

**Goals of Diabetes Lesson Plans**

**14-15 years**

**Food for Life**

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| **Goals of Diabetes Lesson Plans** | **Age Group: 14-15y** |
| **Topic: Food and eating away from home**  **Delivered by Dietitian** |  |
| **Title of session:**  **Food for Life** | **Timing of session:**  **Approx 32 mins** |

**Aim of session:**

Understanding the role of food for healthy living, nutrients for growth, prevention of CVD

Understanding food labels for health food choices

Practice counting carbohydrate

Understand that not all carbohydrates are the same (GI)

**Learning Objectives:**

Can I describe the elements of a healthy balanced meal?

Do I know which nutrients are important for growth and cardiovascular protection?

Do I know which foods contain these nutrients?

Can I interpret food labels for health?

Can I count carbs with different resources

Do I know that different carbs have different effects on BG?

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

Verbalise elements of healthy meal and why

Identify foods containing nutrients for growth and CVD protection

Guessing carbs vs actual carbs

Identifying low and high GI foods

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

Rate your carb counting on a scale 1-10 based on worksheet score

**Materials/resources needed:**

Eat Well Guide picture (DoH)

Food models/magnets/Pictures

Visual of blocked arteries (picture or model of increasingly blocked arteries)

Carbs and Cals, weighing scales, calculators

Real carb food for weighing (cereals, fruit, cooked rice/pasta, Panini, cooked jacket potato)

Worksheet for carb counting (attached)

GI graph picture

Flashcards/whiteboards for GI - high, medium, low

Access to DigiBete Goals of Diabetes food Videos

**CARB GUESSTIMATION WORKSHEET (14-15Y)**

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| **Food** | **My Guess of Carbs** | **Units I would give for this** | **Weight of food (g)** | **Carbs per 100g** | **Actual carbs in portion** |
| **Shreddies** |  |  |  | **78**  (to be completed for foods chosen) |  |
| **Special K /Cornflakes** |  |  |  | **80/93** |  |
| **Cooked pasta** |  |  |  | **30** |  |
| **Cooked rice** |  |  |  | **30** |  |
| **Panini/ baguette** |  |  |  | **47/57** |  |
| **Cake muffin** |  |  |  | **48** |  |
| **Jacket potato** |  |  |  | **21** |  |
| **Popcorn (salted)** |  |  |  | **60** |  |
| **Grapes** |  |  |  | **18** |  |
| **Banana** |  |  |  | **21** |  |

**Actual carbs calculation:**

**Carbs per 100g 100 x weight of portion of food**

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| --- | --- | --- |
| **Time** | **Session Content/Taught Content** | **Resources Needed** |
| 2 mins  2 mins  5 mins | Q: Can you describe the content of a healthy diet?   * Fruit and veg * Carbs and proteins * Dairy * Healthy fats * Fibre/roughage * Not too many snacks/sweets * Not too much salt   Q: WHY are these nutrients important?   * For growth * For cardiovascular protection * Healthy guts * Lower BP (relate to measurement in clinic) * Strong bones   Task: Sort food pictures into groups of foods that fit these profiles  Educator to clarify correct foods for health  Show blocked artery pics/models to help explain CVD progression  Q: Who looks at food labels for health choices?  Relate traffic light labelling to nutrients above – sugars, fats, salt | Listen to responses  Flip chart for ideas, EWG picture for prompts  Food models/pictures/magnets of a wide variety of foods that fit these food groups  Carbs, fruit and veg (fibre, vits and mins, growth)  Oily fish, nuts, avocado, oils (healthy fats)  Dairy foods (calcium)  Eat Well Guide to group similar foods together  Listen to responses  Pre-selected traffic light food labels showing a variety of nutrient contents |
| 2 mins  10 mins | Carb counting challenge:  Provide with a selection of CHO foods already portioned and worksheet (examples attached)  **Individually – guess** the carbs in each portion and write guess in grams, OR how many units of insulin they would give for that food  In pairs, calculate **actual** g of carbs in each portion using weighing scales, Carbs and Cals or 100g values  Educators will need to help each pair  Score individual worksheets out of 10 guess vs actual carbs  (10g +/- of actual is acceptable)  Reflect on whether individuals are under or overdosing based on guesses.  Guesses are sometimes necessary | Worksheet each  Carbs and Cals books  Empty plates and bowls (same as those with food on)  Food weighing scales (enough to work in pairs)  Calculators |
| 5 mins | Q: Has anyone heard of the words Glycaemic Index or GI?  Q: Does anyone know what it means and willing to explain?  Which do you think are better for blood glucose – high or low foods?  Not all high foods are unhealthy and not all low foods are healthy, it’s how much work your body has to do to digest the food  Use previous food portions to provide examples of low medium, high GI foods  Individuals to guess which it is – educator to explain each answer | Listen to responses  Use visual of low vs high GI graph to illustrate responses  Food portions or pictures of other carbs – food examples of low/med/high GI foods  Flashcards/whiteboards of low/medium/high to show in response to different foods |
| 5 mins | Summary:  Watch G of D DigiBete 14-15 Food videos to summarise and revise tasks | Access to website with screen + projector/tablets/laptops |
| 1 min | Evaluation:  Rate your carb counting out of 10 |  |