

## Diabetes Class – Session #1

<b>Place:</b>	<b>Date:</b>
<b>Time:</b>	<b>Facilitators:</b>

**Objectives:** By the end of the class, participants will be able to:

- |  |  |
|--|--|
| 1) Name which type of diabetes a person needs daily insulin injections | 4) Name 2 reasons to exercise regularly    |
| 2) Name 3 symptoms of diabetes   | 5) Become familiar with the Plate Method   |
| 3) Name 3 body parts that can be affected by uncontrolled diabetes     | 6) Become familiar with the Diabetes ABC's |

**Preparation before class:**

- 1) Have chairs set up in a circle
- 2) Put Class Title, Objectives and Agenda on the wall
- 3) Buy food and have it “set up” for breakfast when guests arrive, and for lunch.

(\*#) Indicates chart or worksheet number

\*\* Please refer to [Dinamicas for Popular Education](#) by Noel Wiggins of the Community Capacitation Center, Multnomah County Health Department, March 1999.

Topic	Method	Process	Time	Materials
Introduction	Speaking	<ul style="list-style-type: none"> <li>• Welcome participants to class</li> <li>• Introduce facilitators</li> <li>• Explain theme of class. Our class today is about diabetes, and how to manage it in a healthy way. We will be using some Popular Education methods in our class – which is a way of thinking about and sharing education, which comes from Latin America, though it is used all over the world!</li> <li>• Present <u>objectives</u> of the class</li> <li>• Present <u>today's agenda</u></li> <li>• Explain that even though we have a scheduled “break,” people can get up and move around whenever they need to!</li> <li>• Draw people’s attention to the AADE 7 Self-Care Behaviors™ octagon, and explain that at the end of the class today, we will have filled in half of the octagon.</li> <li>• Explain that we have packets for them, with all of the information covered today, so they do not need to take notes.</li> <li>• Draw attention to the Application Chart. Some of the information we cover today will be “new” and some will be “review” for you. The most important part of what we discuss today will be “how” you plan to use the information we share! So, after each activity we’ll talk about how it can be used or applied, and we’ll make notes on the Application Chart.</li> </ul>	15 min.	*Class Title (*1) *Objectives (*2) *Agenda (*3) *AADE7 Self-Care Behaviors™ Octagon (*4) *Application Chart (*5)
Building Trust	Dinamica <i>Piña y Naranja</i>	<ul style="list-style-type: none"> <li>• Explain that the first basic idea of Popular Education is that “<u>we all learn more when we are comfortable and at ease with our fellow learners.</u>”</li> <li>• So, to help everyone feel more at ease, we will use a “dinamica” or</li> </ul>	15 min.	

		<p>educational game.</p> <ul style="list-style-type: none"> <li>• First, have everyone share their name with the group.</li> <li>• Next, explain that we are going to use a dinamica called <i>Piña y Naranja</i> ***</li> <li>• Explain the game.</li> <li>• Practice the game.</li> <li>• Play the game.</li> </ul>		
Pre-Test		<ul style="list-style-type: none"> <li>• Explain that first, we need their help to figure out if this type of class is an effective way to teach others about diabetes.</li> <li>• To do this, we will pass out a paper that has 6 questions. We will go over the questions together, and they can circle their answers. At the end of the class today, we will go over the same questions again. Please do not worry whether your answer is “right” or “wrong,” just make your best guess!</li> <li>• Please do not “share” answers with the people sitting next to you! Thank-you!</li> </ul>	10 min.	<ul style="list-style-type: none"> <li>• Pre-tests</li> </ul>
What do we already know about diabetes?	Brainstorm with “Think, Pair, Share”	<ul style="list-style-type: none"> <li>• Explain that another basic idea of Popular Education is that, <u>whether we are doctors or farm workers or outreach workers or we're stay at home moms, we all already know a lot based on our life experience!</u></li> <li>• We do this by starting with what people already know.</li> <li>• One way to find out what people already know is by “brainstorming.”</li> <li>• Explain that brainstorming is commonly used, but to be effective, we need to set some “rules”. Ask people to name some “ground rules” for effective brainstorming. Write these down, then review the list, adding some if needed.</li> <li>• Explain that now we are going to brainstorm using a variation called “Think, Pair, and Share”</li> </ul> <p>First, everyone will spend between 30 seconds and 1 minute thinking about what you already know about diabetes. Then, everyone finds a partner and talks about the question with their partner for 30 seconds to one minute. Finally, people share their ideas with the whole group.</p> <ul style="list-style-type: none"> <li>• Make sense? Great! Now, turn to the person sitting next to you ... this will be the person you speak with for this exercise!</li> <li>• After everyone is done speaking with their partner, as they brainstorm their responses, write their responses on newsprint.</li> <li>• Thank everyone for his/her answers.</li> <li>• Debriefing: Ask participants if they notice some common themes mentioned during activity. Point out that as they can see from the list they came up with, they already know a lot about diabetes management.</li> <li>• Mention that in essence, diabetes is the inability of the body to use food for energy. There are different types of diabetes, which we will get to in a little bit.</li> </ul>	20 min.	<ul style="list-style-type: none"> <li>• Brainstorm Rules (*6)</li> <li>• Comment: “What we already know about diabetes” written on flip-chart (*7)</li> </ul>
Energize	Dynamica	<ul style="list-style-type: none"> <li>• Explain the dynamica “<i>El Pueblo Manda</i>”</li> </ul>	10 min.	

	<i>El Pueblo Manda</i>	<ul style="list-style-type: none"> <li>• Practice the dynamica</li> <li>• Do the dynamica</li> </ul>		
What is diabetes? What are the different types of diabetes and how are they treated?	Lecture with four “volunteers”	<ul style="list-style-type: none"> <li>• Recruit 4 volunteers before the presentation to represent each type of diabetes.</li> <li>• Have each volunteer put on their “outfit” and introduce them to the group.           <ul style="list-style-type: none"> <li>Volunteer #1 – Mikey</li> <li>Volunteer #2 – Gladys</li> <li>Volunteer #3 – Maria</li> <li>Volunteer #4 – José</li> </ul> </li> <li>• As I said before, diabetes is an inability of the body to use the food we eat for energy. Let me explain it this way:  <u>Demonstration:</u>  Show a <b>large toy CAR</b> – say, “ok, I need you to use your imagination here,... let’s say this was a real car and I sit in the car and want to drive somewhere, but the car doesn’t move! What does the car need to move? <u>Answer: GAS</u> (<i>Show an empty gasoline container, or an empty milk container with the word “gasoline” written on it.</i>)    OK, say I put gas in the car, and I sit in the car, but the car still doesn’t move... what else do I need! Right! <b>A KEY!</b> (<i>show a set of keys</i>)    <u>Explanation:</u>  Explain that this <b>CAR</b> is a lot like <b>your body!</b> Just like the car needs <b>GAS</b> to move, you also need <b>fuel (food)</b> to move and live! No gas and the car does not move, no food and you will not have the energy to move or live!    And, just like you need a <b>KEY</b> to start your car – your body needs <b>INSULIN</b> to help you use the food you eat for energy! No key and the car will not start,... no insulin and your body will starve!    <u>Application:</u> <ul style="list-style-type: none"> <li>• Explain that there are four main types of diabetes</li> <li>• <b>OK, let’s start with Mikey – he has Type 1 Diabetes</b>, which is diagnosed more often in children than adults, but can occur at any age. What do you think caused his diabetes?</li> <li>• Explain that the current thought is that a virus attacked his pancreas, which makes insulin, so his pancreas no longer makes insulin (<i>he has no KEY</i>), So, his body cannot use the food he eats and his body is starving!</li> <li>• What does he have to do every day? Take insulin via injection or an insulin pump.</li> <li>• Mikey also needs to be very careful to eat about the same amount of</li> </ul> </li> </ul>	25 min.	<ul style="list-style-type: none"> <li>- Large toy car</li> <li>- Empty gas can</li> <li>- Set of keys</li> </ul> <p><u>Props For Mikey</u></p> <ul style="list-style-type: none"> <li>- Baseball cap</li> <li>- Large sports-themed t-shirt</li> <li>- baseball</li> <li>- oversized syringe made of heavy paper</li> </ul> <p><u>Props for Gladys:</u></p> <ul style="list-style-type: none"> <li>- paper banner that says “Lordy, Lordy look who’s 40!”</li> <li>- walking shoes</li> <li>- oversized syringe</li> <li>- Rx pill bottle</li> </ul> <p><u>Props for Maria:</u></p> <ul style="list-style-type: none"> <li>- large-sized baby themed t-shirt,</li> <li>- sneakers</li> <li>- small pillow</li> <li>- oversized syringe</li> </ul> <p><u>Props for José:</u></p> <ul style="list-style-type: none"> <li>- walking shoes</li> <li>- apple</li> <li>• Types of Diabetes (*8)</li> </ul>

	<p>carbohydrate at the same time each day and monitor his blood sugar regularly with a glucose monitor. In order to stay healthy, Mikey needs to balance his food, insulin and exercise every day.</p> <ul style="list-style-type: none"> <li>• <b>Next, let's talk about Gladys – she has Type 2 Diabetes.</b> What do you think caused her diabetes? Gladys' diabetes is different from Mikey's, when she was diagnosed with diabetes, her pancreas was still making insulin, but for some reason it either did not make enough, or her body was unable to use it. (<i>she has a key, but someone changed the lock on the car!</i>) We call this inability to use insulin “insulin resistance.”</li> <li>• “Most” people who get diabetes Type 2 have what we call the 3 O’s – “Over 40, Overweight, and Out-of-shape!”</li> <li>• (<i>Unfortunately, because more and more people are overweight and out of shape, at younger ages, we are seeing Type 2 diabetes in much younger people – even children and teens.</i>)</li> <li>• Part of the reason for this insulin resistance seen in persons who are <u>overweight</u> is that fat cells do not use insulin well, so overweight people tend to be insulin resistant. Also, physical activity makes our cells more sensitive to insulin. So, when we are <u>physically inactive</u>, we may become insulin resistant!</li> <li>• <u>Heredity and ethnicity</u> also play a role in the development of diabetes Type 2 – so, people with a family history of diabetes are at a greater risk of developing diabetes at some time during their life, as are people who are from Hispanic, African American, American Indian, and Pacific Islander backgrounds.</li> <li>• <b>Now let's talk about Maria – she has Gestational Diabetes.</b> Pregnancy increases the body's need for insulin, and for some women, their body cannot keep up with this demand, and they end up with Gestational Diabetes. Tight blood sugar control is extremely important in GDM, or the infant could get too big or have other complications. GDM is usually managed with diet, exercise and close monitoring of the mother's blood sugar, however if medication is needed, the mother would take insulin injections.</li> <li>• <b>Finally, let's talk about José – he has what's called Pre-diabetes.</b></li> <li>• What is “pre-diabetes?” It's a “wake up call” for anyone who has it – to start to exercise more and try to lose some weight, so they can prevent or delay the onset of diabetes! We used to call this “borderline diabetes” – when actually there is no such thing! A person can have diabetes for 10 years before they are ever diagnosed and receiving treatment, so that means that during this time, their (on and off) high blood sugar is causing all kinds of damage inside their body, including the small blood vessels in the eyes, kidneys, heart, feet and the nerves! It is something to take very seriously.</li> <li>• <b>What can YOU DO to prevent diabetes? Exercise, eat healthy and try to maintain a healthy body weight! Right!</b></li> </ul>	
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		<ul style="list-style-type: none"> <li>• <b>What can YOU DO to manage your diabetes?</b> The same things, right? Exercise, eat healthy, and... if your doctor prescribes medication for you – to take your medicines as prescribed.</li> <li>• <b>Let's give our volunteers a round of applause!!!</b></li> </ul>		
Break		<ul style="list-style-type: none"> <li>• Explain that when they return, we will be talking about the symptoms of diabetes. During the break, recruit 6 volunteers for the next section.</li> </ul>	10 min.	
Symptoms of diabetes	Dramatization	<ul style="list-style-type: none"> <li>• <u>Recruit the following volunteers:</u></li> <li>• Explain to the volunteers that during the next section they keep interrupting you with their various complaints. Have volunteers sit in their regular places!           <ul style="list-style-type: none"> <li>#1 Person complains of having to go to the bathroom often</li> <li>#2 Person drinks water/diet soda constantly</li> <li>#3 Person has blurry vision, and complains that he/she can't see the board</li> <li>#4 Person brings a plate of food from breakfast and continues eating, saying "I'm so hungry, I could eat a horse!"</li> <li>#5 Person is so sleepy that they keep yawning – loudly!</li> <li>#6 Person's skin is very itchy, and they keep scratching themself</li> </ul> </li> <li>• Briefly review the rules of a brainstorm</li> <li>• Say, OK, let's brainstorm a list of the symptoms of diabetes</li> <li>• Explain that another main idea of Popular Education is that <u>we learn more when we are actively involved.</u></li> </ul>	15 min.	<ul style="list-style-type: none"> <li>• Flipchart Markers</li> </ul> <p>Symptoms of Diabetes (*9)</p>
Diabetes Complications - Managing Risks	Brainstorm	<ul style="list-style-type: none"> <li>• Explain that unmanaged diabetes can lead to some very serious long-term complications</li> <li>• Ask participants to name some <b><u>complications of diabetes, and body parts affected by uncontrolled diabetes:</u></b> <ul style="list-style-type: none"> <li>Heart attack and stroke</li> <li>Hypertension</li> <li>Kidney Damage</li> <li>Blindness</li> <li>Sexual Dysfunction</li> <li>Limb amputation</li> <li>Nerve damage – lower extremities, gastrointestinal</li> </ul> </li> <li>• <u>How can you prevent or postpone these complications?</u> By controlling your <b>Diabetes ABC's</b>, and by checking your feet daily</li> <li>• Does anyone know what the diabetes ABC's are?  <b>A</b> – stands for Hemoglobin A1c (which is a reflection of your average blood sugar for the past three months).  <b>B</b> – stands for Blood Pressure  <b>C</b> - stands for Cholesterol</li> <li>• Good! Does anyone know what their ABC's are, or what is recommended?</li> <li>• <b>A1c</b> below 7, preferably below 6.5  <b>Blood Pressure</b> below 130/80  <b>Cholesterol:</b> TC below 200; LDL below 100,            HDL higher than 45 for men and 55 for women; TG &lt; 150</li> </ul>	20 min.	<ul style="list-style-type: none"> <li>• Life-sized Picture of human body</li> </ul> <p>Complications of Diabetes, Body Parts Affected by Uncontrolled Diabetes (*10)</p> <ul style="list-style-type: none"> <li>• Diabetes ABC's Chart (*11)</li> <li>• How To Control Your ABC;s (*12)</li> </ul>
Diabetes ABC's				

		<ul style="list-style-type: none"> <li>Ask: How can you control your diabetes ABC's? Eat healthy foods, including plenty of fresh fruits and vegetables, low-fat meats and dairy products, whole grains, limit use of salt and high sodium foods, exercise regularly, take medicines as prescribed, achieve and maintain a healthy weight, stop smoking</li> </ul>		
Introduction to Meal Planning	Lecture	<ul style="list-style-type: none"> <li>There are a number of different meal planning methods to help you to eat healthy, and manage your ABC's.</li> <li>The most commonly used meal planning methods for diabetes are:           <ul style="list-style-type: none"> <li><b>Carbohydrate Counting</b> – With this method, the individual is given a total number of grams of carbohydrate to eat each day, and a meal plan of how to spread the carbohydrate throughout the day. They then need to count their grams of carbohydrate in everything they eat and drink according to their meal plan.</li> <li><b>Exchange Lists for Meal Planning</b> – In this method, food has been grouped into categories so that one “exchange” from a given category would have the same approximate nutrient composition, (similar amounts of carbohydrate, fat and calories). They too would then follow a meal plan based on the number of exchanges they were “allowed” per day. (show English and Spanish lists used in clinic)</li> <li><b>Food Guide Pyramid</b> – The food guide pyramid for persons with diabetes is very similar to the general food guide pyramid, except that starchy vegetables are placed with the starches, because they are much higher in carbohydrate and calories, and cheese is included with the meats, because it is measured by the ounce, not by fluid cup. I like to use the FGP to teach which food group a particular food item belongs.</li> <li><b>Plate Method</b> – The Plate Method is the meal planning method we use here in the diabetes project at ODHC, because this is what we eat - plates full of food! The Plate Method is also an effective way to teach appropriate portion sizes of food, and reinforces healthy eating for the whole family.</li> </ul> </li> </ul>	25 min.	<ul style="list-style-type: none"> <li>CHO counting paper</li> <li>Exchange Lists in Spanish and English</li> <li>“life-sized” food guide pyramid for diabetes, set up with food models</li> <li>plastic plate with dividers</li> <li>Introduction to Meal Planning (*13)</li> <li>The Plate Method (*14)</li> </ul>
Plate Method Practice	“Hands-On”	<ul style="list-style-type: none"> <li>Point out the different sections of the food guide pyramid, emphasizing the starchy vegetables included with other starches at the bottom of the pyramid.</li> <li>Explain that the foods that have the greatest impact on their blood sugars are three groups: fruits, starches and milk. So, by using the Plate Method each day, you are providing an adequate but not excessive amount of carbohydrate for your body throughout the day, which can help to keep your blood sugar stable.</li> <li>Explain the Plate Method, using food models.</li> <li>Show how they can use their hand to estimate portion sizes!</li> <li>Tell group that we will now break for lunch and ask them to try serving themselves according to the Plate Method, because another basic principle of Popular Education is that <u>we learn more when we practice what we have learned!</u></li> </ul>	10 min	<ul style="list-style-type: none"> <li>Plastic plate with dividers</li> <li>Food models</li> </ul>

	“Lunch”	“Lunch”												
Re-integration of group/energizing	Dynamica	<ul style="list-style-type: none"> <li>• Explain the dynamica “<i>The Mail Carrier</i>”</li> <li>• Practice the dynamica</li> <li>• Play the dynamica</li> </ul>	10 min.											
Physical Activity	Brainstorm with Think, Pair, Share	<ul style="list-style-type: none"> <li>• Ask question – What is physical activity?</li> <li>• Answer: moving your body through space</li> <li>• So, is yard work exercising? House cleaning?</li> <li>• Why is PA important for people with diabetes? Write responses on a piece of newsprint (before you move on, add “missing” info. in list)           <p style="text-align: center;"><u>Benefits of Exercise:</u></p> <table> <tbody> <tr> <td>Improves blood sugar control</td> <td>Help w/ wt. loss/mtce.</td> </tr> <tr> <td>Helps lower blood pressure</td> <td>Improves circulation</td> </tr> <tr> <td>Lowers TC, LDL</td> <td>Helps maintain “regularity”</td> </tr> <tr> <td>Increases HDL</td> <td>Improves mood</td> </tr> <tr> <td>Helps manage stress, depression and anxiety</td> <td>Gives you a sense of “control” PA is like a magnet, it attracts other healthy behaviors</td> </tr> </tbody> </table> </li> <li>• Raise your hand if you think that regular PA is important? Why don’t more people with diabetes exercise? What keeps them from exercising regularly? (I’m asking you for your list of excuses to not exercise!).</li> <li>• Write excuses on newsprint</li> <li>• Ask group – Do you ever do something that you don’t want to do? (<u>If no one answers, ask</u> - Do you always feel like going to work? Or coming to a Drs. Appt?) <u>If someone does answer, ask</u> - Like what? Why? How do you get yourself to do it?</li> <li>• Isn’t PA the same? Can you do some PA even if you don’t “feel” like it?           <ul style="list-style-type: none"> <li>• For that matter, can you take your medicine even if you don’t feel like it? Of course you can! There’s a lot we can do even if we don’t feel like it! We can’t rely on our feelings! Sometimes we just need to do things to take care of ourselves, just because they are good for us and will help us to be healthy!</li> </ul> </li> <li>• I’m not saying that feelings aren’t important, because they are! Part of being successful at managing your diabetes long-term is learning to tolerate these “feelings,” and getting yourself to keep doing the exercise, eating healthy and taking your medicines as directed NO MATTER WHAT!</li> <li>• OK, let’s talk about the different types of exercise, there are three, can anyone tell me what they are? Strength Endurance Flexibility</li> <li>• Good! You want to try to incorporate these three different types of exercise Into your routine. More attention is given to endurance exercise for long-</li> </ul>	Improves blood sugar control	Help w/ wt. loss/mtce.	Helps lower blood pressure	Improves circulation	Lowers TC, LDL	Helps maintain “regularity”	Increases HDL	Improves mood	Helps manage stress, depression and anxiety	Gives you a sense of “control” PA is like a magnet, it attracts other healthy behaviors	25 min.	<ul style="list-style-type: none"> <li>• Newsprint</li> <li>• Markers</li> </ul> <p>Examples of Physical Activity (*15)</p> <p>Benefits of Exercise (*16)</p> <p>Reasons to not exercise (*17)</p> <p>3 “Main types” of exercise (*18)</p>
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		<p>term weight loss maintenance. The current recommended amount of physical activity per day = given by the ACSM, is “to accumulate 30 minutes of PA on most, if not all days of the week.” However, the new dietary guidelines that were just released recommend 30 minutes of exercise, above usual activities, each day of the week; 1 hour a day for weight loss and 1 and ½ hours a day for weight loss maintenance!!!</p> <ul style="list-style-type: none"> <li>• But, we need to be reasonable. It is not easy to change behavior, it takes time. I like the phrase “poco a poco” – which means little by little, or step by step. Small changes maintained over time, can lead to big rewards!</li> </ul>		
Re-energize & Review	Exercise!	<ul style="list-style-type: none"> <li>• Let’s have some fun practicing with our exercise bands!</li> </ul>	5 min.	<ul style="list-style-type: none"> <li>• Exercise bands</li> <li>• Music CD</li> </ul>
Post-Test		<ul style="list-style-type: none"> <li>• Explain that just as we mentioned at the beginning of the class, we need their help to figure out if this type of class is an effective way to teach others about diabetes.</li> <li>• Just as we did at the beginning of the class, we will pass out a paper that has the same 6 questions we went over at the beginning of the class. We will go over the questions together, and they can circle their answers. Again, please do not worry whether your answers are “right” or “wrong,” just do the best you can!</li> </ul>	10 min.	<ul style="list-style-type: none"> <li>• Post-tests</li> </ul>
Evaluation	Manual Brainstorming	<ul style="list-style-type: none"> <li>• Explain that a final main idea of Popular Education is that <u><i>we should constantly seek input to improve our teaching.</i></u></li> <li>• Explain that for this reason, after all PE classes, we do a group evaluation.</li> <li>• Explain that we are going to give everyone two shapes. On one shape, they are to answer the question, “What did you like or find useful about the class?” On the other shape, they are to answer the question: “How could the class be improved?</li> <li>• Hand out shapes and give everyone time to answer questions.</li> <li>• When patients are finished collect their shapes, thanking them for their comments!</li> </ul>	10 min.	<ul style="list-style-type: none"> <li>• 2 shapes for each ppt.</li> <li>• Pencils</li> </ul>
Conclusion	Lecture	<ul style="list-style-type: none"> <li>• Prize drawing. (5 prizes)</li> <li>• Thank everyone for their participation, give class “handouts.”</li> <li>• Remind everyone that we will continue the class next week, Saturday, June 18<sup>th</sup> from 8:30 a.m. to 1:30 p.m.</li> <li>• Remind everyone that lunch will be provided for next week’s class, and that they need to let you know if they will need childcare.</li> </ul>	5 min.	<ul style="list-style-type: none"> <li>• Class handouts</li> <li>• Thank-You (*19)</li> </ul>