

**Goals of Diabetes Lesson Plans**

**12-13 years**

**My Diabetes, My Body**

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| **Goals of Diabetes Lesson Plans** | **Age Group: 12-13y** |
| **Topic: What is diabetes, long term complications**  **Delivered by Nurse** |  |
| **Title of session:**  **My Diabetes, My Body** | **Timing of session:**  **Approx 33 mins** |

**Aim of session:**

To understand the effect of diabetes on the body

Learn about potential future problems and how to prevent them

Understand the significance of HbA1c

Explain the Annual Review checks

**Learning Objectives:**

Can I describe what diabetes is and how insulin works?

Do I know which organs can be affected by long term effects of diabetes?

Can I give a simple description of HbA1c and the ideal target?

Do I know what the annual review checks are and why they are done?

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

Use own words to describe diabetes

Describe how insulin works using lock and key analogy

Identify potential organs that can be affected – task

State their own HbA1c target

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

Small group activity

Identify something to reduce effects of diabetes

**Materials/resources needed:**

Flipchart

Roll of lining paper and pens – draw round a person

HbA1c ‘red balls’ – red cells with glucose attached

Sieves with holes to explain microalbuminuria

Thickened artery pictures/models

Access to DigiBete Goals of Diabetes Videos (smoking, exercise)

DUK video showing lock and key analogy

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| **Time** | **Session Content/Taught Content** | **Resources Needed** |
| 3 mins  3 mins  8 mins | In pairs, discuss how would you describe to a friend what diabetes is?  Q: How does insulin work in the body?  (same description whether on pen or pump)  Educator to draw simple ‘lock and key’ explanation of insulin  DUK video shows visuals of this  Q: How do we measure if you each have enough insulin?  Q: Can anyone explain what they think HbA1c is?  Educator to give clear explanation using HbA1c red balls – red blood cells with glucose attached, last 3 months  Q: What HbA1c number are we aiming for?  Is this easy to reach? Whatever an individual’s target, praise the effort involved in trying to achieve it  Not aiming for zero  Q: Why are we aiming for this to be as close to 48mmol as possible?  Assess knowledge of long term complications and how long they take to happen by responses  Clarify myths and expectations | Listen to responses in paired discussions  Listen to responses  Flipchart and pen/DUK video segment  BG tests/CGM in target  HbA1c measured at clinic every 3 months  Listen to responses  HbA1c red balls or similar visual resource  Listen to individuals’ responses  Listen to responses, more detailed answer than ‘to be healthy’ |
| 5 mins  5 mins  3 mins | Split group into 2 and ask for 2 volunteers  Each group draws around the outline of a volunteer lying on the lining paper  On the outline, everyone to draw in organs potentially affected by diabetes (in short or long term), in roughly the right places  Educator to supervise – include eyes, feet, heart, kidneys, blood vessels, brain (high BG affect mood), skin (can be more spotty with high BG)  Compare the 2 pictures  Educator to explain potential long-term effects of diabetes over a period of time  Connect annual review tests with different organs on body  Q: What can you do to help reduce effects of diabetes?   1. Take insulin regularly 2. Keep BG as close to target as possible 3. Eat healthy protective food – not too much fat or salt 4. Do some activity to keep blood flowing 5. Don’t smoke 6. Have annual checks to help pick up any problems early | Length of lining paper bigger than a person x 2  Marker pens  Use ‘leaky sieves’ to explain microalbuminuria  Furred artery pictures/models for cholesterol screening  Flip chart list |
| 5 mins | Summary:  Watch G of D DigiBete videos (smoking, alcohol, exercise) to summarise and revise tasks | Access to website with screen + projector/tablets/laptops |
| 1 min | Evaluation:  What is my own HbA1c target?  What can I do to help reduce effect of diabetes? (choose from the list | Post-it-notes |