



Goals of Diabetes Lesson Plans

8-9 years

Diabetes Detectives

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| Goals of Diabetes Lesson Plans | Age Group: 8-9yrs |
| Topic: What is Diabetes Insulin and BG checking (Delivered by Nurse) | |
| Title of session: Diabetes Detectives | Timing of session: Approx 30mins |

Aim of session:

- Share understanding of what diabetes is.
- Learn how insulin works.
- To identify areas suitable for injections/pump infusion sites.
- Share experiences of BG checking/sensor wearing.

Learning Objectives:

- Can I describe in my own words what diabetes is and how it affects me?
- Can I explain how insulin works and identify different types of insulin?
- Can I use an insulin pen or know how to operate my pump to give a bolus?
- Can I do a BG check and know what number to aim for?

Assessment for Learning (AfL) activities built into session:

- Drawing activity for 'key and lock' insulin analogy.
- Identifying lipohypertrophy (lumps).
- Using own BG meter to find 14d average.

Evaluation activities to be built into session:

- Partner talk (peer assessment).
- Red, amber, green cards.
- How much have you understood today?
- Green = all, amber = some, red = not much.

Materials/resources needed:

- Drawing materials.
- Flip chart.
- Demo insulin pens and needles.
- Pictures of lipos or lipo detection box or both.
- Individuals own BG testing kit/sensor reader or phone.
- Access to DigiBete Goals of Diabetes Videos.

| Time | Session Content/ Taught Content | Resources Needed |
|--------|---|--|
| 5 min | <p>Q: You are all here because you have T1 diabetes. Can anyone describe diabetes and what it is? Pancreas stops making insulin, Beta cells. Talk to the person next to you about how would you explain it to an alien who knows nothing? Feedback to group in pairs. Feedback discussion: permanent condition, nobody's fault, not contagious, insulin needed, pancreas still does other jobs.</p> | <p>Listen to responses. Use flipchart for key words.</p> <p>Listen to pair responses, add key words to flip chart.</p> |
| 2 mins | <p>Q: Insulin is needed to bring glucose into target; does anyone know how it works? Educator to explain action of insulin using 'lock and key' analogy.</p> | <p>Flip chart to illustrate lock and key analogy.</p> |
| 5 mins | <p>Task: Please draw how insulin works based on what you have just heard.</p> | <p>Drawing materials for individual interpretations.</p> |
| 2 mins | <p>Q: Who can tell us the names of any insulins?</p> | <p>Listen to responses.</p> |
| 2 mins | <p>Q: Are they the same?</p> | <p>Educator write names on post it notes (difficult to spell).</p> |
| 2 mins | <p>Q: Where on the body can insulin be injected or put a pump cannula? Point to areas of body.</p> | |
| 2 mins | <p>Q: Where do you each do your injections/pump sets?</p> | <p>Share experiences, listen to responses re preferred areas, particular aversions.</p> |
| 2 mins | <p>Q: Who can show everyone how to do an insulin injection? Ask for volunteer to demo insulin injection. Educator to supervise correct preparation and technique.</p> | <p>Demo insulin pen and needles.</p> |
| 2 mins | <p>If you are on a pump, when might you need to do an injection? (pump failure, cannula blocked, pump holiday).</p> | <p>Listen to responses (if applicable).</p> |
| 2 mins | <p>Q: What happens if you only use 1-2 places for injections/ cannulas? Explain and show lipo pictures.</p> | |
| 2 mins | <p>Use lipo box to find lumps (if available). Explain how to check for own lumpy sites (or parent) with gel in shower.</p> | <p>Give individuals chance to feel lumps in lipo box (if available). Look at lipo pics.</p> |

| Time | Session Content/ Taught Content | Resources Needed |
|--|---|---|
| <p>2 mins</p> <p>3mins</p> | <p>Q: How do we know if insulin is working properly? By checking/monitoring glucose levels. How many checks a day do you do? What number to aim for? Or looking at CGM/Libre. At least 5 times a day.</p> <p>Q: Can you guess your glucose number based on how you feel? Write what you think your glucose number is now on post it note. Check BG using own meter (ideally), or check CGM/Libre if meter not available. Compare guess with actual. Find 14d average value on meter/CGM/Libre – aiming for less than 8mmol.</p> | <p>Listen to variety of responses.</p> <p>Listen to variety of responses.</p> <p>Post it notes.</p> <p>Supervised BG check, sink for handwashing, Sharps bin for waste.</p> <p>Own BG meter or monitoring device.</p> |
| <p>5 mins</p> | <p>Summary: Watch G of D DigiBete 8-9 BG checking/injection videos to summarise and revise tasks.</p> | <p>Access to website with screen + projector/tablets/laptops.</p> |
| <p>1 min</p> | <p>Evaluation: How much have you understood today? Red, amber, green cards.</p> | <p>Green - all. Amber - some. Red – not much.</p> |