

# LESSON PLAN

## LOW BLOOD SUGAR

Please ensure you have adequate first aid knowledge before teaching this lesson.

Please contact us if you need any help or guidance with this.

### 1. DETAILS OF TEACHER

Name:	Date:	Time:	Class:
-------	-------	-------	--------

### 2. DETAILS OF LEARNING OBJECTIVES

**By the end of the lesson, students will be able to:**

- > recognise when someone has low blood sugar
- > respond appropriately to someone who has low blood sugar.

### 3. DETAILS OF ACTIVITIES, TIMINGS AND RESOURCES REQUIRED

**Note:** We appreciate that you may not be able to spend a full hour on this topic. Feel free to choose activities to fit the time you have available. For example, you could do one task from each starter, development and plenary category.

Activity	Suggested timing	Resources required
<b>Starter activities</b>		
Ask the students what they understand by 'low blood sugar' and, as a class, agree a definition of the condition.	5 mins	PowerPoint presentation Whiteboard
Ask the students what they might notice if someone's level of blood sugar was low - compare to how they may feel if they had missed a meal. Record and display all appropriate responses.	10 mins	Whiteboard
<b>Development activities</b>		
Explain the aims of the treatment and include the need for effective communication. Discuss the risks of further deterioration. Discuss diabetes, including the terms hypoglycaemia and hyperglycaemia. Ask the students how people with diabetes can alert others that they are diabetic.	15 mins	PowerPoint presentation
The students can take turns to practise asking a 'casualty' questions. Remind the students to keep talking to the casualty and explain what they are doing.	10 mins	
<b>Plenary activities</b>		
Complete the worksheet. Request, and respond to, questions from the students.	10 mins	Worksheets
<b>Suggested additional activities</b>		
The students can find out more about diabetes including what causes it, the symptoms to look for and how it is treated.		

### 4. DETAILS OF ASSESSMENT FOR LEARNING

<input type="checkbox"/> Shared LOs	<input type="checkbox"/> Question/answer	<input type="checkbox"/> Extended question/answer
<input type="checkbox"/> Peer assessment	<input type="checkbox"/> Self assessment	<input type="checkbox"/> Oral feedback
<input type="checkbox"/> Written feedback	<input type="checkbox"/> Reflection/evaluation	<input type="checkbox"/> Group work

## 5. TEACHER NOTES

Use this space for differentiation notes, the role of any classroom support, evaluation notes, etc.

## 6. DETAILS OF SUBJECT-SPECIFIC VOCABULARY

Deterioration, diabetic, glucose, hyperglycaemia, hypoglycaemia, insulin, low blood sugar, MedicAlert tag<sup>®</sup>, SOS Talisman<sup>®</sup>, unresponsive.

## 7. CURRICULUM LINKS