



Kids and Diabetes  
in Schools

# IMPLEMENTATION GUIDE



International  
Diabetes  
Federation

## About this implementation guide

The Kids and Diabetes in Schools (KiDS) programme aims to bring diabetes education to schools to fight diabetes-related stigma and promote healthy lifestyles to tackle preventable for type 2 diabetes risk factors.

This guide was created to support the organisation of KiDS sessions. People interested in organising diabetes education sessions include school staff, parents of students with diabetes, as well as national and local diabetes associations and advocates.



You can learn more about the Kids and Diabetes in Schools (KiDS) programme at [kids.idf.org](https://kids.idf.org)



# STEP 1 | Using the KiDS resources to improve your diabetes knowledge

## KiDS resources

The KiDS programme has three types of resources:



**Educational resources**  
Information to learn more about diabetes.



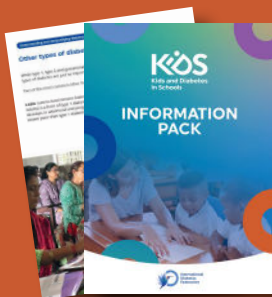
**Advocacy resources**  
Information and tips on how to advocate for policies that include diabetes education in school curricula.



**Awareness resources**  
Podcasts and webinars on the importance of diabetes education in schools.

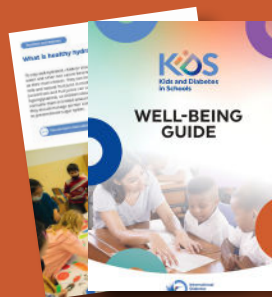
## KiDS educational resources

Before facilitating a KiDS session, you need to read all the KiDS educational resources listed below to acquire in-depth knowledge of diabetes.



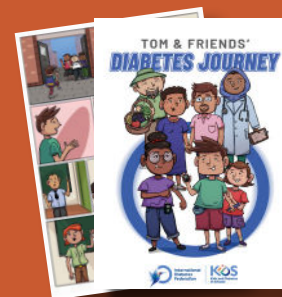
**Information Pack**  
A comprehensive tool providing awareness and information about diabetes and the needs of children with diabetes in schools.

 **Download**



**Well-being Guide**  
A complementary resource to learn more about the importance of healthy habits in managing and preventing diabetes in children.

 **Download**



**Tom & Friends' Diabetes Journey**  
A comic book for children and adolescents that follows Tom on his journey from diagnosis to managing diabetes, navigating diabetes at school and living well.

 **Download**

## Copyright and translation

The KiDS programme and its resources are copyrighted by the International Diabetes Federation (IDF). They can be used free of charge for educational purposes.

If you represent an organisation that would like to disseminate, print or promote the KiDS resources, you need to do the following:



Complete and submit the resource reproduction form at [kids.idf.org/resource-reproduction](https://kids.idf.org/resource-reproduction)



Verify the conditions before translating or adapting the resources to local customs or viewpoints: [kids.idf.org/resource-reproduction](https://kids.idf.org/resource-reproduction)

If you are facilitating a KiDS session as an individual, you do not need to make a formal request.



## STEP 2 | Selecting the school(s)

### Identify schools willing to host a KiDS session

If you work at a school or are the parent of a student living with diabetes, the choice is obvious. Ask the school where you work or where your child studies if they would be interested in hosting a KiDS educational session.

If you are a diabetes advocate and/or collaborate with a diabetes association, you should contact schools to determine if they would be interested in organising a KiDS session. Leverage your network — especially parents of children with diabetes — to reach out to as many schools as possible.

### Introduce the KiDS programme and its benefits

After identifying one or more target schools, reach out to them to explain the KiDS programme and the benefits of implementing KiDS sessions at their school. We recommend contacting them via email to request an in-person meeting and then following up with a phone call a few days later.



Download the [“Sample email to contact schools”](#) document and adapt it to your needs.



## STEP 3 | Obtaining the necessary permissions

### Permission for participation

Once the school has agreed to a KiDS session, you must obtain permission from the students' parents for them to participate. Usually, this request is required if the session is held outside of regular school hours. However, please confirm this with the school.

### Permission to take and use videos and pictures

If you plan to record videos and take pictures during the session, you must obtain consent forms from everyone who will appear in them, including teachers, school staff, and the parents of students participating in the session. If you do not obtain consent forms from all participants, you will need to blur their faces if you share any videos or photos publicly.



You can download the [“Sample information and permission message”](#) document to tailor it to your needs.



## STEP 4 | Deciding the KiDS session format





Once the school has agreed to a KiDS session, and you have or are in the process of obtaining the required consent forms, you can start planning the session with the school.

### One- VS two-hour class plans

IDF has developed two gamified class plans for two types of sessions:

- **Class Plan 1:** A one-hour session.
- **Class Plan 2:** Two one-hour sessions to be held on two different days.

IDF highly recommends Class Plan 2, the two-hour class plan, to maximise the learning experience. When planning your session(s) with the school, use the lists below to outline the advantages and disadvantages of each format. If the school only grants a one-hour session, use Class Plan 1. If the feedback is positive after the one-hour session, you can suggest Class Plan 2, the two-day format, for a different group of students.

CLASS PLAN 1		CLASS PLAN 2	
			
Limited depth Rushed pace	Keeps attention span	Scheduling challenges	Deeper learning
Less retention	Time-efficient	More resources required	More interactive
Less behavioural changes	Easier planning	Break in continuity	Questions and answer time



Download [KiDS class plan 1](#) or [KiDS class plan 2](#) for your session.

# STEP 5 | Preparing the session

## The KiDS class plan

The KiDS class plans serve as a starting point and include suggested educational activities. These plans were developed for sessions with up to 40 students to increase interactivity and playfulness. For best results, always review the class plan before the session and adjust it to accommodate local customs and perspectives.

## Session facilitator

The success of a KiDS' session often depends on having an experienced facilitator. If you do not feel comfortable running the session and prefer to observe, you can appoint a facilitator. They can be a teacher, a staff member, a diabetes advocate or a parent. You will need to brief the facilitator on the format of the class plan.

## Speakers

Because sessions with multiple speakers can be more engaging for students, we recommend at least two speakers per session. You can invite a healthcare professional or a member of the school staff to share their insights about diabetes in schools.

When possible, include a speaker who lives with diabetes. If one of the students in the classroom lives with diabetes, this is a great opportunity for them to share their story with their peers.

However, do the following to make sure they feel comfortable participating in the session:

- Explain to the student that the session aims to help their peers understand diabetes better so they can be more inclusive and responsive when support is needed.
- Share the session activities with them and provide an opportunity for them to share any concerns.
- To help the student with diabetes reflect on their answers, try asking the following questions:
  - How do you feel when we talk about diabetes?
  - Is there anything that makes you uncomfortable?
  - What would help you feel more at ease during today's activities?
  - Is there anything you would like your colleagues to know about diabetes management in the school?
- During the session, would you like to share your experience?

## Session materials

For some of the suggested activities, IDF has provided templates that can be printed and distributed to students at the beginning of the session. If you are unable to print them, please prepare the handouts beforehand by copying them manually into a piece of paper. If the students are older, you could also ask them to reproduce the templates in their notebook from an example.

# STEP 6 | Running the session

## Rules and boundaries

At the beginning of the session, let the students know that they are expected to participate actively and respectfully.

## Rituals

Rituals help keep the session organised and create a sense of unity in the group. Our advice is to always elicit applause from the class after a correct answer and to ask everyone to remain silent whenever a classmate is speaking.

## Use positive reinforcement

Rewarding efforts motivates students to participate actively while building their confidence. In the IDF class plans, we suggest participants receive “energy points” every time they provide a correct answer. Eliciting applause after a correct answer also builds positive reinforcement.

## Open-ended questions

Always ask open-ended questions to promote critical thinking and foster creativity. Avoid asking ‘yes’ or ‘no’ questions as much as possible.

## Effective communication

Always use clear, accessible language and avoid overly technical or complex terms. Remember to validate the students’ participation - if their answer is incorrect, thank them for sharing. Most importantly, use humour to keep the atmosphere relaxed and fun.

## Session narrative

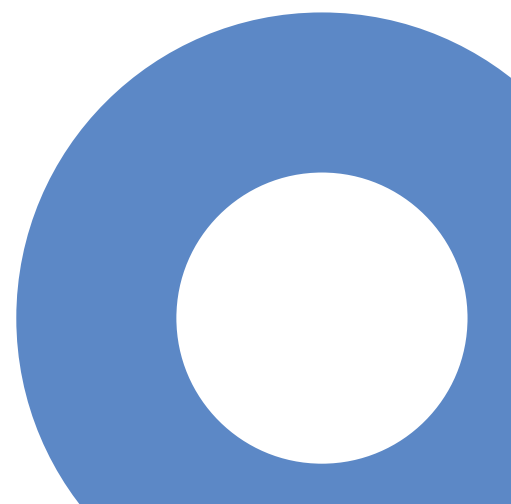
An engaging narrative will increase students’ interest and boost engagement. In the IDF class plans, the narrative revolves around students roleplaying doctors researching diabetes. Feel free to create a different narrative if it better suits your target students.

## Challenge participants

A key component of gamification strategy is to challenge children and keep them engaged throughout the session. Activities should strike a balance between being sufficiently challenging so participants make an effort and being accessible enough to prevent frustration. You can present students with questions and situations that enable them to reflect, discuss and make decisions as a team.

## Transition between activities

When transitioning from one activity to another, participants may lose focus, and it can be time-consuming to re-engage them. Since you will have limited time for your KiDS session, we recommend connecting activities through narrative and presenting each new activity clearly and briefly.



## STEP 7 | Evaluating the impact of your session

### Numeric reach

It is important for us to measure the number of people reached by the KiDS methodology. Remember to always record the number of students, school staff and schools that participate in your sessions.

### Evaluating the immediate knowledge acquisition

Measuring the short-term impact of the KiDS sessions on students' knowledge acquisition will help the IDF and you understand the programme's immediate impact. With this objective in mind, IDF has developed two tools in the class plans:



#### Word Cloud

This tool measures the evolution in the students' use of diabetes-related terms. It records the average word count and complexity before and after each session. We recommend using the word cloud at the beginning and end of the one-hour and two-hour class plans.



#### Knowledge Thermometer

This self-evaluation tool assesses the students' knowledge and captures any changes in their perceived understanding. We recommend using the thermometer only for the two-hour class plan.

Always collect the Word Cloud and/or Knowledge Thermometer sheets at the end of the sessions to calculate the:

- **Evolution in the average word count before and after the session:** Add the total number of words by all participants before the session and divide it by the number of participants. Do the same for the words after the session.
- **Evolution in students' self-evaluation of knowledge:** Add the ratings from all students before the session and divide by the total number of participants. Do the same for the ratings after the session.

## STEP 8 | Share your experience with IDF

We kindly ask that you share your experience with IDF each time you facilitate a KiDS session, so we can learn about the impact of the KiDS programme globally.

### Short-term Knowledge Acquisition Questionnaire

Please complete this questionnaire within 10 days of the KiDS session. If you facilitate a two-hour class plan, distribute the questionnaire after the second session.



Please complete the short-term knowledge acquisition questionnaire.

### Evaluating the immediate knowledge acquisition

Measuring the short-term impact of the KiDS sessions on students' knowledge acquisition will help the IDF and you understand the programme's immediate impact. With this objective in mind, IDF has developed two tools in the class plans:

In the questionnaire, we will ask you to:

- Report the average word count before and after the session.
- Indicate any change (increase, decrease or no change) in word count and complexity.
- Evaluate the complexity of the words used before and after the session.
- Indicate if students used more accurate terms after the session.
- Provide feedback on student confidence when selecting diabetes-related words and suggest improvements for the session or assessment process.
- Indicate the average self-rating (1-10) before and after the session. (Add the ratings and divide by the number of students.) – only if you implemented the two-session class plan.



If you have any questions about implementing a KiDS session, please contact us at [kids@idf.org](mailto:kids@idf.org)  
We wish you a joyful and successful KiDS session!



[kids@idf.org](mailto:kids@idf.org) | [kids.idf.org](http://kids.idf.org)

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