

**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 drinkRegulate their carbohydrate intake to the amount of alcohol they drink |
| **Assessment Activities to be built into session**Asking appropriate questionsListening 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 topsDifferent alcoholic drinks |
| **Materials needed; e.g. key references, hand-outs**SignsLeafletsOur own on alcohol and Type 1 DiabetesAlcohol and its journey through the body – drinkaware.co.ukStandard alcoholic drinks – Food a fact of lifeFor parents – Your kids and alcohol – drinkaware.co.ukHypos leaflet |

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| **Time** | **Content/Topic** | **Teaching Activities** | **Learning Activities** | **Resources** | **Assessment** |
| 2 mins | IntroductionWhat 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 questionRecommended amounts of alcohol per day | Thinking about which drinks have most alcohol | Red and green milk bottle tops, signs, drinksAnswers | 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, drinksAnswers | 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 |