



Goals of Diabetes Lesson Plans

14-15 years

Food for Life

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

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 (14-15years)

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

OR

Use apps for calculating based on food weight (Carbs and Cals, DB app (MyFood24), Nutracheck)

Time	Session Content/ Taught Content	Resources Needed
<p>2 mins</p> <p>2 mins</p> <p>5 mins</p>	<p>Q: Can you describe the content of a healthy diet?</p> <ul style="list-style-type: none"> • Fruit and veg • Carbs and proteins • Dairy • Healthy fats • Fibre/roughage • Not too many snacks/sweets • Not too much salt <p>Q: WHY are these nutrients important?</p> <ul style="list-style-type: none"> • For growth • For cardiovascular protection • Healthy gut • Lower BP (relate to measurement in clinic) • Strong bones <p>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.</p> <p>Q: Who looks at food labels for health choices? Relate traffic light labelling to nutrients above – sugars, fats, salt.</p>	<p>Listen to responses. Flip chart for ideas, EWG picture for prompts.</p> <p>Food models/pictures/magnets of a wide variety of foods that fit these food groups. Carbs, fruit and veg (fibre, vits and mins, growth). Fish, chicken, eggs, nuts, pulses (healthy protein). Oily fish, nuts, seeds, avocado, oils (healthy fats). Dairy foods (calcium), plant based milks. Eat Well Guide to group similar foods together.</p> <p>Listen to responses. Pre-selected traffic light food labels showing a variety of nutrient contents.</p>
<p>2 mins</p>	<p>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.</p>	<p>Worksheet each.</p>

Time	Session Content/ Taught Content	Resources Needed
10 mins	<p>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 carbs is acceptable).</p> <p>Reflect on whether individuals are under or overdosing based on guesses. Guesses are sometimes necessary – when would this be true?</p>	<p>Carbs and Cals books/individual apps they may use on phones.</p> <p>Empty plates and bowls (same as those with food on). Food weighing scales (enough to work in pairs). Calculators.</p>
5 mins	<p>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 GI or low GI 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.</p>	<p>Listen to responses. Use visual of low vs high GI graph to illustrate responses.</p> <p>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.</p>
5 mins	<p>Summary: Watch G of D DigiBete 14-15 Food videos to summarise and revise tasks.</p>	<p>Access to website with screen + projector/tablets/laptops.</p>
1 min	<p>Evaluation: Rate your carb counting out of 10</p>	<p>Based on quiz answers.</p>