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| **Programme** With You All The WayDiabetes Education programme | **Age group: 15-23 yr olds** |
| **Topic**Driving Safely with Diabetes | **Venue:**  |
| **Title of session** Driving safely when you have diabetes.  | **Date of session:**  |
| **Time of session:**  | **Duration of session**  60 mins, including lunch |
| **Aim of session**To give an overview of how to drive safely and provide awareness of drivers responsibilities if you have diabetes.  |
| **Learning objectives**Students will be able to discuss how they apply for a driving license Students will understand the importance of declaration of health status to DVLA Students will have an insight into completing DIAB1 Students will understand : Why hypoglycaemia prevention is importantWhat to do if you have an accidentList reasons why wearing diabetes ID would be helpfulWhen to notify DVLA and insurance company about any changes |
| **Assessment Activities to be built into session**Listening and recalling previous information on students / DSNs own experiences Listen to students own explanation of their own hypo treatment prevention plans – will they work well? What might be added to their plan to make sure it complies with DVLA and EU regulation? Discussion on the effects of severe hypos on ability to continue driving and poor hypo awareness.  |
| **Evaluation Activities to be built into session**Recalling prior knowledge and experiencesDiscuss behaviour modification for new circumstances of hypo prevention and stringent management Predict answers and discuss in further depth if required as some statements may be both true and false at different times |
| **Prior action needed/ resources (e.g. pre-session activities, equipment needed)**TREND driving leaflet as resource to take homeHandout – ABCC and 15 safety Rules for treating both hypo and hypers – when to seek immediate help or advice |
| **Materials needed; e.g. key references, hand-outs**Information handouts. Flip chart and pens for session aims, YPDS Info sheet |



**Goals of Diabetes Lesson Plans**

**16+**

**Driving**

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| **Time** | **Content/Topic** | **Teaching Activities** | **Learning Activities** | **Resources** | **Assessment** |
| 10 mins | Introduction to topic and review previous knowledge on UK driving and DVLA regulations | Leading and describingStart power point presentation on driving | Recall prior knowledgeRelating new information to current knowledge and experiences  | JDRF LeafletPower point presentation | Ability to recall and perhaps describe |
| 10 mins | Think about how hypos and hypers change behaviour and whySevere hypos and hypo unawareness | Ask students to describe how they feel/behave when they are hypo/hyperEquality and Diversity – are all hypos and hypers felt the same? Do all students behave the same when hypo or hyper?Embedding maths – what is a normal BG, a hypo and a hyper? | Encourage group discussion to see if some symptoms described are the same for all students or just one or twoE+D – not all hypo or hypers feel the same for everybody with diabetesMaths – know and share correct normal, hypo and hyper BG levelsDescribe DVLA/EU regulations on withdrawing a drivers license. |  JDRF leafletPower point leafletDVLA statement 1/1/2018 on BG testing | Share own experiences Correct answers to what is normal BG, Hypo and Hyper BG levels for driving?Review ABCC and 15 rules |
| 25 mins | Diabetes IDScenarios or actual experiences to think through how students might try to manage those | Encourage students to anticipate how to manage a situation where they may feel hypo/hyper when driving. What should they do if they are involved in a driving accidentSpot check – who is wearing diabetes ID and carrying glucose to treat a hypo in the car? | Apply prior knowledge to safety rules – will they work for each student?Try to gather knowledge and experiences from students about UK law and DVLA regulations.What is needed with you in a car? Who do you need to tell about your diabetes? Why is it important? | Power point presentation | Check what resources are needed for driving each timeWho has Diabetes ID on them today? |
| 15 mins | When to seek help or advice? |  |  |  | Student evaluation of session |

**Evaluation: Date:**

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

Evaluation of the effectiveness of the session

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| **What went well?** | **What did not go well?** | **What could I try next time?** |

Evaluation of performance of educator

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| **What went well?** | **What did not go well?** | **What could I try next time?** |