

**Goals of Diabetes Lesson Plans**

**16+**

**Alcohol**

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| **Programme/course**  **STAR Education Course** | **Age group**  Over 14 years |
| **Topic**  Alcohol | **Venue** |
| **Title of session** Safe drinking | **Date of session** |
| **Time of session** | **Duration of session** 15 mins |
| **Aims of session**  To drink alcohol safely with Type 1 Diabetes | |
| **Learning outcomes**  Identify the number of units in the alcoholic drink they usually drink  Regulate their carbohydrate intake to the amount of alcohol they drink | |
| **Assessment Activities to be built into session**  Asking appropriate questions  Listening to young people talking | |
| **Evaluation Activities to be built into session**  Recap at end | |
| **Prior action needed/ resources (e.g. pre-session activities, equipment needed**  Red and green milk bottle tops  Different alcoholic drinks | |
| **Materials needed; e.g. key references, hand-outs**  Signs  Leaflets  Our own on alcohol and Type 1 Diabetes  Alcohol and its journey through the body – drinkaware.co.uk  Standard alcoholic drinks – Food a fact of life  For parents – Your kids and alcohol – drinkaware.co.uk  Hypos leaflet | |

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| **Time** | **Content/Topic** | **Teaching Activities** | **Learning Activities** | **Resources** | **Assessment** |
| 2 mins | Introduction  What do they do now? | Talking | Talking |  |  |
| 5 mins | Place the number of units by the drink – each red top represents 1 unit of alcohol | Observe and question  Recommended amounts of alcohol per day | Thinking about which drinks have most alcohol | Red and green milk bottle tops, signs, drinks  Answers | Listening and observing |
| 5 mins | Place the amount of CHO by the drink – each green top represents 10g CHO | Observe and question | Thinking about which drinks have most CHO | Red and green milk bottle tops, signs, drinks  Answers | Listening and observing |
| 3 mins | Discuss about safety – hypos, ID, | Lead discussion | Talk about their own experiences | Hypo leaflet | Evaluation |
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**Evaluation:**

**Completed after the session and includes key comments regarding:**

Evaluation of the effectiveness of the session

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| **What went well?**  Siblings taking part | **What did not go well?**  Had to use a clinic room – not really suitable, small | **What could I try next time?**  Ensure meeting room is free |

Evaluation of performance of educator

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| **What went well?**  Got young people talking and sharing experiences | **What did not go well?**  Moving around clinic room | **What could I try next time?**  Continue with lesson plan but in a larger room and then evaluate |