

Kids and Diabetes in Schools (KiDS)

10 steps to virtual implementation

The KiDS programme

The KiDS programme aims to bring diabetes education to tackle diabetes-related stigma, promote healthy lifestyles and address the preventable risk factors for type 2 diabetes.



Learn more at kids.idf.org

Live vs virtual implementation

The KiDS programme should ideally be implemented through face-to-face sessions. However, **virtual implementation is possible and can be helpful** to promote diabetes education in geographically isolated populations or during periods when schools are closed due to emergency situations (such as the COVID-19 pandemic or natural disasters). It can also be useful to support follow-up sessions to reinforce key messages shared during face-to-face sessions.

About this Guide

This guide has been developed to facilitate the virtual implementation of the KiDS programme. It targets anyone interested in KiDS implementation, particularly school staff, parents of students living with diabetes, national or local diabetes associations and diabetes advocates.

What is a KiDS virtual session

The only difference between a KiDS virtual and face-to-face session is that the participants are not in the same room. Despite the virtual environment, interaction is integral to the session. This is why a recorded session cannot replace a live-learning event. The **people running the session and the students must be able to interact and discuss the content live.**

10 steps to virtual implementation of the KiDS programme

1 Get familiar with diabetes and the KiDS resources

Visit the IDF website - idf.org - to access diabetes-related resources and update your knowledge about the condition. Read more about the KiDS programme and download all related resources at kids.idf.org

2 Select the school(s)

If you are part of school staff or a parent of a student living with diabetes, explore implementing KiDS in the school where you work or where your child studies.

If you are a diabetes association or a diabetes advocate, explore which schools may be willing to try implementing KiDS through online learning. Use your network to **assess the interest of as many schools as possible**.

3 Introduce the KiDS programme and its benefits

Present the KiDS programme, its aims and resources to the school principal or the person in charge of the school curriculum. Remember to mention that **KiDS implementation has no cost to the school**, can help address diabetes-related stigma and encourage students to adopt healthy habits.

4 Define your target audience

KiDS targets children between 6 and 14 years of age. Depending on the target age for your virtual session, you may need to **adjust the length and content**. KiDS face-to-face sessions typically last around 90 minutes, which we recommend breaking down into several shorter virtual sessions if you are targeting young children.

You can also use this virtual method to train adults (school staff and parents of children living with diabetes), by slightly adapting the 10 steps and using the resources on the KiDS website.

5 Agree on the virtual session format

There are many ways to implement KiDS virtually. Students could be at school, each using a computer, sharing a computer in small groups or sharing a computer for the whole group. Students could also be at home using their own computers. You could develop a hybrid model in which some students are at school and some are home. Assess the situation, the school resources and the size of your target audience to **select the format that suits you best**.

6 Select the implementation platform

Choose the livestream platform that best suits your needs. **Test the platform several times** to get familiar with it and see which features could be useful to increase the interactivity of your KiDS virtual session (live quizzes, feedback buttons, etc). This will help you to operate the platform effortlessly during the session.

7 Appoint facilitators

The success of a virtual session will often depend on the guidance of a facilitator – an adult responsible for supporting the students during the virtual session. Facilitators will **help you interact with the students** and can help address any technical issues during the virtual session should they arise.

If children are at school, the facilitator could be a teacher or another member of school staff. If children are at home, parents or another suitable family member can facilitate.

Before the virtual session, share the objectives of the session with the facilitators and explain their role.

8 Consider speakers

Sessions with more than one speaker tend to be more engaging and interactive. We recommend you seek support rather than run the virtual session on your own. You can likely count on healthcare professionals and school staff to share their experiences on the topic. You may be able to get someone involved from a national or local diabetes association.

Always **feature the experience of someone living with diabetes** in your virtual session(s). If one of the students in your target group has diabetes, it is a great moment for them to share their experience with their peers (if this is something they would feel comfortable doing).

Interactivity during virtual sessions can be tricky. All speakers will need to adapt their facial expressions, voice tone and body language and practice their active listening skills.

Plan the virtual session

Here is a recommended agenda for a virtual session, which you can tailor depending on your target audience, the time you have and the resources at your disposal.

INTRODUCTION

LENGTH	CONTENT	OBJECTIVE
2'	Start the session by setting some ground rules. If students are joining from their homes, ask them/their parents to mute themselves and raise their hands virtually if they want to intervene. If your session is with a class where there is only one computer managed by the facilitator, ask children to raise their hands before talking.	Establish communication guidelines for the session.
5'	Ask students if they know anyone living with diabetes and if they can explain what diabetes is. To track the progress achieved by the end of the session, ask students to raise their hands if they know what diabetes is (the facilitator can count and register the results). If each student has their own computer, they can raise their hands virtually on the implementation platform. For older students, you can consider conducting a baseline survey prior to the virtual session.	Assess students' initial knowledge about diabetes.
2'	Share an easy definition of diabetes and comment on the responses provided by students. → Use the definition from KIDS Health .	Establish a common understanding of diabetes.
5'	Play the "Life of Tom" video.	Provide students with additional facts about diabetes.
5'	Ask students their thoughts about the video.	Assess students' understanding of the video.

BASIC DIABETES FACTS

LENGTH	CONTENT	OBJECTIVE
3'	Share a basic diabetes glossary. → Use the terminology included in the "Life of Tom" Video a. Diabetes b. Pancreas c. Insulin d. Glucose	Teach students basic diabetes terminology.
5'	Ask students to explain each of the terms in their own words.	Assess students' understanding of diabetes terminology.
3'	Explain the differences between type 1 and type 2 diabetes. → Use the content included in the KiDS Information Pack from the following sessions: a. What is type 1 diabetes? b. What is type 2 diabetes?	Ensure students know the differences between type 1 and type 2 diabetes, to combat stigma.

DIABETES MANAGEMENT

LENGTH	CONTENT	OBJECTIVE
5'	Explain how to handle sports and extracurricular activities when living with diabetes. → Use the content included in the KiDS Information Pack from the following session: a. What about extra curricular activities?	Address misconceptions and combat stigma around diabetes.
5'	Explain hypoglycaemia and hyperglycaemia. → Use the content included in the KiDS Information Pack from the following sessions: a. "What do I need to know about low blood sugar?" b. "What do I need to know about high blood sugar?"	Ensure students are able to identify the signs of hypo- and hyperglycaemia and empower them to support their peers with diabetes.

HEALTHY HABITS

LENGTH	CONTENT	OBJECTIVE
10'	Explain the importance of healthy habits: sufficient sleep, making healthy food choices, taking exercise, and drinking enough water. → Use the visuals included in the KiDS Information Pack .	Share the importance of healthy habits.

NUTRITION		
LENGTH	CONTENT	OBJECTIVE
3'	Explain the different types of nutrients. → Use the content from the KiDS Nutrition Guide.	Provide students with basic nutrition knowledge.
5'	Explain how to prepare healthy meals and an eat-well plate. → Use the content from the KiDS Nutrition Guide.	Enable students to identify/prepare healthy meals.
5'	Ask the questions on food and nutrition myths. → Use the content from the KiDS Nutrition Guide.	Address food and nutrition myths.
5'	Explain how to read food labels. → Use the content from the KiDS Nutrition Guide.	Enable students to read and interpret food labels.
10'	Play the NutriQuiz.	Assess the knowledge gained by students.
CONCLUSION		
LENGTH	CONTENT	OBJECTIVE
5'	Final evaluation. Ask students to raise their hands again if they have improved their knowledge about diabetes (the facilitator can count and register the results). If each student has their own computer, they can raise their hands virtually on the implementation platform. For older students, you can consider conducting a survey after the session.	Assess the diabetes knowledge gained by students.
5'	Closing remarks and share links to KiDS resources.	Recap the main concepts shared during the session.

10 Track your progress

Record the number of students, school staff and schools you have reached, as well as the progress in diabetes knowledge reported by students. It is important that you measure the knowledge progress every time you run a virtual session, so you can see what works well and what needs to be improved for future sessions.

→ We kindly request you to share your results with us at kids@idf.org. We would love to hear about your progress and any thoughts you may have on how we can improve the content.



We wish you an enjoyable and educational KiDS virtual session!

Contact: kids@idf.org
Download KiDS resources: kids.idf.org

