-fat white milk
- 1/2 cup of low-fat chocolate or flavored milk
- 6 oz. container of light yogurt
- 1/2 cup frozen yogurt
- 1/2 cup sugar-free/light ice cream
- 1 sugar-free pudding cup

Sweets and Desserts

- 2 small cookies
- 1 package of fruit snacks
- 1 fruit roll-up
- 1/2 cup of regular Jell-O
- 1/2 cup of ice cream
- 1/2 cup of reduced-sugar pudding
- 1 snack-size or fun-size candy bar
- 1/4 cup sherbet

Munchies

- 3 graham cracker squares (2 ½ inches)
- 10 small pretzels
- 6 saltine crackers
- 5-8 snack crackers
- 3 cups light microwave popcorn
- 8 animal crackers
- 30 oyster crackers
- 25 square cheese crackers
- 12 mini rice cakes
- 2 plain or white cheddar rice cakes
- 1 caramel or chocolate rice cake
- 1 small granola bar

Nuts and Seeds

(each serving has approximately 8 grams carbohydrate)

1 oz. of nuts

2 tbsp. of peanut butter or other nut butter

Carbohydrate Amounts in Foods (continued)

Non-Starchy Vegetables

(each serving has approximately 5 grams carbohydrate)

1 cup of raw, low-starch vegetables
(salad, cauliflower, broccoli, carrots, lettuce, cucumbers, peppers, celery, radishes, tomatoes)

1/2 cup of cooked, non-starch vegetables
(asparagus, beets, spinach, greens, broccoli, cauliflower, carrots, green beans, zucchini)

4 oz. can of tomato juice

1 tbsp. catsup

School Lunch Items

School lunch items can vary considerably in amounts of carbohydrate. For example, one piece of 4" X 6" pizza could have 33, 36, or 42 grams of carbohydrate depending on the brand. For best results in counting carbohydrates at school, it is essential to work with a registered dietitian and food service personnel.

Disclaimer: Amounts of food and number of carbohydrates are approximate. Always check with your school's food service personnel for exact amounts.

Super Healthy Snacks

Check Nutrition Facts for information on serving size and carbohydrate. Serving size is important and must be considered when choosing to eat a food or drink item. These snack options do not include the grams of carbohydrates nor serving size.

Dairy

- String cheese or other low-fat cheese
- Fat-free cottage cheese or yogurt with fruit and/or nuts/seeds
- Smoothie with milk or yogurt and sliced bananas or strawberries
- Sugar-free pudding
- Light yogurt with fresh fruit or granola
- Low-fat white milk
- Sugar-free low-fat chocolate or strawberry milk
- Frozen yogurt with fresh berries

Fruits and Vegetables

- Raw veggie sticks with low-fat dressing, yogurt dip, cottage cheese or hummus
- Apple and cheese or peanut butter
- Pear or other fresh fruits
- Canned fruit in light syrup
- Melon
- Grapes
- Celery and peanut butter
- Baby carrots
- Fruit salad
- Lettuce salad
- Unsweetened applesauce cup
- Frozen 100% fruit bars
- Dried fruit such as raisins or plums and nuts
- Tomato, veggie, or fruit juice
- Cherry or grape tomatoes

Grains

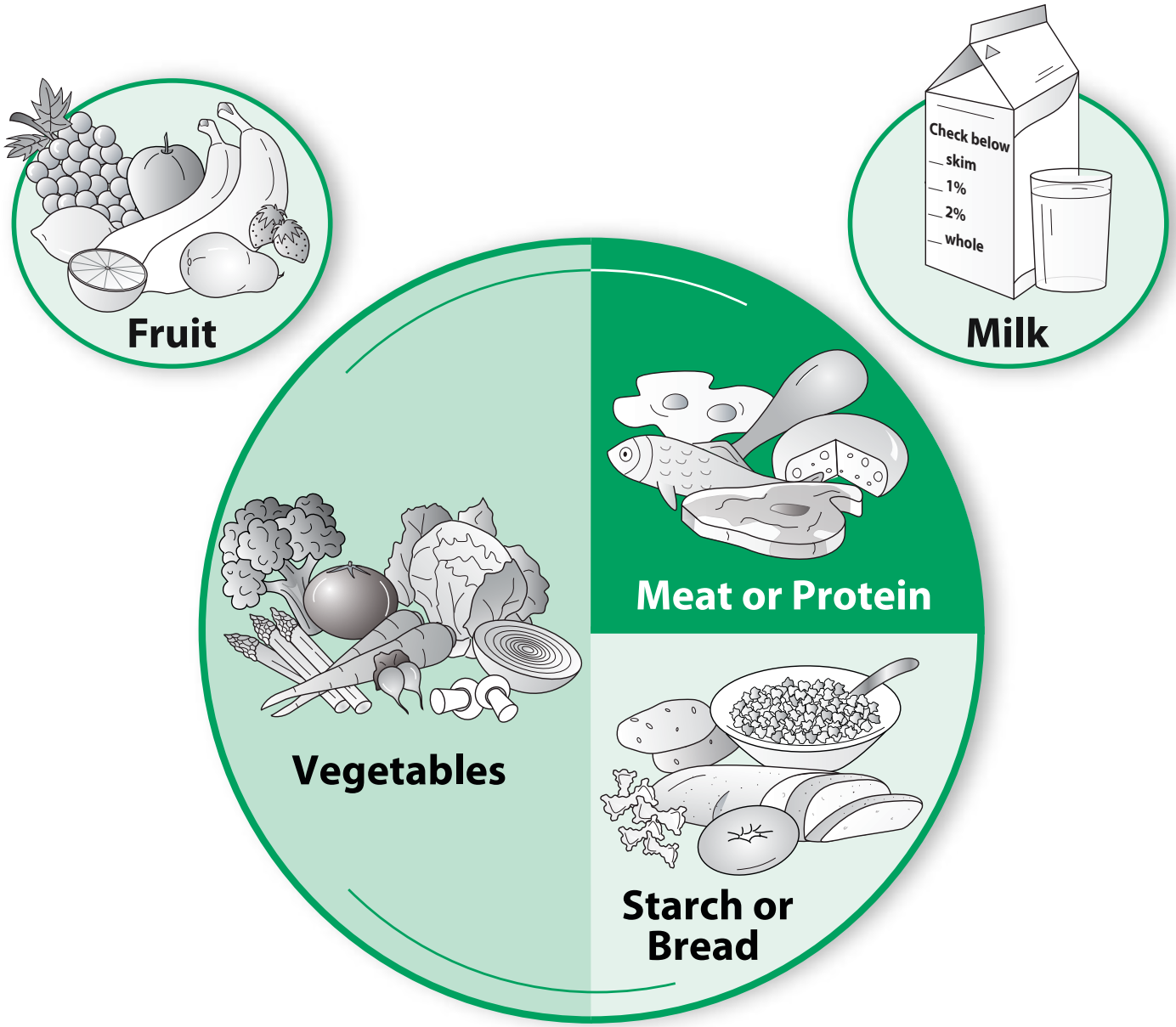
- Unsweetened cereal (dry or with low-fat or fat-free milk)
- Pretzels (lightly salted or unsalted) and a glass of milk
- Whole wheat bagel or English muffin with tomato sauce and melted cheese
- Flavored rice cakes (like caramel or apple cinnamon) with peanut butter
- Popcorn (air popped or low-fat microwave)
- Whole-wheat crackers with cheese or peanut butter

Munchies

- Graham cracker squares
- Small pretzels
- Saltine, animal, oyster crackers
- Light microwave popcorn
- Low-fat/reduced fat crackers
- Mini rice cakes
- Plain or white cheddar rice cakes
- Caramel or chocolate rice cake
- Small granola bar

Meal Planning with the Plate Method: Lunch/Dinner

The Plate Method is a method of meal planning that provides an even distribution of carbohydrates, a lower fat intake, and an increased amount of fruits and vegetables. The Plate Method can help plan meals by dividing a plate as shown below:



Starch or Bread, Fruit, and Milk food groups raise blood sugar.

Low carbohydrate vegetables raise blood sugar in tiny amounts.

Meat/Protein foods raise blood sugar in tiny amounts.

How to Use a Food Label to Select Foods

1. Locate the serving size

- The information on the label is for this serving size.
- How does it compare to your serving size?

2. Locate the total carbohydrate grams (g)

- 15g carbohydrate = 1 "carbohydrate serving" or "1 carbohydrate choice"

3. Locate dietary fiber grams (g)

- The recommended daily grams of fiber should equal the child's age plus 5 (for children older than 2 years). ⌘

Example: Your 4-year-old child should eat 9 grams of fiber per day (4 + 5 = 9)

- Aim for 3-5 grams fiber per serving.
- Fiber does not turn to sugar like other carbohydrate does.
- If fiber is over 5 grams per serving, subtract half of fiber from total carbohydrate grams.

Total carb grams (30)
− Dietary Fiber grams (10/2 = 5)
= Net carb grams that you count (30 − 5 = 25)

- Soluble fiber may help lower cholesterol levels.
- Soluble fiber sources = oats, beans, lentils, vegetables, fruits.

4. Locate total fat grams (g)

- "Low fat" = less than 3g fat per serving.
- Choose cheese with less than 5g total fat per ounce.
- Choose frozen entrees with less than 15g total fat each.

5. Locate cholesterol milligrams (mg)

- Aim for 200mg cholesterol or less per day.
- Cholesterol is found in animal foods (meat, egg, milk, cheese, butter, etc.).

6. Locate sodium milligrams (mg)

- Aim for 2,300mg sodium or less per day.
- Choose frozen entrees with less than 800mg sodium.

⌘*American Academy of Pediatrics recommendation*

Adapted from material provided by UW Health Medical Foundation, Health Education and Nutrition Department. (2008).

Breakfast Cereal

Nutrition Facts

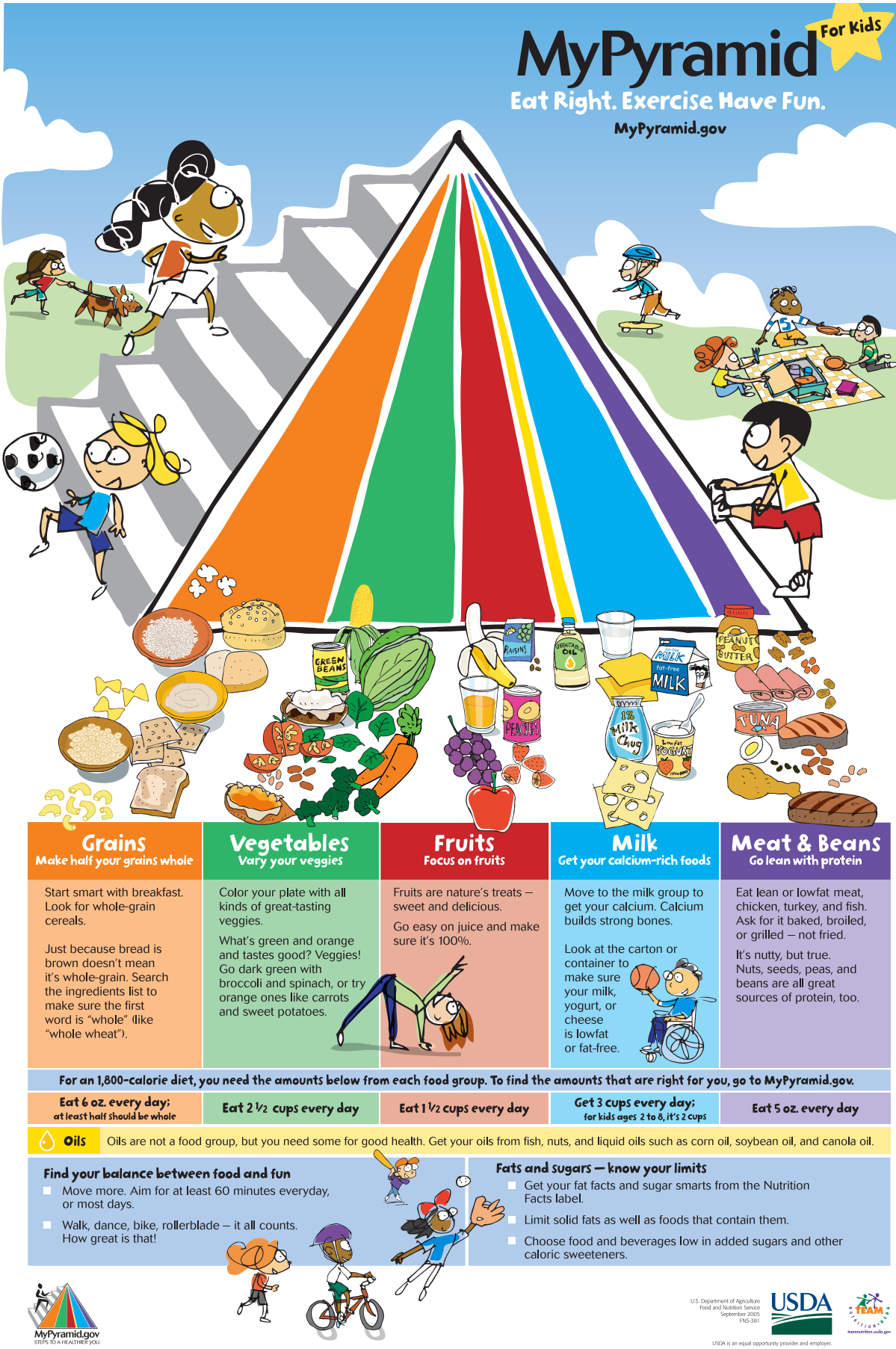
Serving Size 1 cup (52 g)
Servings per container 8

Amount Per serving		
Calories 148		Calories from Fat 9
		% Daily Value*
Total Fat 1 g		2%
Saturated Fat 0g		1%
Trans Fat 0g		
Cholesterol 0mg		0%
Sodium 86mg		4%
Total Carbohydrate 30g		10%
Dietary Fiber 10g		41%
Sugars 6g		41%
Protein 14g		
Vitamin A	1% • Vitamin C	0%
Calcium	7% • Iron	14%

*Percent Daily Values are based on a 2000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

©www.NutritionData.com

Disclaimer: This label is for general purpose education. Locating serving size and total carbohydrate grams are all that is necessary for basic carbohydrate counting/insulin dosing. Adjusting for fiber grams for school lunch may not be appropriate.



United States Department of Agriculture, Food and Nutrition Service. (2005). MyPyramid for Kids Poster – Advanced Elementary. Retrieved from: http://teamnutrition.usda.gov/Resources/mpk_poster2.pdf.

Tips for Teens

Lower Your Risk for Type 2 Diabetes

National Diabetes Education Program

Today, more teens than ever before have type 2 diabetes.

Have more energy, more fun, and feel good about yourself!

Take action now... **check out tips to lower your risk**

National Diabetes Education Program. (2007). Tips for Teens: Lower Your Risk for Type 2 Diabetes. Retrieved from: www.ndep.nih.gov/media/YouthTips_LowerRisk_Eng.pdf.

Be active, eat well, and lower your risk!

What is type 2 diabetes?

be active

Diabetes means that blood glucose (GLOO-kos), also called blood sugar, is too high. Glucose comes from the food we eat and is needed to fuel our bodies. Glucose is also stored in our liver and muscles. Your blood always has some glucose in it because your body needs glucose for energy. An organ called the pancreas (PAN-kree-as) makes insulin (IN-suh-lin). Insulin helps glucose get from your blood into your cells. Cells take the glucose and turn it into energy.

If you have diabetes, the pancreas makes little or no insulin or your cells cannot use insulin very well. Glucose builds up in your blood and cannot get into your cells. If blood glucose stays too high, it can damage many parts of the body such as the heart, eyes, kidneys, and nerves.

If you have type 2 diabetes, you may need to take insulin or pills to help your body's supply of insulin work better. Type 2 used to be called "adult onset diabetes." Now more teens are getting type 2, especially if they are overweight.

How can I lower my risk for getting type 2 diabetes?

There are several ways to lower your risk:

- Stay at a **healthy weight**.
- Be more **physically active**.
- Choose to eat the right amounts of **healthy foods**.
- Follow the ideas on this tip sheet and share them with your friends and family. They are good for everyone's health.

What puts you at risk?

You are at risk if you:

- are overweight
- don't get enough physical activity
- have a mom, dad, or other close relative who has type 2 diabetes
- are American Indian, Alaska Native, African American, Hispanic/Latino, Asian American, or Pacific Islander

FACT: Eating too much sugar <u>does not</u> cause diabetes.

How will physical activity help?

Like eating well, physical activity can help you feel good. Being physically active may:

- help you control your weight, build lean muscle, and reduce your body fat
- strengthen your bones
- increase flexibility and balance
- improve your self-esteem and mood
- help you sleep better
- help you focus in school
- improve your teamwork skills through sports

Know the warning signs:

If you have type 2 diabetes, you might:

- urinate a lot
- be very thirsty
- lose weight without any reason
- feel tired
- have patches of thick, dark skin that feels like velvet on your neck or under your arms

Some teens do not notice any of these warning signs. They find out they have diabetes when they go to their doctor for a check-up.

What can I do to be m

Okay, let's get started:

- **Set small goals at first.** Do not get upset if you can not do a lot or if you get out of breath at first. Keep moving! Any amount of activity will help. Add more activity each week until you reach your goal.
- **Aim for at least 60 minutes everyday.** You don't have to do it all at once—20 minutes at a time, three times a day is okay, too. There are lots of ways to be active. Go for a walk, ride a bike, dance, play ball, or shoot hoops. Choose what you like best, then do it!

National Diabetes Education Program. (2007). Tips for Teens: Lower Your Risk for Type 2 Diabetes. Retrieved from: www.ndep.nih.gov/media/YouthTips_LowerRisk_Eng.pdf.

What can I eat? "Your Healthy Food Guide" gives ideas about what kinds of foods are good for you. Remember, this is only a guide. Talk with your doctor or dietitian about making a meal plan just for you.

Your Healthy Food Guide

Vegetables

Aim for 2 1/2 to 3 cups a day. Here are choices that equal 1 cup:

- 1 cup cut up raw or cooked or vegetables
- 2 cups leafy salad greens
- 1 cup vegetable juice

Choose dark green and orange vegetables as often as you can.

Fruits

Aim for 1 1/2 to 2 cups a day. Here are choices that equal 1 cup:

- 1 cup cut up raw or cooked fruit
- 1 cup fruit juice
- 1/2 cup dried fruit

Choose fresh whole fruits as often as you can.

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts

Aim for 5 to 6 ounces a day. Here are choices that equal 1 ounce:

- 1 ounce lean meat, fish, or chicken
- 1 egg
- 1 tablespoon peanut butter
- 1/2 ounce nuts
- 1/4 cup cooked dry peas or beans such as kidney, white, split, or blackeye
- 1/4 cup tofu

Milk, Yogurt, and Cheese

Aim for 3 cups a day. Here are choices that equal 1 cup:

- 1 cup nonfat or low-fat milk or yogurt
- 1 1/2 ounces cheese

Breads, Cereals, Rice, and Pasta

Choose whole grain foods for at least 3 of your 6 choices.

Aim for 6 to 7 ounces a day. Here are choices that equal 1 ounce:

- 1/2 cup of cooked cereal
- 1/2 cup cooked rice or pasta
- 1 cup ready-to-eat cereal
- 1 slice of whole grain bread
- 1/2 small bagel or 1 small muffin

Heart-healthy Fats

One serving is

- 1 teaspoon vegetable, olive, or canola oil
- 1 teaspoon tub margarine
- 5 large olives or 1/8 avocado
- 1 tablespoon low-fat mayonnaise
- 2 tablespoons low-fat salad dressing

How much should you eat?

You get most of the fat your body needs from other foods you eat—so choose only a few extra servings of these heart-healthy fats each day.

Source: USDA (www.usda.gov)

Regular Soda, Candy, Cookies, and Desserts

If you choose to eat these foods, have a very small amount and **not every day**.

How much should I eat? The amount of food you need to eat each day varies with your age, sex, height, and activity level. The amounts in "Your Healthy Food Guide" are right for girls age 11 to 17 or boys age 11 to 14 who get 30 to 60 minutes of physical activity each day. If you are a boy older than 14, or if you want to enter your own height or activity level, visit **www.mypyramid.gov**.

Limit your screen time. Turn off the TV and get moving! Several studies have found that teens who watch a lot of TV have more body fat than those who watch TV less than two hours a day.

ore physically active?

- If you are overweight, **check with your doctor** before you start a physical activity program.
- **Be active every day.** Physical activity should be part of your daily life. Play sports, take P.E. or dance, or other exercise classes—check out your local Y for some ideas. Get from place to place by walking or biking. Take the stairs whenever you can.

Try to cut some calories. If you cut 100 to 200 calories a day, it can make a big difference.

If you:	You could cut about:
Drink water instead of regular soda or a sweetened fruit drink	150 calories
Eat a piece of fruit instead of a candy bar or a bag of chips	200 calories
Eat a small serving of french fries or share a big one	250 calories
Eat one half cup of sugar-free, nonfat pudding instead of regular ice cream	150 calories

National Diabetes Education Program. (2007). Tips for Teens: Lower Your Risk for Type 2 Diabetes. Retrieved from: www.ndep.nih.gov/media/YouthTips_LowerRisk_Eng.pdf.

Try these healthy eating tips.

- Take your time when you eat. It takes about 15 minutes for your stomach to tell your brain that you are full. So, wait 15 minutes before eating second helpings.
- Do not skip meals. Eat breakfast, lunch, and dinner, plus a snack. You will have a ready supply of energy and not get too hungry.
- For breakfast, try one or two slices of whole grain toast with a tablespoon of peanut butter, a hard-boiled egg, or a piece of low-fat cheese, along with a glass of low-fat or nonfat milk.
- Make a sandwich with turkey or lean beef for lunch. Use mustard or a little low-fat mayonnaise.
- Snack on a small bowl of whole-grain cereal with low-fat or nonfat milk and a piece of fruit.
- Don't "super-size" it! Order smaller, kid-sized meals and drink water or low-fat or nonfat milk. Share a larger meal with a friend.
- Fill up half of your plate with salad or vegetables. Use small amounts of low-fat salad dressing, mayonnaise, or margarine.

What's in it for me?

If you lower your risk for type 2 diabetes, you will:

- have more energy
- feel good about yourself
- be healthy now and in the future

Take action now. Use the ideas in this tip sheet to stay healthy and lower your risk for type 2 diabetes.

Are studies being done about type 2 diabetes?

Yes, studies are being done to learn ways to help prevent and manage type 2 diabetes in kids and teens.

The SEARCH for Diabetes in Youth Study is finding out how many kids and teens have type 2 diabetes. www.searchfordiabetes.org

The TODAY Trial is finding the best ways to treat type 2 diabetes in kids and teens. www.todaystudy.org

The HEALTHY Study is testing a program to lower risk factors for type 2 diabetes in middle school students.

Learn more!

Check out...

National Diabetes Education Program for more about diabetes www.YourDiabetesInfo.org 1-888-693-NDEP

American Diabetes Association for help to manage diabetes www.diabetes.org/planetD 1-800-DIABETES (1-800-342-2383)

American Dietetic Association to find a dietitian near you www.eatright.org • 1-800-366-1655

Bam! Body and Mind website for help to stay healthy www.bam.gov

Children With Diabetes website for more about kids and families with diabetes www.childrenwithdiabetes.com

MyPyramid.gov for more about healthy eating and being active www.mypyramid.gov

National Association for Health and Fitness that promotes physical activity www.physicalfitness.org • 1-716-583-0521

National Diabetes Information Clearinghouse for more about diabetes www.diabetes.niddk.nih.gov • 1-800-860-8747

President's Council on Physical Fitness and Sports that promotes physical activity www.fitness.gov 1-202-690-9000

USDA Team Nutrition to make healthy food choices and stay active www.fns.usda.gov/eatsmartplayhardkids

VERB for cool and fun ways to be active every day www.verbnow.com

WIN – Weight-control Information Network for weight control help

- *Take Charge of Your Health! A Teenager's Guide to Better Health*

www.win.niddk.nih.gov/publications/take_charge.htm 1-877-946-4627

Special thanks to the teens who helped create this tip sheet

Francine Kaufman, M.D., Head, Center for Diabetes, Endocrinology and Metabolism at Childrens Hospital Los Angeles and Janet Silverstein, M.D., Professor and Chief, Pediatric Endocrinology, Department of Pediatrics, University of Florida, Gainesville, FL reviewed this material for technical accuracy.

DEPARTMENT OF HEALTH & HUMAN SERVICES · USA

NDEP National Diabetes Education Program

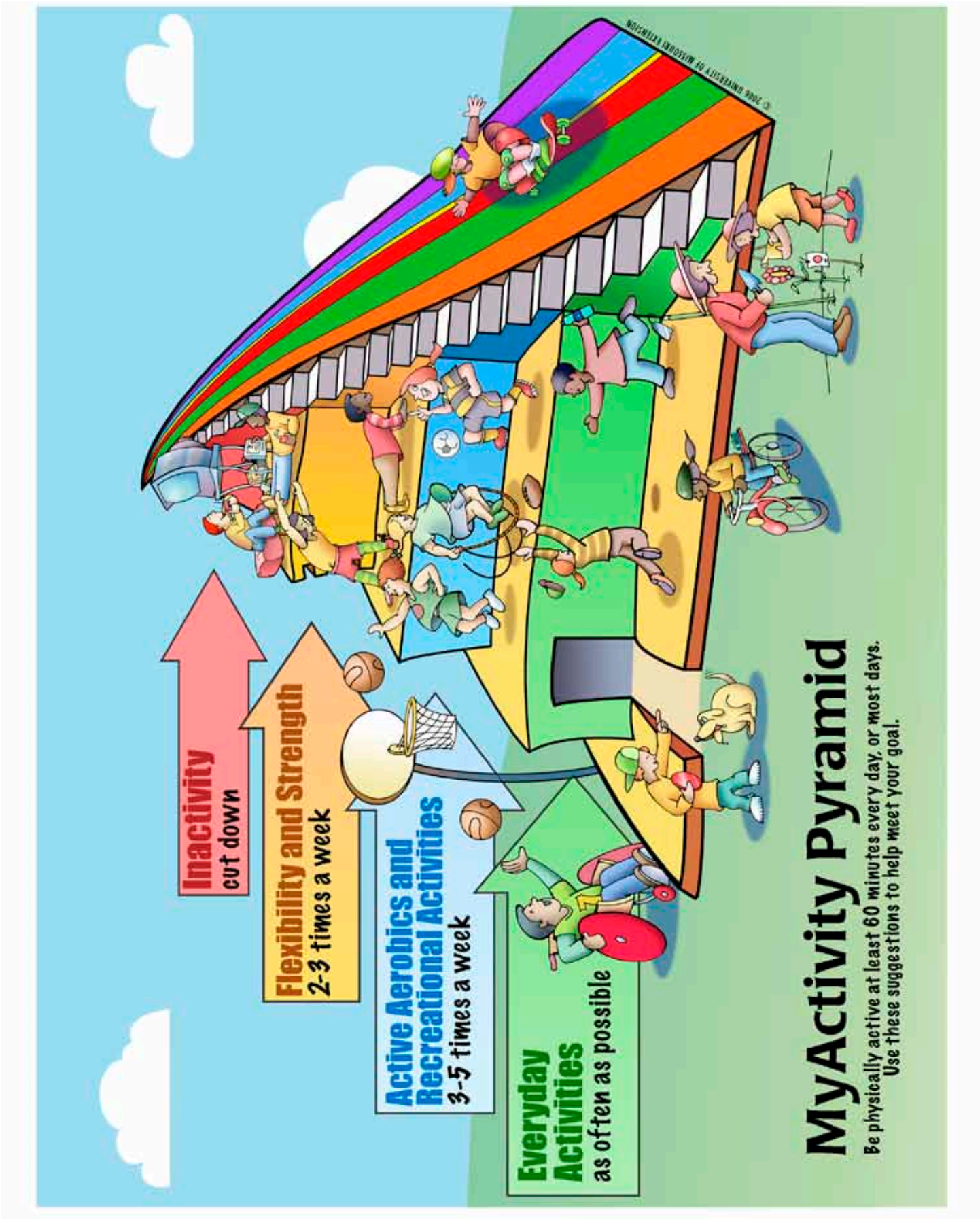
small steps big rewards Prevent type 2 Diabetes

www.YourDiabetesInfo.org

The U.S. Department of Health and Human Services' National Diabetes Education Program is jointly sponsored by the National Institutes of Health and the Centers for Disease Control and Prevention with the support of more than 200 partner organizations. www.YourDiabetesInfo.org or 1-888-693-NDEP

Revised November 2007 NIH Publication No. 08-5295 NDEP-87

National Diabetes Education Program. (2007). Tips for Teens: Lower Your Risk for Type 2 Diabetes. Retrieved from: www.ndep.nih.gov/media/YouthTips_LowerRisk_Eng.pdf.



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Family Nutrition Education Programs
Nutrition and Lifeskills for Missouri Families

MyActivity Pyramid

Be physically active at least 60 minutes every day, or most days.
Use these suggestions to help meet your goal:

Everyday Activities	Active Aerobics and Recreational Activities	Flexibility and Strength	Inactivity
As often as possible	3-5 times a week	2-3 times a week	Cut down
• Playing outside • Helping with chores around the house or yard • Taking the stairs instead of the elevator • Picking up toys • Walking	• Playing basketball • Biking • Playing baseball or softball • Rollerblading • Skateboarding • Playing soccer • Swimming • Playground games • Jumping rope	• Practicing martial arts • Rope climbing • Stretching • Practicing yoga • Doing push-ups and pull-ups	• Watching television • Playing on the computer • Sitting for too long • Playing video games

Find your balance between food and fun:

- Move more. Aim for at least 60 minutes every day, or most days.
- Walk, dance, bike, rollerblade – it all counts. How great is that!

This publication is adapted from USDA's MyPyramid and was funded in part by USDA's Food Stamp Program.

UNIVERSITY OF MISSOURI Extension ■ Issued in furtherance of Cooperative Extension Work Acts of May 8 and June 30, 1914, in cooperation with the United States Department of Agriculture. L. Jo Turner, Interim Director, Cooperative Extension, University of Missouri, Columbia, MO 65211. ■ University of Missouri Extension does not discriminate on the basis of race, color, national origin, sex, sexual orientation, religion, age, disability or status as a Vietnam-era veteran in employment or programs. ■ If you have special needs as addressed by the Americans with Disabilities Act and need this publication in an alternative format, write: ADA Officer, Extension and Agricultural Information, 1-98 Agriculture Building, Columbia, MO 65211, or call (573) 882-7216. Reasonable efforts will be made to accommodate your special needs.

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Revised 7/06/100M

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Healthy People at Every Stage of Life Framework: Core Messages

KEY MESSAGES	START STRONG	GROW SAFE AND STRONG	ACHIEVE HEALTHY INDEPENDENCE	LIVE A HEALTHY, PRODUCTIVE, AND SATISFYING LIFE	LIVE BETTER, LONGER
PLAN AHEAD	Get regular physical and oral health check-ups; get adequate sleep; protect skin from sun exposure				
	Plan for a healthy pregnancy	Make healthy choices		Take responsibility for your life	Foster your self-management skills
	Know what immunizations your child needs; immunize on time	Get school immunizations and/or boosters	Get adolescent immunizations	Support health policies like water fluoridation; tobacco-free worksites & public places; immunization laws	
EAT WELL	Eat a variety of healthy foods		Indulge on fruits and vegetables everyday		
	Promote breast feeding for all infants	Focus on a healthy weight		Maintain a healthy weight	
BE ACTIVE	Do active play; get tummy time for babies	Be active; do less TV watching and video game playing			Maintain regular physical activity for life
BREATHE WELL	Create tobacco-free environments, including in the womb. Support tobacco-free public policies; enjoy the benefits of a tobacco-free life				
		If you don't use tobacco products, don't start; if you use tobacco, QUIT now (1-800-QUIT-NOW)			
	Be an example – don't use tobacco products				
BE SAFE	Use infant safety seat properly; wear seat belts; wear bicycle helmets				
	Provide appropriate child supervision; promote positive parenting skills		Create a safe home environment; cultivate your support system		
ACHIEVE MENTAL WELLNESS	Build nurturing relationships with caring adults			Cultivate your support systems	
	Don't drink, use drugs or use tobacco products; be aware of stress levels; build resilience skills				
	Promote social/emotional screening		Get depression screening		
	BIRTH – 3 YEARS	4 – 11 YEARS	12 – 19 YEARS	20 – 49 YEARS	50 YEARS AND OVER

Give a Child with Diabetes the Experience of a Lifetime

RESIDENT CAMP FOR CHILDREN WITH DIABETES

American Diabetes Association
Cure • Care • Commitment

Wisconsin Lions Camp
Rosholt, WI

Tentatively
Last Week of July and
First Week of August

Improve self-care skills, build self-confidence, have fun, make new friends …

These are the goals of this unique camping experience for Wisconsin residents ages 8 through 16 — up to 150 of them for each of the two one-week camp sessions.

Campers are supervised by counselors trained to work with children with diabetes, and medically supported by a lead physician and a large team of nurses. Lodging, meals and all diabetes-related supplies are furnished. There is a $100 registration fee, but all other costs are underwritten by the Wisconsin Lions Foundation, Inc., the American Diabetes Association (ADA) and health industry supporters.

For registration information and an application …

The ADA maintains a list of those who want to receive information about the Camp. At the beginning of the year, you will receive a mailing that includes information about that year's camp and an application form to register. Applications are accepted on a first-come, first-served basis—*except* that children who have not previously been to camp are accepted as a first priority. For late applications, a "waiting list" is created in order of application receipt, and cancellations are filled from the "waiting list."

To get on the list to receive information about the upcoming year's Camp, complete the following form and mail to: ADA Camp Director, Camp for Children With Diabetes, American Diabetes Association-Wisconsin Area, 375 Bishops Way, Suite 220, Brookfield, WI 53005. For more information immediately, contact the Camp Director at (414) 778-5500.

Prospective Camper's Name _____ *Birth Date* _____

Parent or Guardian _____

Street Address _____

City/State/Zip _____

Home Phone _____ *Work Phone* _____