



Light Bulb Ideas to Make Your Presentations Shine!

A Place to Begin . . .



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Introduction

We as diabetes educators use teaching aids to add to the learning experience. Some of these are Do-It-Yourself projects and others are purchased (Off-The-Shelf). Not only do we want to let you know how we use these, but we want you to have information on where to get them and how to make them yourselves.

We have used the AADE7's Self Care Behaviors to group our teaching aids. This is by no means an exhaustive list. We challenge all of you to come up with ideas. Sometimes light bulb ideas will come to you when walking through a store and you see objects that can be turned into an instructional aid that will help your students understand what you are teaching.

The next few pages will guide you on how to make some of the teaching aids and direct you to places where you may purchase or get them at no charge. These are some of the items that we are using in our learning sessions . . .

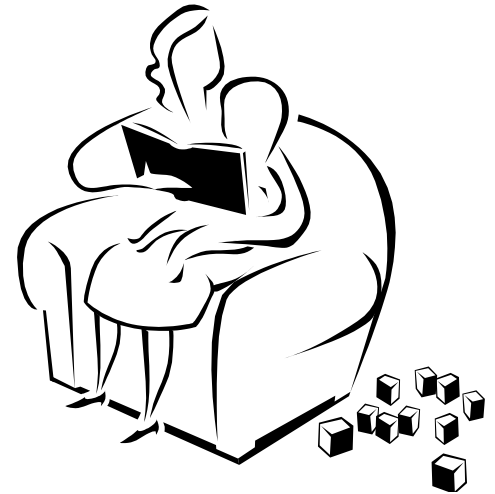
Using Your Tools to Teach the



Categories of Tools	Healthy Eating	Being Active	Monitoring	Taking Medications	Problem Solving	Healthy Coping	Reducing Risks
Story Telling							→
Props: Off-the-shelf	Food Models Portion plates Meal measure	Pedometers Stretch Bands Exercise DVDs	Meters Logbooks	Syringes Medicine Containers	Glucose Tabs Ketone Strips	Stress balls Bubbles Puzzles	Eye simulator Arteries Toothbrush
Props: Do-It-Yourself	Healthy Plate Place Mat Label reading	Exercise Back Pack	A1c	Large pills	What's happening? Pattern Management Board	Stress Balls	Eye glasses with frost Plastic eye balls Foot wear
Games	What's missing? Game Wheel						→
Written materials	Meal Plans, Carbohydrate Counting, Plate Method, Diabetes Food Pyramid	Exercise booklets	Instructions – demo	Drug charts	Exchange lists Nutrition info	Journaling	Diabetes Basics and Nutrition Basics (KDPCP)



Story Telling



Story Telling

- Can be used when we provide education of all of the AADE7 self-care behaviors
- Recounts stories to help relate to and work through their own situations
- Resources:
 - *Stories to Reach, Teach, and Heal: A Guide for Diabetes Health Educators*, CDC, November 2009
 - Collect your own stories



Stories to Reach, Teach, and Heal

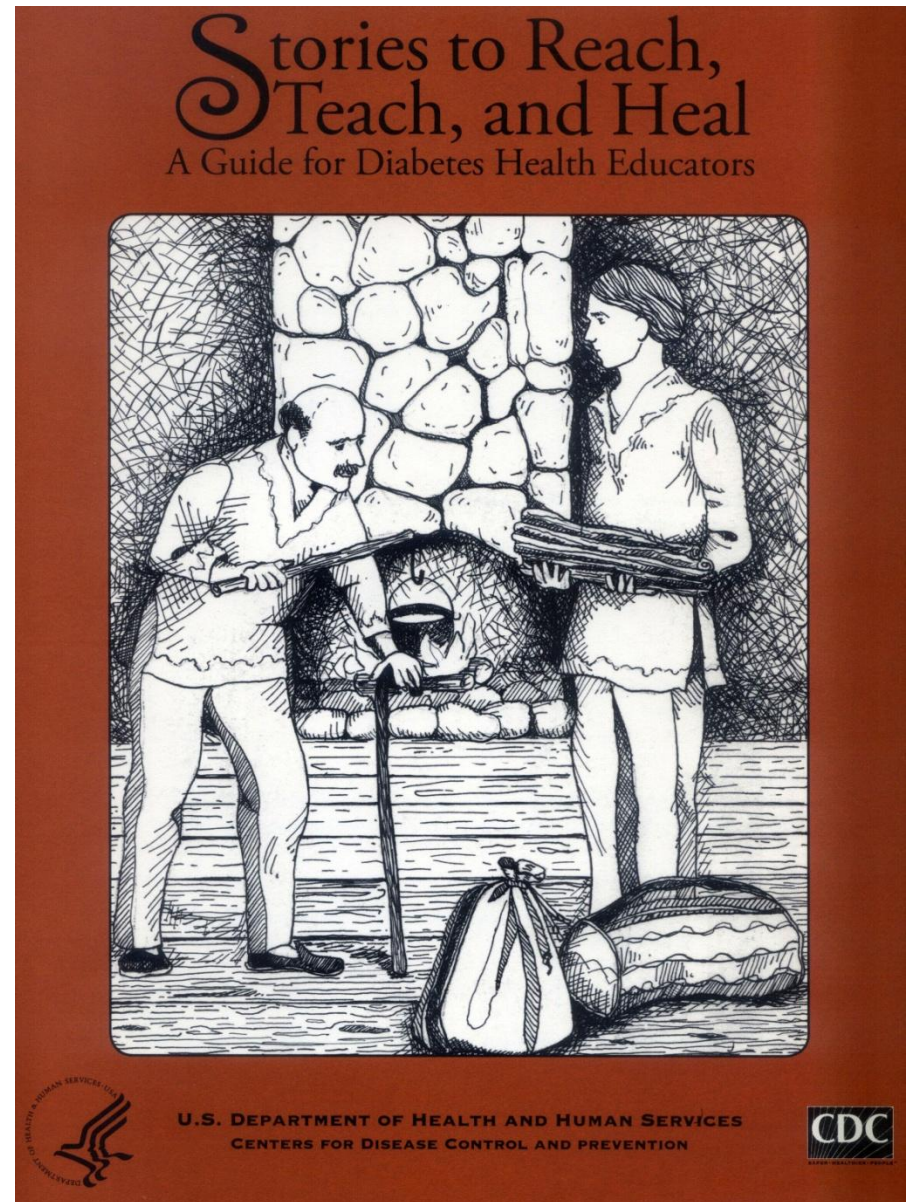
A Guide for Diabetes Health Educators

This guide offers stories and questions that can be used by diabetes educators in their learning sessions.

This publication also contains a CD with audio recordings of 11 stories told by Cathy Feste.

This publication may be ordered from the CDC. Go to the web site:

<http://wwwn.cdc.gov/pubs/diabetes.aspx>

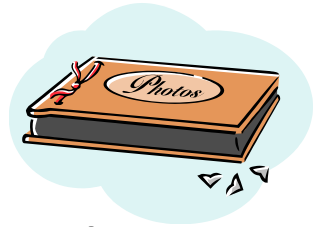


Collect your own stories

Listen and collect stories as you help those with diabetes learn about self-management. Their stories will inspire others. Don't forget to change names to protect identities.



- Get a photo album
 - Create a cover
 - Divide your story book into sections that represent the AADE7 using tabs for easy reference
- Relate your stories in your learning sessions to illustrate a point and/or create a discussion





Off-the-Shelf Props



Off-the-Shelf Props

Self-Care Behavior	Teaching Aid	Page
Healthy Eating	Portion plates	11
	Food Models	12
Being active	Pedometers, Stretch bands, and exercise DVDs	13
	Fat and muscle models	14
Monitoring	Meters and log books	15
Taking Medications	Medicine containers and organizers	16
	Needle examples	17
Problem Solving	Glucose tablets and Ketone strips	18
Healthy Coping	Stress relievers – stress balls, bubbles, puzzles	19
Reducing risks	Eye disease simulator	20
	Arteries	21
	Large Toothbrush	22



Healthy Eating

Examples of portion plates that are available



Portions to Go & Store Plates (Portion Doctor)

www.portiondoctor.com



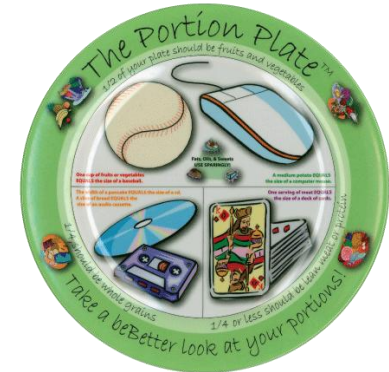
Relaxor Perfect
Portion Plate Control
Health System

www.amazon.com



Meal Measure (Meal
Measure, Inc..)

www.mealmeasure.com



The Portion Plate

www.theportionplate.com



Healthy Eating

Examples of Food Models



Paper Food Models can be ordered from the Oregon Dairy Council at their web site:

<http://www.oregondairycouncil.org/catalog/>



Food models can be ordered from NASCO. The web site for the products shown above is:

<http://www.enasco.com/product/WA18229HR>

Please note: Some times you can find plastic food models at stores, such as WalMart, Target, Michael's, Hobby Lobby, etc.



Being Active



Pedometers



Stretch Bands



Exercise DVDs



Check out the internet for these products or look in WalMart, Target, K-Mart , Sports stores to buy.



Being Active



Models of fat and muscle. Reinforces the importance of exercise. The catalogue numbers are included in the pictures.

These are from NASCO: Customer Service 1-800-558-9595



<http://www.healthedco.com>



Monitoring

Examples of Meters and Log Books



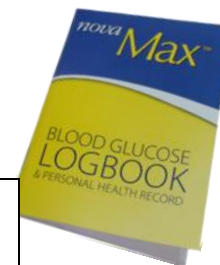
Abbott – Lite Meter



Prodigy - Autocode Meter



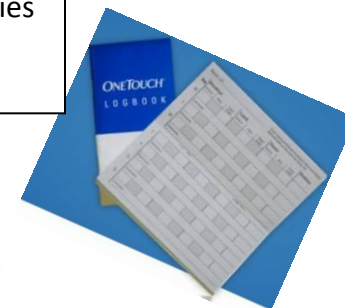
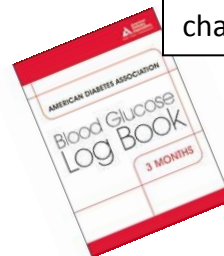
LifeScan – OneTouch Fastake



Log Books are an important part of monitoring. There are a variety of sources for these books. The meter companies can provide them at no charge.

There are a variety of blood glucose meters on the market. Diabetes Health publishes an updated list of diabetes products. Check out their web site: <http://www.diabeteshealth.com/charts/>

You can download the charts that you want to use.



Bayer – Ascensia Contour Meter



Roche – Accucheck Aviva



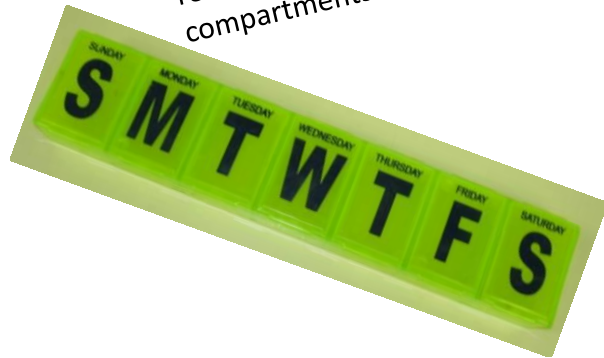
Arkray USA – Glucocard 01



Taking Medications



Medicine organizers can help patients remember to take their pills. Make sure the compartments are large enough.



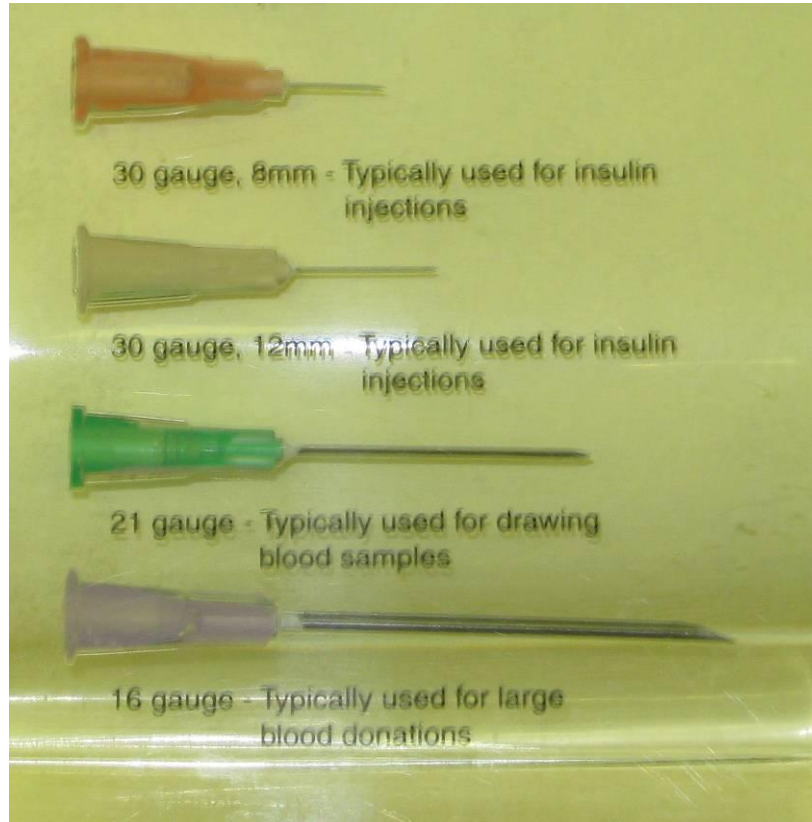
Diabetes Health publishes an updated list of diabetes products. Check out their web site: <http://www.diabeteshealth.com/charts/>

You can download the charts that you want to use.



Taking Medications

Easing the fear of Insulin Injections



Diabetes Health publishes an updated list of diabetes products. Check out their web site: <http://www.diabeteshealth.com/charts/>

You can download the charts that you want to use.



Problem Solving

during episodes of hypo- and hyperglycemia



Educating a person about hypoglycemia also involves instruction about treating it. A person with diabetes needs to have a fasting acting carbohydrate on hand (such as the glucose tablets shown here), know about the Rule of 15, and reflect on what might have caused the low blood sugar.



Sick day management offers a challenge for people with diabetes. It is important for a person to learn that when blood sugars rise to a certain level, checking for ketones can be an important step in preventing other problems such as DKA. This is an important aspect of problem solving in sick day management.



Healthy Coping

Relieving Stress



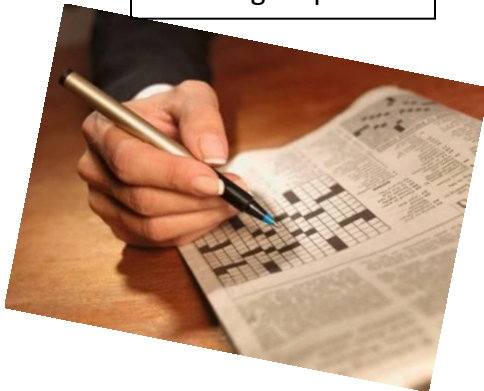
Working on puzzles



Stress balls






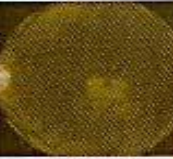





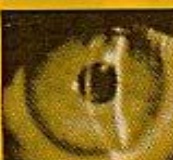
Blowing bubbles




Reducing Risks

Preventing eye damage


Vision Simulator Card

	Normal Vision	
	Macular Degeneration Loss of central vision	
	Diabetic Retinopathy New blood vessels grow along the retina	
	Glaucoma Fluid pressure increases within eye	
	Cataract Clouding of eye's lens	


How We See



Light first passes through the **cornea (1)**, transparent tissue that covers the eye. Light then passes through the **pupil (2)**, the black dot in the eye surrounded by the **iris (3)**. The iris gives our eyes color. It is a muscle that gets larger and smaller to let in different amounts of light. Light then reaches the **lens (4)** which changes shape to focus light on the **retina (5)**, the back part of the eye made up of tiny light sensitive structures called **rods and cones**. Rods see black and white; cones only see color. Rods provide most peripheral, or side vision. Finally, the **optic nerve (6)** sends the image to the brain where it is processed.



Nearsighted
Image falls in front of retina.



Farsighted
Image falls behind retina.

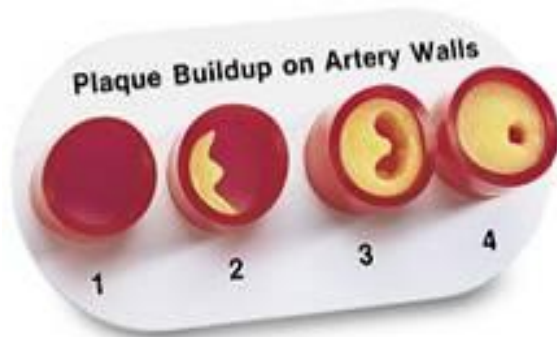
Vision Simulator Card is part of a Free Eye Disease Awareness Kit. The simulator card demonstrates the effects of each disease – macular degeneration, diabetic retinopathy, glaucoma, and cataracts– on a person’s vision.

The kit can be ordered from:

<http://www.aoa.org/x6263.xml>

Reducing Risks

Preventing Cardiovascular Disease



Motivate people to reduce their cholesterol with this graphic model. Four sections of artery showing different levels of blockage are mounted on a sturdy base. 6 ¼" X 3 ¼"

You may see it on the web site of NASCO:

<http://www.enasco.com/product/WA09742U>



4-Piece Artery

This model shows the progression of atherosclerosis from a normal artery to an artery with blockage. You may see it on the web site of Shop Anatomical:

<http://www.shopanatomical.com/>



Reducing Risks

Preventing Dental Disease



A giant toothbrush can help bring home a message that oral care and brushing your teeth are important in preventing dental problems.



Do-It-Yourself Props



Do-It-Yourself Props

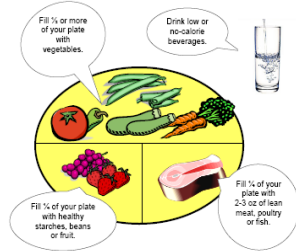
In this section, each prop has a list of materials needed and directions on how to make it..

This is followed by an illustration of the prop.

Self-Care Behavior	Teaching Aid	Page
Healthy Eating	Poster with Healthy Plate	25, 26
	Place Mat (Healthy Plate)	27 – 29
Being active	Back Pack	30, 31
Monitoring	Levels of Blood Glucose (Packets)	32, 33
	A1c	34, 35
Taking Medication	Large pill	36, 37
Problem Solving	Situations to Solve	38 – 40
	Pattern Management	41
Healthy Coping	Stress ball	42, 43
Reducing risks	Eye glasses with frost	44, 45
	Diabetic retinopathy	46, 47
	Foot with sock	48, 49

Making posters for classes – example Healthy Plate (Healthy Eating):

Materials needed:



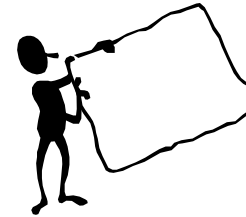
Clip art or picture of choice.



Computer



Software program, such as Power Point



Foam Board
(optional: laminating material)

Directions:

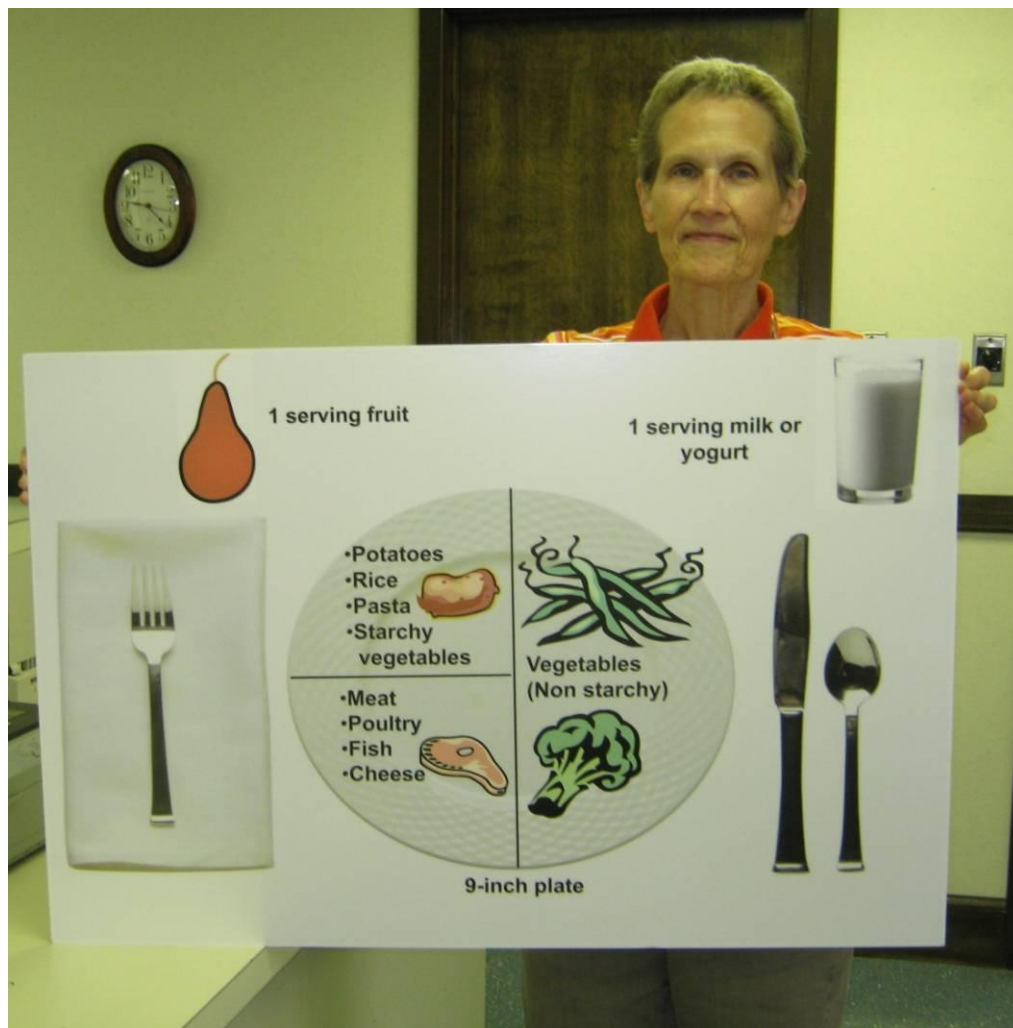
1. Select the clipart or picture you want to enlarge for the learning session
2. If using Power Point, go into File, then Page Set Up under File and put in the dimensions that you want the final product to be. In the case of the healthy plate, this was 24" X 36".
3. Insert the clip art or illustration into the slide and save the file with a name onto a CD or flash drive.
4. The slide can be printed from the file using the dimensions that you specified.
5. Print and mount on foam board. May want to consider lamination so you can write on the board with dry erase markers. Some organizations have in-house capabilities for doing this and other organizations may have to use outside businesses.

Illustration page 26



Healthy Plate

Illustration – Mounted on Foam Board and Laminated

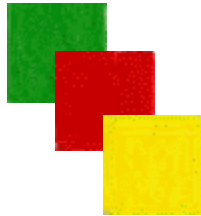


How to make a Healthy Plate place mat (Healthy Eating):

Materials needed:



White cardboard (stiff) 18"X25" (sheet cake boards work). (Optional: plain placemat).



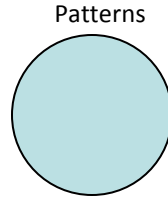
Pieces of felt (may use adhesive backed). Green =non starchy vegetables; red = protein; yellow = carbohydrates



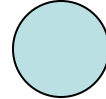
Adhesive



Scissors



9" circle



2 3/4" circle



2 1/2" square



Permanent felt tip marker – black ink.



Paper food models (National Dairy Council 1-800-426-8271)



VELCRO
BRAND | FASTENERS

Directions:

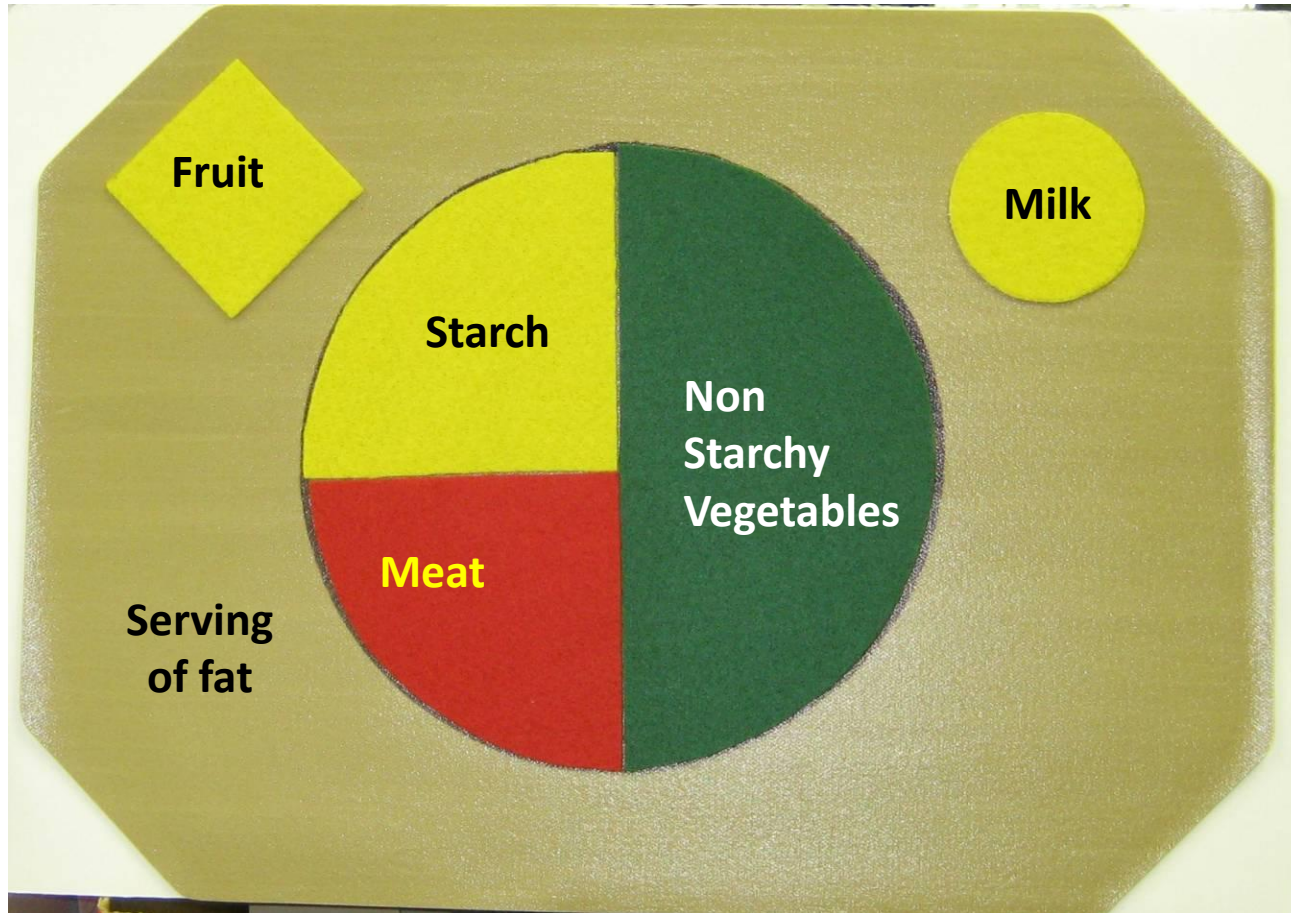
1. Use the 9" circle pattern and trace a circle in the center of the white cardboard (or on the placemat if using and glue placemat to cardboard).
2. Fold the 9" circle pattern in half and trace the half circle on the green felt and cut out.
3. Fold the half circle again to make a quarter of a circle, trace on pieces of the yellow and red felt and cut out.
4. Trace the 2 3/4" circle and the 2 1/2" square on the yellow felt and cut out.
5. Glue the green 1/2 circle and the 1/4 red and yellow circles inside the circle drawn on the white board or placemat to form a complete circle. See illustration on page 28..
6. To complete the placemat, glue the yellow square in the upper left corner and the yellow circle in the right upper corner of the placemat.
7. Select appropriate food models for carbohydrates, meat, and non-starchy vegetables and attach Velcro to the back. The Food Models can now be placed on the appropriate colors in the Healthy Plate place mat.

Illustrations of Healthy Plate Placemats are on pages 28 and 29.



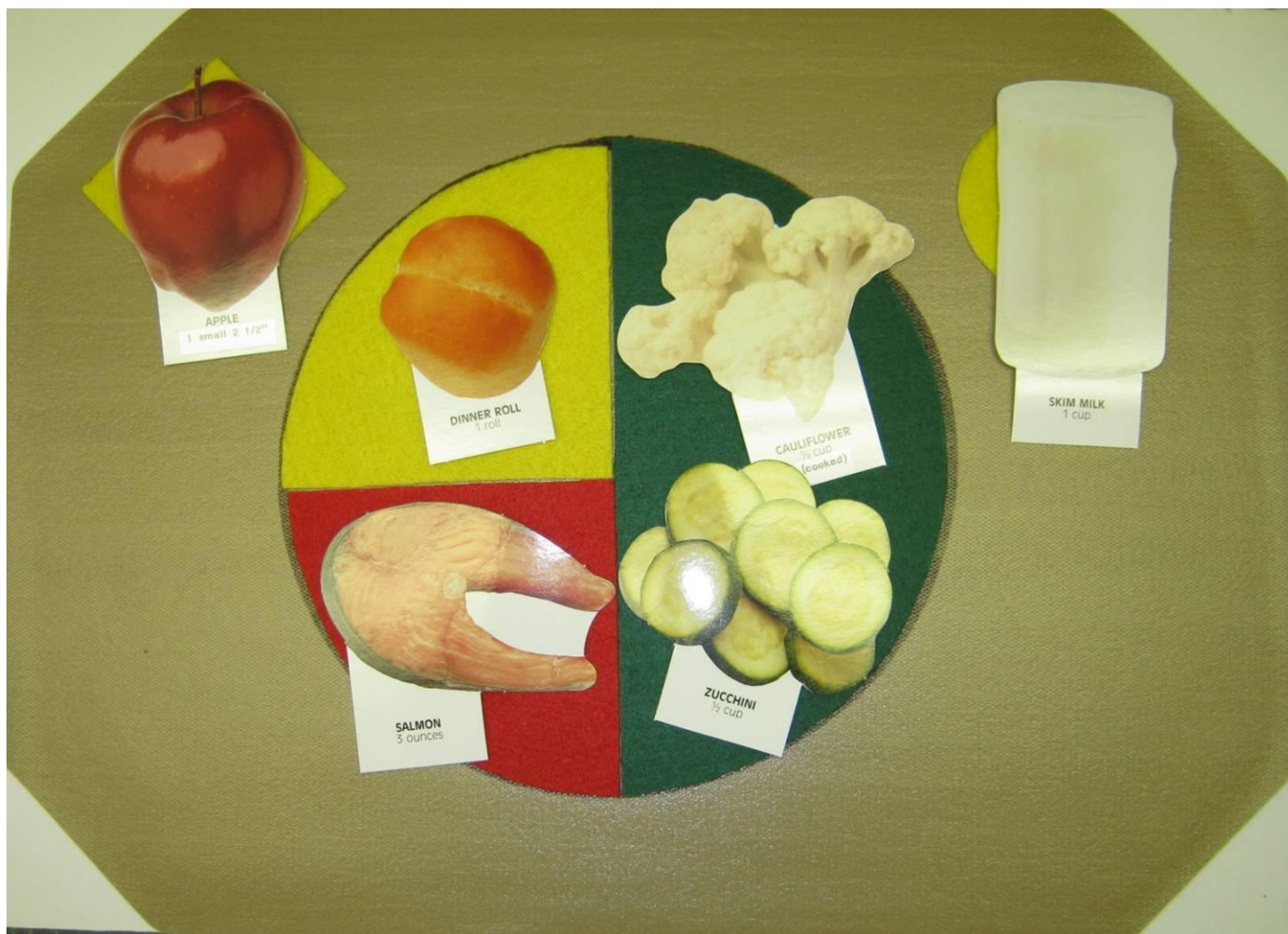
Healthy Plate Place Mat

Illustration



Healthy Plate Place Mat

with paper food models



Back Pack (Being Active)- Illustration on page 31

Materials needed:



Small backpack



Water Bottle



Tennis Shoes (Baby)



Pair of white socks (cool max)



Medical Identification



Blood glucose meter, strips, lancing device and log book



Emergency carbohydrates



Cell phone

Directions:

Place the water bottle in an outside pocket of the back pack and the other items inside. Use these items to discuss:

Item	Some discussion points:
Water bottle	Importance of hydration while exercising especially in the heat.
Tennis shoes	Good foot wear is important to prevent injuries to the feet. Shoes should allow feet to breathe, toe box big enough to accommodate toes.
White socks (cool max)	Socks in good repair, made of material (i.e., cool max) to pull sweat away from feet).
Blood glucose meter, strips, lancing device, log book	For checking blood sugar, i.e., before and after exercise or not feeling well.
Medical I.D.	To identify that you have diabetes if there is an emergency.
Emergency carbohydrates	For treating hypoglycemia; review Rule of 15.
Cell phone	To call for help if needed.

Back Pack (Being Active)

Illustration



How to make blood sugar containers showing different levels of glucose:

Materials needed:



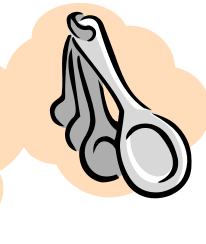
24 ounce
bottle ketchup



Water



Measuring cups



Measuring
spoons

Containers for blood glucose mixtures:

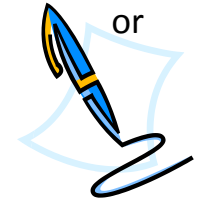


Reclosable plastic bags, i.e.
Ziplock or seal-a-meal bags

or



4 - 8 - 12 oz glass jars with lids



Permanent marker

Directions:

1. Mix the following proportions of ketchup and water for the blood glucose values shown:

Blood glucose value	Amount of ketchup	Amount of water
100 mg/dl	½ cup	1/3 cup
200 mg/dl	½ cup	¼ cup
300 mg/dl	½ cup	2 TBSP
400 mg/dl	½ cup	No water

2. Pour the individual mixtures in either a sealable plastic bag or in a jar with a lid.
3. Label appropriately according to the blood glucose value mixed.
4. Storing in the refrigerator between using will help to preserve them.

Illustration page 33



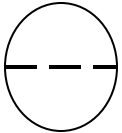
Blood Glucose Packets

Illustration in SealAMeal Bags



A1c (Monitoring)

Materials needed:



Clear plastic balls ~4”
in diameter that will
separate in half.
Check craft stores, i.e.,
Hobby Lobby,
Michael’s.



½ “ Pom- poms: red and white



Red spray paint for plastic.



Glue- suitable for gluing the
pom poms on the plastic balls.

Directions:

1. Separate the plastic ball and spray paint the outside of the balls to represent a red blood cell. Allow to dry.
2. Glue red pom poms (representing hemoglobin) to the red painted plastic ball.
3. Glue white pom poms (representing glucose) beside the red pom poms. Glue more white pom poms to the red blood cell to represent a high A1c and a lesser number to represent the A1c that is within a normal range.

Illustration on page 35



A1c

Illustrations



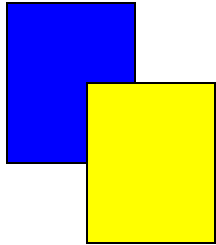
Red blood cells have a certain amount of glucose attached to the hemoglobin.

A high A1c number means that there is too much sugar in the red blood cells. Too much sugar means that the red blood cell can not do its job.



Large Pill (Taking Medication)

Materials needed:



Foam sheets



Points you want to emphasize when talking about medicines



Clear tape to attach the talking points to the back of the large pill



Scissors

Directions:

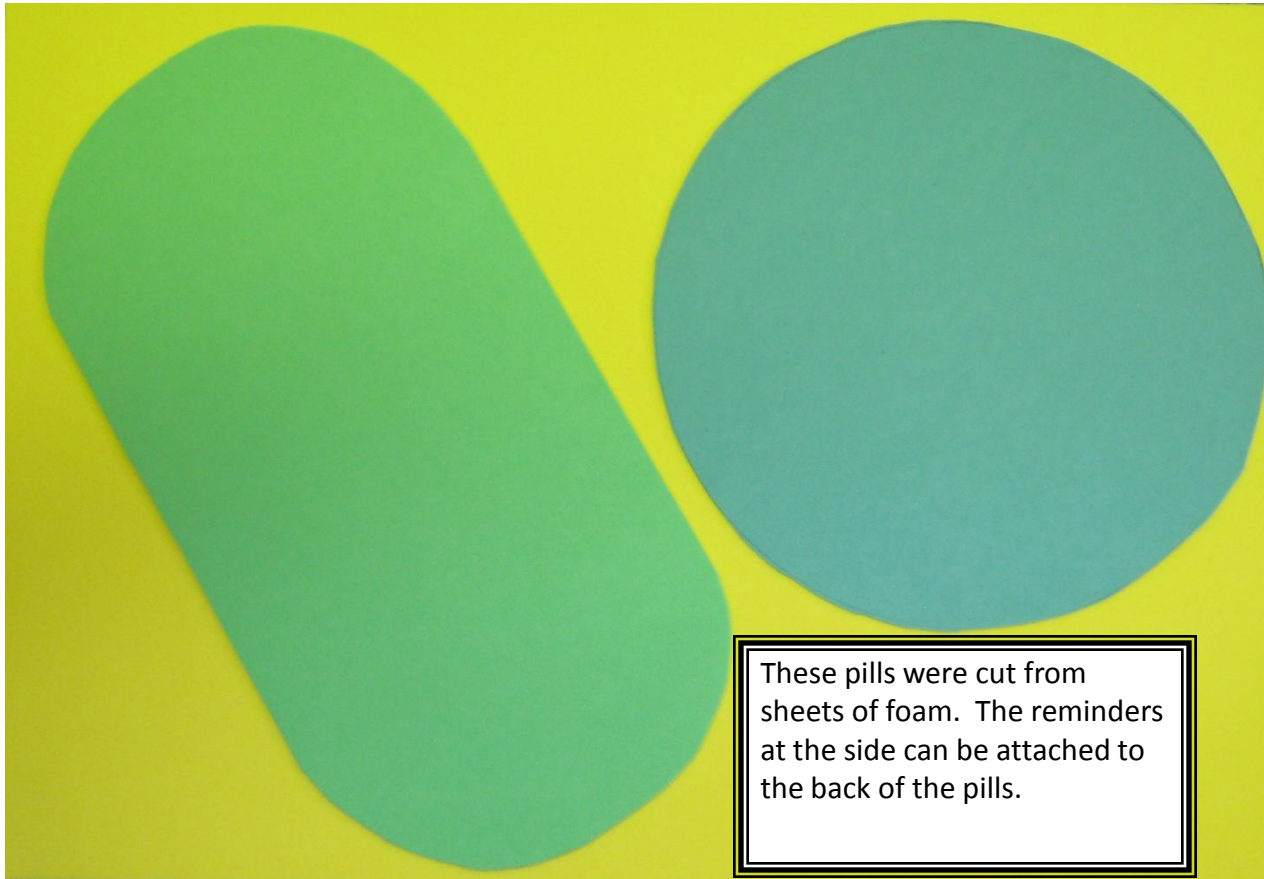
1. Cut foam pieces into different shapes representing different oral medications.
2. Put points of discussion you want to emphasize on back of the pills to review in learning session.

Illustration on page 37



Taking Medication

Illustration



Taking Medication

People with diabetes must be knowledgeable about each medication – action, side effects, efficacy, toxicity, prescribed dosage, appropriate timing, and frequency of administration, effect of missed and delayed doses and instructions for storage, travel, and safety.

Each time prescriptions are renewed it is important to examine your pills to see if they look the same. If they don't, ask why not?

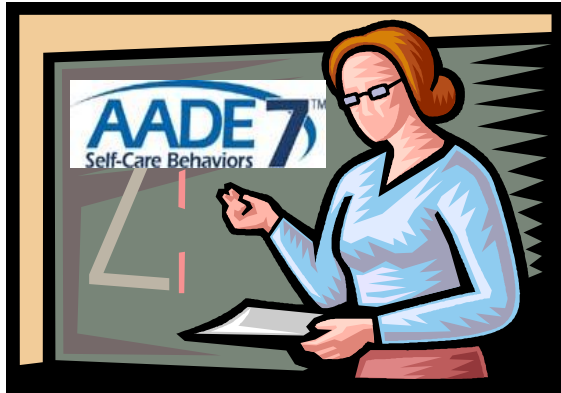
Make sure the physician and pharmacist know about all of the medications and supplements you are taking to make sure that there are no incompatibilities.

These pills were cut from sheets of foam. The reminders at the side can be attached to the back of the pills.



Situations to Solve (Problem Solving)

Materials needed and directions:



Pick out the self-care behavior that you are discussing in your diabetes learning session.



Think about what you want the learners to come away with.



Think about situations that will challenge the learners to think about what has been discussed in the learning session.



Provide written copies of the situation for discussion.

Two examples of situations are found on pages 39 and 40. These were used in a learning session that covered hypo- and hyperglycemia. It presents a situation and then some questions to spark discussion.



Situations to Solve (Problem Solving)

Example

What's Going On?

Situation #1

You and your friend Mary Jane are out for a walk in the afternoon. Mary Jane has type 2 diabetes. About 10 minutes into the walk, Mary Jane tells you that she ate very little lunch. After walking for about 45 minutes, which is a little longer than she normally walks, Mary Jane says that she doesn't feel right. You notice that she is sweaty and shaky. She says she feels dizzy.

Do you think Mary Jane has low blood sugar (hypoglycemia) or high blood sugar (hyperglycemia)?

What do you think caused her to have low or high blood sugar?

What can you do to help her?

How could this be prevented?



SHAKING



SWEATING



DIZZINESS



Situations to Solve (Problem Solving)
Example

What's Going On?

Situation #2

Paula is in her late 60s. She has had type 2 diabetes for two years and has found it difficult to accept her diagnosis. She finds it hard to follow her meal plan and often forgets to take her medication.

Joyce is a close friend of Paula. On Monday, they decided to go on a shopping trip. During their shopping trip, Paula told Joyce that lately she has been having problems with extreme thirst, drowsiness and a slow healing wound.

Do you think that Paula was having a problem with low blood sugar (hypoglycemia) or high blood sugar (hyperglycemia)?

What do you think is causing the low or high blood sugar?

What actions can Paula take to help herself?



EXTREME THIRST



DROWSINESS



DECREASED HEALING

Pattern Management (Problem Solving)

Refer to page 18 for materials needed and how to make this. The clip art used were pattern management slides from the KDPCP Curriculum. The posters were set at 20" X 30".

Pattern Management

Date	Before Breakfast	2 hr after	Before Lunch	2 hr after	Before Dinner	2 hr after	Bedtime	Notes
1/3	104			198			130	
1/4		144			160			
1/5			132			174	151	
1/6	111		123	209	156			Come earlier lunch
1/7		132		136			120	Wander 30 min walk after lunch



Looking at patterns can help people with diabetes learn what might affect their blood sugar levels and how to solve problems.

Pattern Management

Date	Before Breakfast	2 hr after	Before Lunch	2 hr after	Before Dinner	2 hr after	Bedtime	Notes
1/3	104			198			130	
1/4		144			160			
1/5			132			174	151	
1/6	111		123	209	156			Come earlier lunch
1/7		132		145			120	Wander 30 min walk after lunch

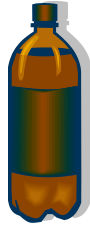


Stress Balls (Healthy Coping)

Materials needed:



12" balloons



Large plastic soda
bottle (empty)

or



Funnel



Flour

or



Corn starch



Permanent Marker

Directions:

1. Blow up the balloons and let the air out. This will help stretch them.
2. You may use either a large plastic soda bottle (washed and dried) or a funnel for filling the balloons with either flour or corn starch.
3. If you use the plastic soda bottle, stand it up and put the balloon over the rim of the bottle. Squeeze the bottle to put some air in the balloon. While squeezing turn the bottle upside down and shake the flour or starch in the balloon. Separate the bottle from the balloon, squeezing the neck of the balloon and tie it in a knot.
4. If you use the funnel, put the balloon over the bottom of the funnel and shake the flour or starch down into the balloon. When the balloon is full, tie it in a knot.
5. The stress balls can be decorated with a permanent marker. Let's say if someone is stressed out over blood sugar numbers, write numbers on the balloon and squeeze away!!

Illustration on page 43



Stress Balls

(Healthy Coping)



This shows a variety of homemade stress balls made with 12" balloons. These were made using the large soda bottle. The flour was poured into the soda bottle using a funnel. You may want to use this as an activity for people with diabetes at a meeting when you are discussing dealing with stress or healthy coping.

If a certain aspect of the diabetes plan is stressing someone out, the stressor could be drawn on the stress ball with a permanent marker. For example, if blood sugar numbers are currently a problem, write numbers on the stress ball. Squeezing on the stress ball may help relieve some frustration.



Eye Glasses with Frost (Reducing Risks)

Materials needed:



An inexpensive pair of glasses, from such stores as the Dollar Store, Dollar Tree, etc.



Thin piece of Styrofoam – the kind that is used for packing.



Glue or silicone caulking that will dry clear.



Scissors

Directions:

1. Trace a pattern for each lens of the glasses.
2. Leave one of the pieces whole and cut a hole approximately ½” in diameter in the other piece of styrofoam.
3. Place the pieces of styrofoam over each of the lenses and glue in place
4. The lens that is completely frosted represents a cataract. The lens with the hole represents glaucoma with decreasing peripheral vision.

Illustration on page 45



Eye Glasses with Frost

(Reducing Risks)

Completely frosted lens: represents cataract

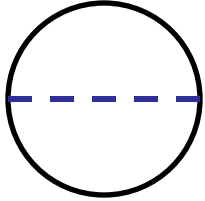


Frosted lens with a hole in the middle represents glaucoma with decreasing peripheral vision.

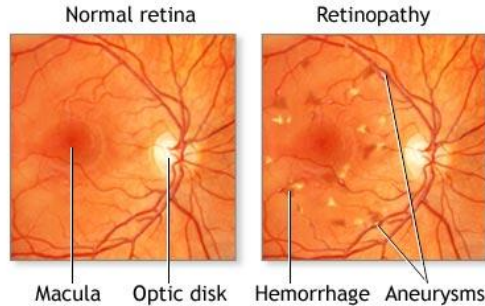


How to make your own eye showing diabetic retinopathy (Reducing Risks):

Materials needed:

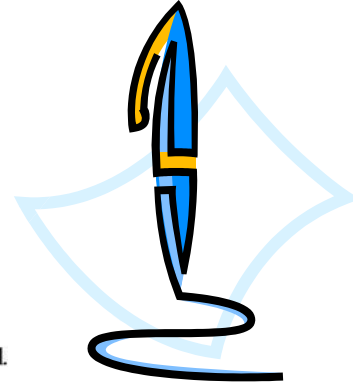


Small plastic ball (preferably white) that will separate into halves. (I found clear ones at Hobby Lobby.) Around Easter time, you can find white plastic eggs that will separate.



ADAM.

A clip art or picture of retinopathy to be used as the pattern for the back of the eye ball.



Permanent ink pens – blue, black and red (i.e., Sharpie).



White spray paint for PLASTIC if the plastic balls are clear. If you use white plastic balls, you will not need the spray paint.

Directions:

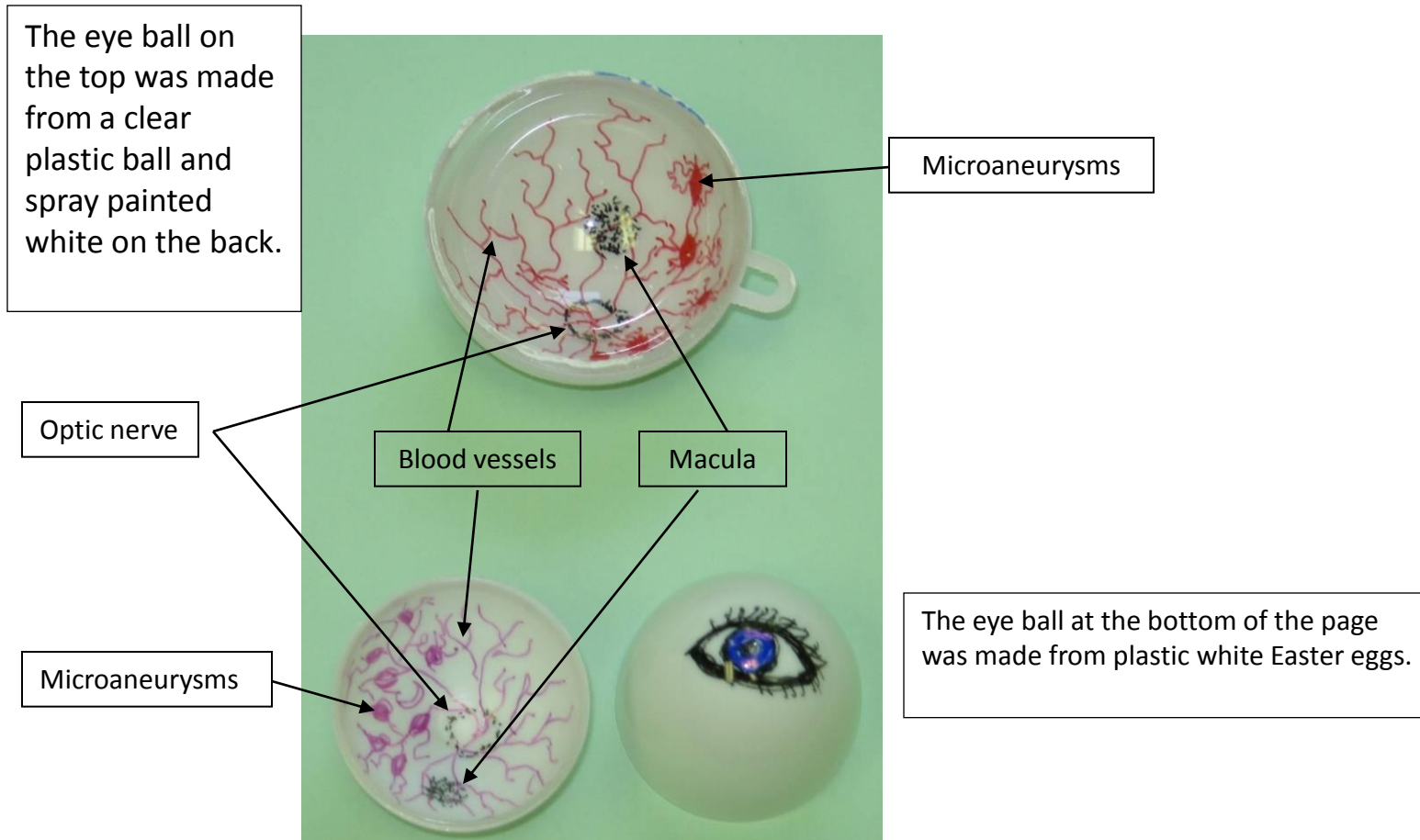
1. Separate the plastic ball into 2 halves.
2. Use your clip art of picture of retinopathy as a pattern and draw the blood vessels, macula, optic nerve on the inside of plastic ball with your permanent marker.
3. If you use the clear plastic balls, spray paint the outside of the ball, so that the retinopathy will be easier to see. (Spray in a well ventilated area and place newspaper under the object to protect the surroundings).
4. You can also draw the front of the eye (iris, pupil, eye brow, lashes, etc.) on the outside of the eye ball to show how it is important for a dilated eye exam.

Illustration on page 47



Diabetic Retinopathy (Reducing Risks)

Illustrations



Foot wear (Reducing Risks)

Materials needed:



Foot model. Check around Halloween time at the specialty stores to buy an inexpensive model.



White socks



Red food coloring

Directions:

1. Take one of the white socks and put some red food coloring – about the size of a quarter – on the bottom of the sock in the area of the ball of the foot.
2. Let the food coloring dry and pull on over the foot model.
3. Use this when you are teaching about foot care and you are discussing what kind of socks to wear.
4. Place your hand over the red spot so that the participants cannot see the red area.
5. After discussing what kind of socks to wear, remove your hand from the spot and reveal the red spot emphasizing that wearing a white sock may allow you to see if there is any kind of drainage from your foot.

Illustration on page 49



Foot wear (Reducing risks)



When teaching about foot care, place a white sock with a red spot (made with food coloring) over the foot model. Hold your hand over the red area while asking “What is and advantage of wearing white socks?”. Give everyone a chance to answer.



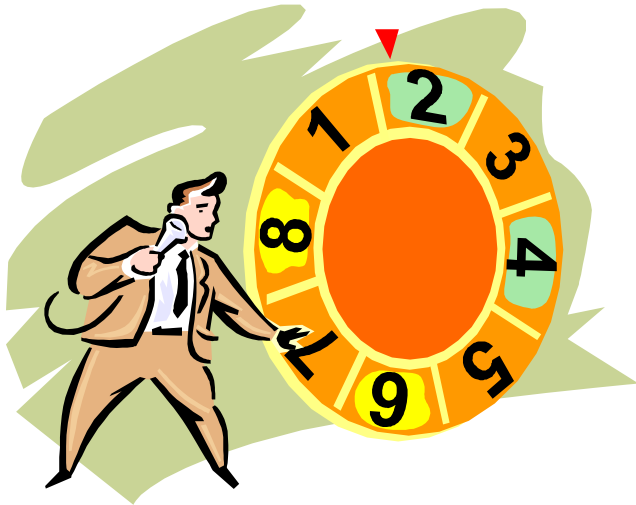
After everyone has been given a chance to answer. Remove your hand from the red spot. Some may immediately see why white socks can help in their everyday foot care.



Games



Games



- Great for any age
- Adds fun to your learning sessions
- Increases participation in the learning process
- Can be used in teaching about all AADE7 self-care behaviors

What's Missing?



This is a game that can be used when teaching about the plate method of meal planning. The first page shows all of the components of a healthy plate. The subsequent plates have a missing item that participants name. Asking for examples in the missing food group can also elicit ideas about whether or not participants understand the various food groups.

This game has been included on the CD in a separate file called “What’s Missing?”.



What's Missing?

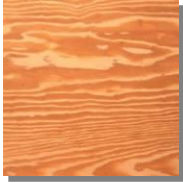




First slide of What's Missing? – in a separate folder on CD

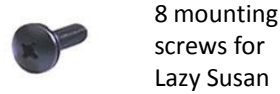
- The first plate shows what a healthy plate looks like
- On the plates that follow, there are parts of the healthy plate that are missing – the part that is missing is marked with 
- Look on your food lists and make suggestions about what foods could go where the  is.



Game Wheel

Materials needed:

- Base**  $\frac{3}{4}$ " X 12" board (11½") X 17" or $\frac{3}{4}$ " plywood 11½" X 17"
- Vertical support**  2" X 4" – cut 30 ½" long
- Wheel**  Plywood – ½" X 22" diameter
-  3" Lazy Susan Bearing for mounting wheel to vertical support
-  3 flat head wood screws for mounting vertical support to base (suggest No 8 X 2 ½')



8 mounting screws for Lazy Susan



Dowels: 3/8" diameter
-1 piece 3½" long
-8 pieces 1 ¾" long



3/8" rubber lined tube clamp (i.e., Hillman – plumbing or hardware) and appropriate screw and nut to mount pointer



Plastic pointer – 2 ½" X 1 1/8" plastic cut from Cool Whip top or similar top

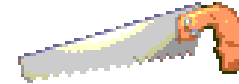


Wood glue to mount dowels

Tools needed:



Drill



Saw

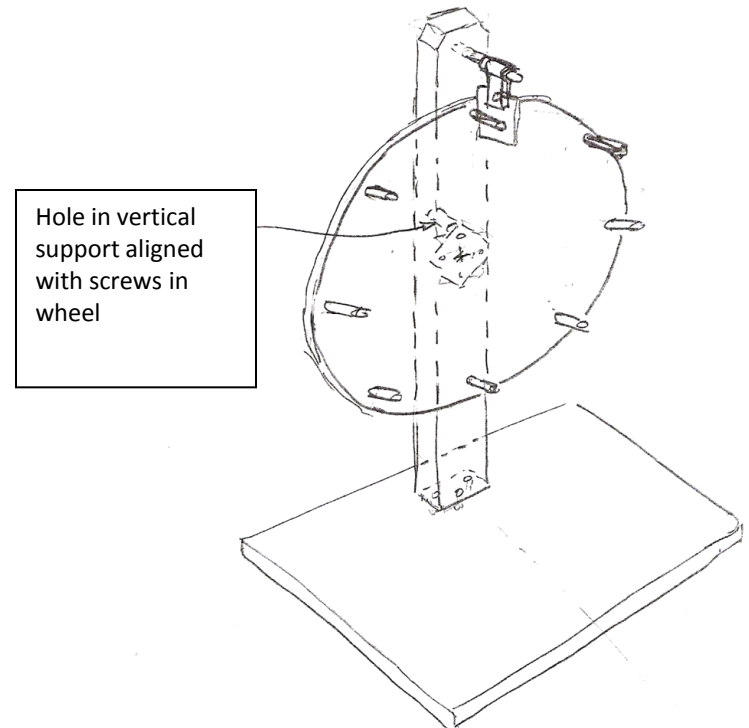


Hammer

Game Wheel

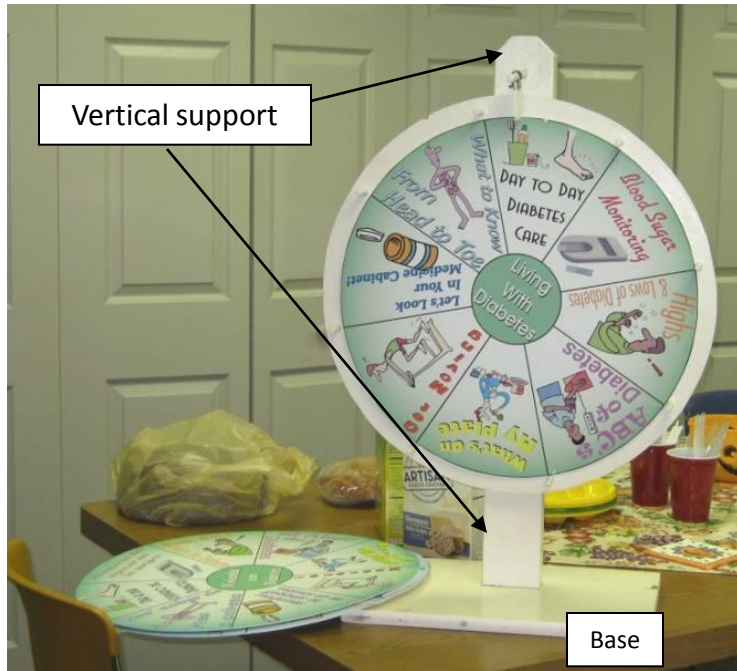
Assembly:

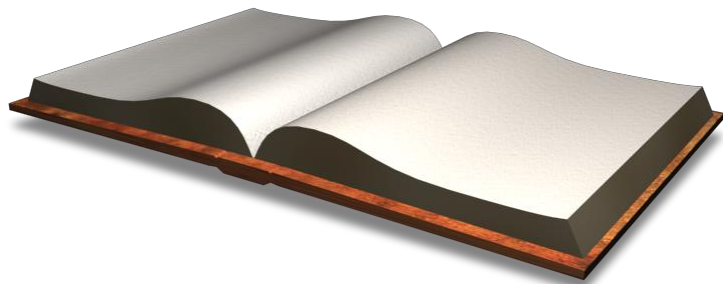
- Drill and countersink 3 holes in base to hold 2 X 4 centered length ways 4" from long side.
- Locate and mark holes for lazy Susan bearing in center of wheel (might pilot drill shallow holes in back of plywood to ease starting).
- Locate and mount lazy Susan bearing on 2 X 4 vertical support with center 14 ½" from top.
- Rotate bearing to clear side mounted on 2 X 4 vertical and mark hole location. Drill 3/8" hole through 2 X 4 to allow screw driver access for mounting wheel.
- Drill 3/8" diameter hole centered in vertical 2" from top – 1" deep.
- Drill 8 holes 3/8" diameter equally spaced around wheel ¾" from edge through plywood.
- Glue 8 short dowels into wheel holes and long dowel into top of vertical 2 X 4.
- Screw 2 X 4 to base using flat head screws (might want to use wood glue as well).
- Mount wheel to bearing by rotating bearing to align mounting screws with hole through 2 X 4.
- Hang plastic pointer from long dowel using tube clamp and screw.
- Contact commercial printing company for wheel cover production and apply with velcro – see illustrations on page 56.



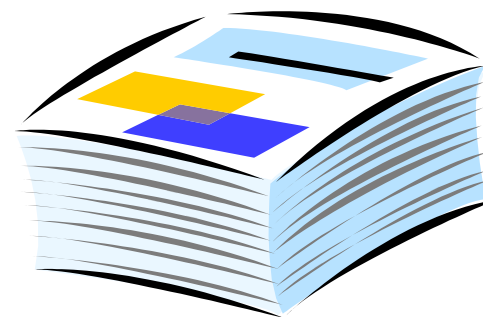
Game Wheel

Illustration and Various Wheel Covers





Written Materials



Written Materials




- Can be used for all of the
- Choose age and culturally appropriate materials
- Aim for 6th grade reading level or lower depending on literacy levels
- There are many resources for written materials – original and commercial
- Look on the internet for materials - you might want to try:

<http://www.learningaboutdiabetes.org/>



Written Materials

	<h2>Examples and How They Can Be Used</h2>
<p>Healthy Eating</p>	<p>Meal plans, Carbohydrate Counting, Plate Method, Diabetes Food Pyramid. Provide a variety of ways that food can be incorporated in a diabetes plan.</p>
<p>Being Active</p>	<p>Exercise booklets provide suggestions for getting and maintaining activity.</p>
<p>Monitoring</p>	<p>Instructions included with meters. Many have Quick Guides that are easy to follow. Demonstration with return provides a way for using meters appropriately.</p>
<p>Taking Medications</p>	<p>Drug charts show comparisons of different medications, action times, doses, times to take and side effects.</p>
<p>Problem Solving</p>	<p>Exchange lists and nutrition information can help in resolving problems related to nutrition.</p>
<p>Healthy Coping</p>	<p>Journaling can help provide a basis for an emotional outlet for feelings, etc.</p>
<p>Reducing Risks</p>	<p>KDPCP has produced two introductory booklets: Diabetes Basics and Nutrition Basics. They provide elementary information about diabetes and nutrition. These are included on the CD in separate folders.</p>



We want to hear from you . . .

While this booklet has given some ideas to help us in our learning sessions, we know that it is only “a place to begin . . .”. We hope that you will add to these ideas so that we can share with other diabetes educators. Please send your ideas to:

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This booklet arose from the work of the Curriculum Committee of the Kentucky Diabetes Prevention and Control Program. It was created in response to a question: “How can we make our classes more interesting?”

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