

**Goals of Diabetes Lesson Plans**

**8-9 years**

**Diabetes Detectives**

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| **Goals of Diabetes Lesson Plans** | **Age Group: 8-9y** |
| **Topic: What is diabetes? Insulin and BG testing**  **Delivered by Nurse** |  |
| **Title of session:**  **Diabetes Detectives** | **Timing of session:**  **Approx 30 mins** |

**Aim of session:**

Share understanding of what diabetes is

Learn how insulin works

To identify areas suitable for injections/pump infusion sites

Share experiences of BG checking

**Learning Objectives:**

Can I describe in my own words what diabetes is and how it affects me?

Can I explain how insulin works and identify different types of insulin?

Can I use an insulin pen or know how to operate my pump to give a bolus?

Can I do a BG check and know what number to aim for?

**Assessment for Learning (AfL) activities built into session:**

Drawing activity for ‘key and lock’ insulin analogy

Identifying lipohypertrophy (lumps)

Using own BG meter to find 14d average

**Evaluation activities to be built into session:**

Partner talk (peer assessment)

Red, amber, green cards

How much have you understood today?

Green = all, amber = some, red = not much

**Materials/resources needed:**

Drawing materials

Flip chart

Demo insulin pens and needles

Pictures of lipos or lipo detection box or both

Individuals own BG testing kit

Access to DigiBete Goals of Diabetes Videos

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| **Time** | **Session Content/Taught Content** | **Resources Needed** |
| 5 min  2 mins  5 mins  2 mins  2 mins  2 mins | Q: You are all here because you have T1 diabetes. Can anyone describe and what it is?  Talk to the person next to you about how would you explain it to an alien who knows nothing?  Feedback to group in pairs  Feedback discussion:permanent condition, nobody’s fault, not contagious, insulin needed  Q: Insulin is needed to bring BG into target; does anyone know how it works?  Educator to explain action of insulin using ‘lock and key’ analogy  Task: Please draw how insulin works based on what you have just heard  Q: Who can tell us the names of any insulins?  Q: Are they the same?  Q: Where on the body can insulin be injected or put a pump cannula? Point to areas of body  Q Where do you each do your injections/pump sets  Q: Who can show everyone how to do an insulin injection?  Ask for volunteer to demo insulin injection  Educator to supervise correct preparation and technique  If you are on a pump, when might you need to do an injection?  (pump failure, cannula blocked, pump holiday)  Q: What happens if you only use 1-2 places for injections/cannulas?  Explain and show lipo pictures  Use lipo box to find lumps (if available)  Explain how to check for own lumpy sites (or parent) with gel in shower | Listen to responses  Use flipchart for key words  Listen to pair responses, add key words to flip chart  Flip chart to illustrate lock and key analogy  Drawing materials for individual interpretations  Listen to responses  Educator write names on post it notes (difficult to spell)  Share experiences, listen to responses re preferred areas, particular aversions  Demo insulin pen and needles  Listen to responses (if applicable)  Give individuals chance to feel lumps in lipo box (if available)  Look at lipo pics |
| 2 mins  3 mins | Q: How do we know if insulin is working properly?   * By testing BG   How many checks a day do you do?  What number to aim for? Or looking at CGM/Libre  At least 5 times a day  Q: Can you guess your BG number based on how you feel?  Write what you think your BG number is now on post it note  Check BG using own meter (ideally), or check CGM/Libre if meter not available  Compare guess with actual  Find 14d average value on meter/CGM/Libre – aiming for less than 8mmol | Listen to variety of responses  Listen to variety of responses  Post it notes  Supervised BG check, sink for handwashing, Sharps bin for waste  Own BG meter or monitoring device |
| 5 mins | Summary:  Watch G of D DigiBete 8-9 BG testing/injection videos to summarise and revise tasks | Access to website with screen + projector/tablets/laptops |
| 1 min | Evaluation:  How much have you understood today?  Red, amber, green cards | Green - all  Amber - some  Red – not much |