

Insulin Sugar Stories – resource notes

What is the purpose of the resources?

People with diabetes need to be able to tell you the insulin sugar stories in a very simple way:

- What happens when they eat their food.
- How the sugar gets into their blood.
- How their blood pipes takes the sugar around their body to their muscles.
- How their muscles use the sugar as a fuel.

- How their pancreas make insulin keys.
- How the blood pipes takes the insulin keys around their body to their muscles.
- How the insulin keys unlock the muscle cells and let the sugar in.
- What can happen if there aren't enough insulin keys.

- How too much fat in your blood can stop the insulin working.
- Why this is called insulin resistance.
- How eating right, being active and taking their medicine can reduce insulin resistance.

- If their pancreas doesn't make insulin keys, sugar can't get into their muscle cells.
- If this happens how he muscle cells don't have any sugar for fuel.
- This is what happens if you have Type 1 diabetes.
- They will need to have insulin injections every day.

- If their pancreas doesn't make enough insulin keys, not enough sugar can get into their muscles.
- A lot of sugar will be left in their blood.
- This is what happens if you have Type 2 diabetes.
- Eating right, and being active can help reduce insulin resistance but they may also need to take medicine.

How are the resources organised?

There a four characters:

- An adult male
- An adult female
- A boy
- A girl

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Each character has two sets of resources to tell the insulin sugar stories:

- Posters
- Cards

How can I use the posters & cards?

There are no set ways to use the poster or cards, however here are some suggestions.

Posters

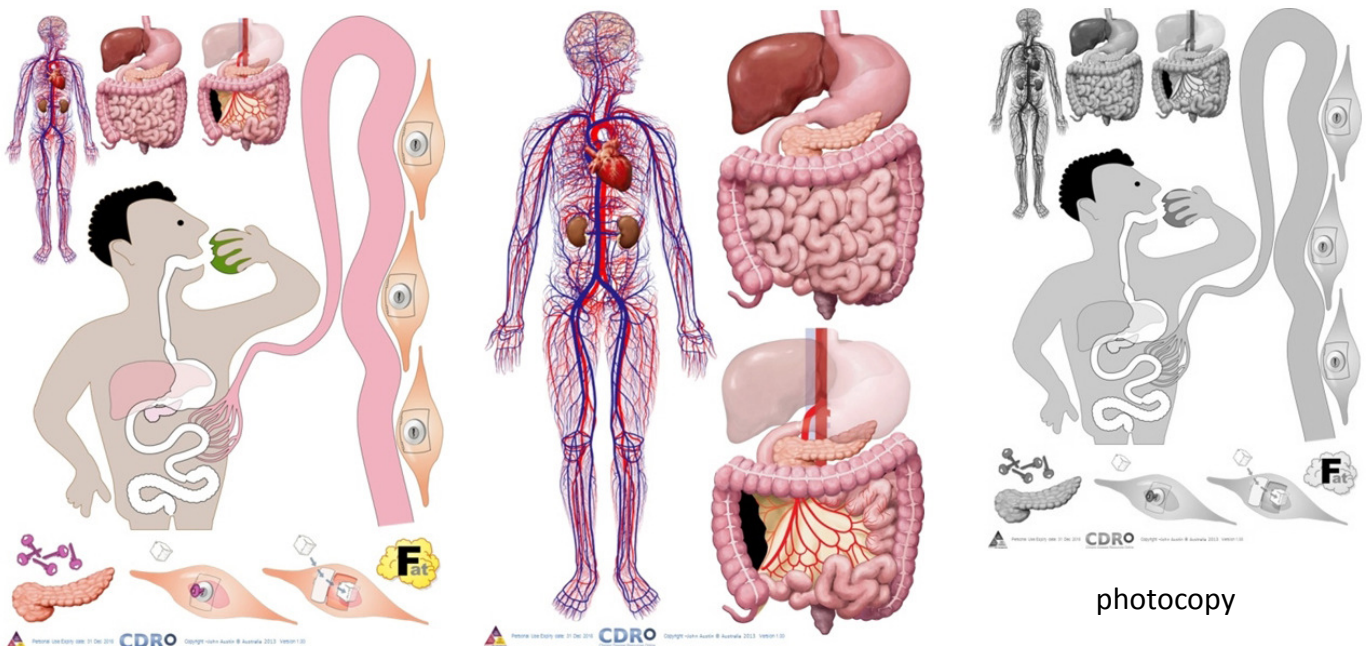
There are 3 types of posters:

1. Posters for single clients which can be photocopied and drawn on while you tell the stories.

It is good to have a coloured laminated version which you can refer to and a paper photocopy for the client.

The first page of the poster is used to tell the stories and the second if to show the blood pipes and intestines.

When you have finished telling the story get the client to tell you the story in their own words. By doing this you can check that the client understands the stories



photocopy

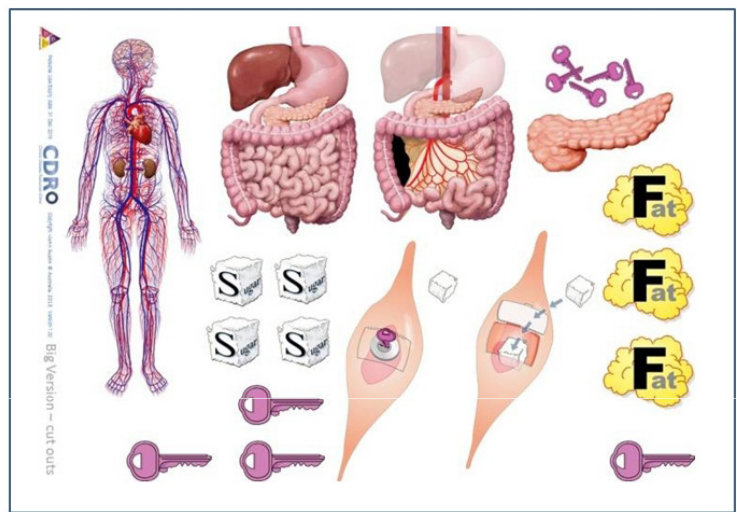
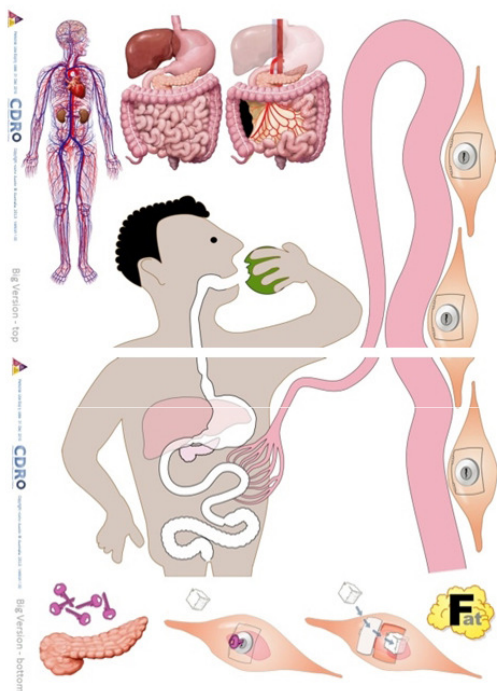
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2. A big poster for groups which is the same as for the single client but is bigger and has cut outs .

The big poster can use with a group.

Print out main posters on A3 paper and laminate the sheets.

There is also a sheet with the **different cut out parts** of the poster like sugar, fat and cells. These can be stuck on the poster with blue tack as you tell the sugar stories.



Cut outs

Tell the stories to the group.

Then have smaller groups and get the groups to tell the stories with their own posters.

Move around and listen to the stories.

Bring the group together and ask questions about key ideas in the stories.

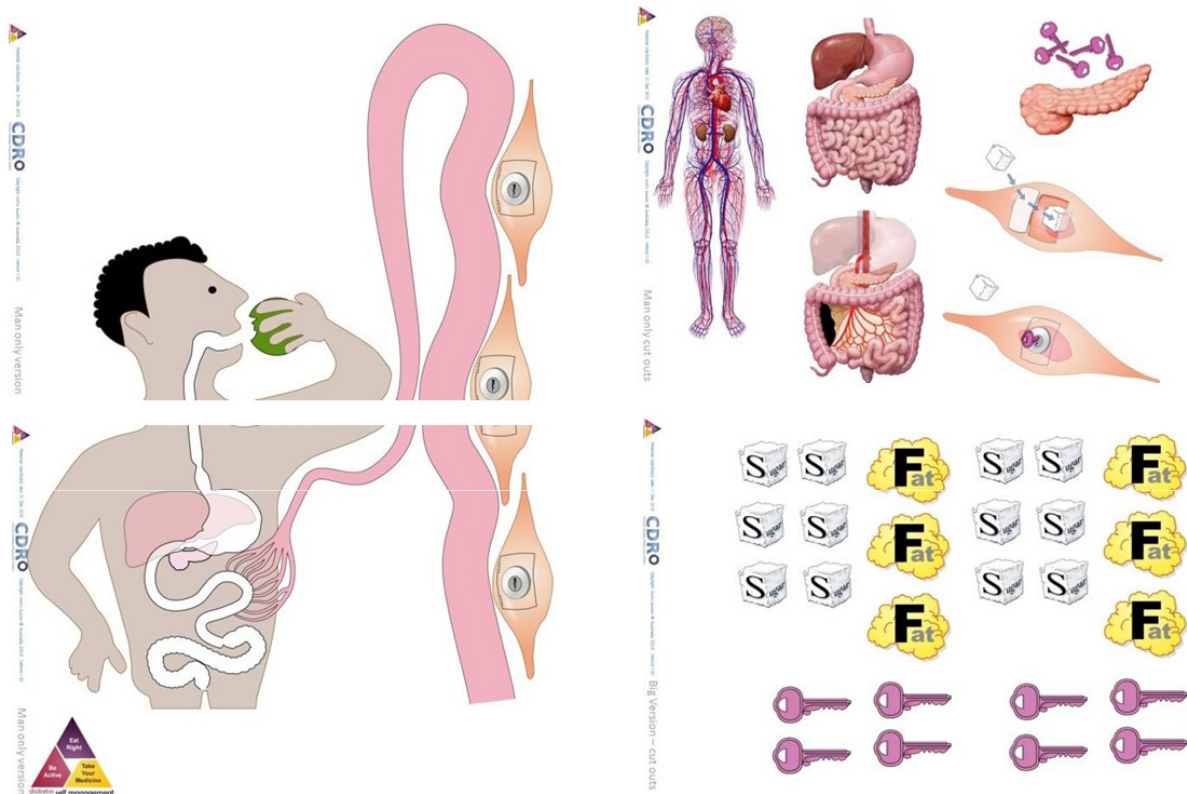
Finally ask the group if they have any questions.

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3. A big poster with only one large figure.

This also has **cut outs** but the main poster does not have picture prompts to help you.

You can use this poster for groups in the same way as the other big poster., however it would be best to use the other big poster with prompts when the participants tell the story themselves.



Cut outs

Cards

Cards can be printed either A3 size of A4 size. This allows them to be used with individual clients or in groups

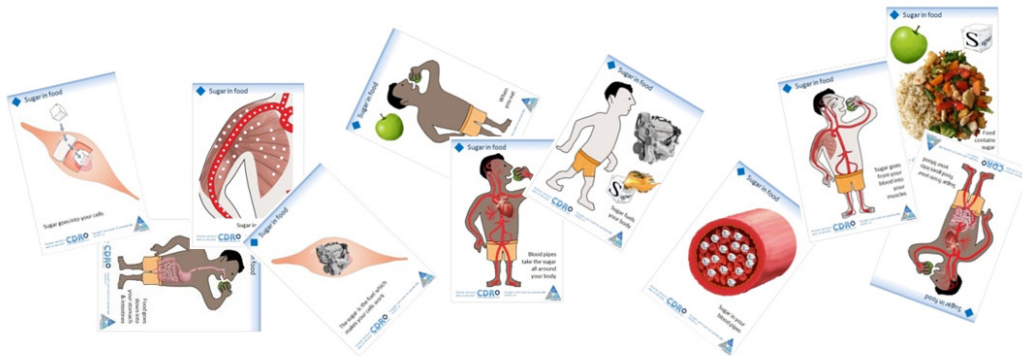


Cards

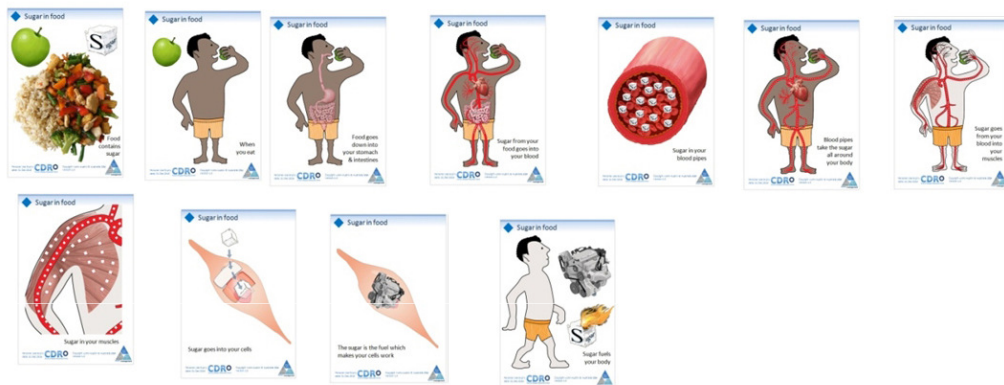
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Cards can be used to tell stories by:

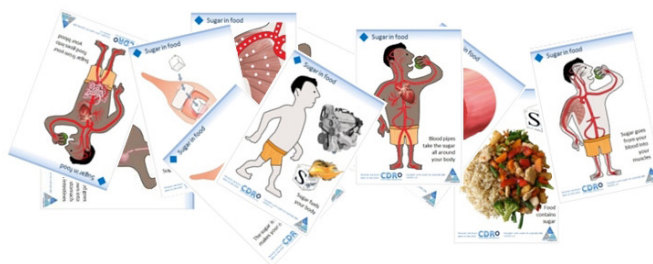
- Putting the story cards all mixed up onto a table



- Sort the cards into the right order as the client watches. (Don't say anything. It is important the client tries to work out what is happening by themselves.)



- You can now tell the story using the cards and ask questions as you go.
- When you have finished mix up the cards again and ask the client to put them in the right order and tell you the story in their own words.



Watch and listen. You can see and hear how well the client understands. Try and avoid prompting the client too quickly, give them time to work it out themselves.

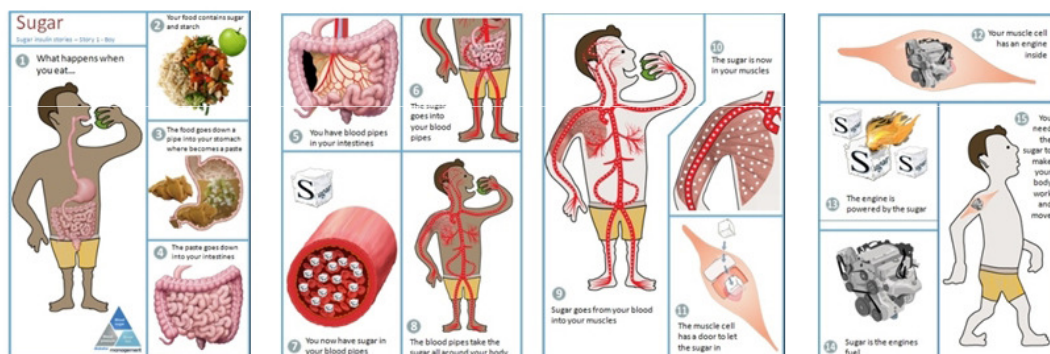
If a client can't retell a story it is not worth telling another new story until they can retell this one.

You may have to retell the story again and then do the same story the next time you see them or do something they can manage.

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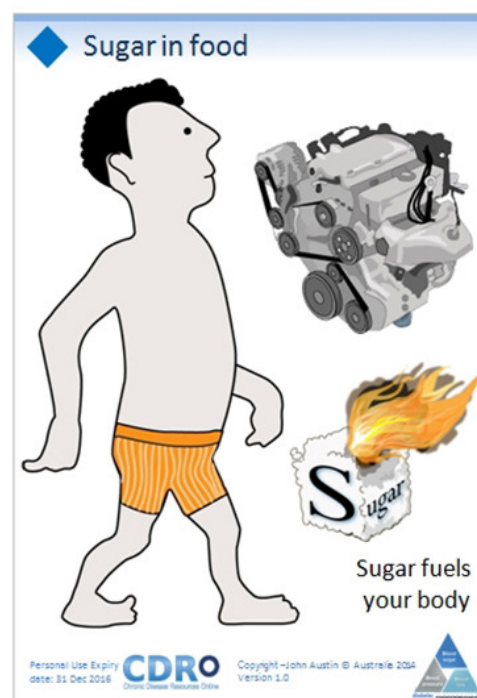
You can use big cards for groups:

- Follow the same steps for using the big cards to tell the story to the group as you would for an individual client
- Then have smaller groups and get the groups to tell the stories with their own set of cards.
- Move around and listen to the stories.
- Bring the group together and ask questions about key ideas in the stories. (You may want to use the big poster.)
- Give each participant handouts which they can take home.
- Get the participants to study the handout, before finally asking the group if they have any other questions.



Assessment

Some cards have a built in assessment. For example this card has only a small amount of writing but it does have plenty of opportunity to ask questions. Like: *“How does the sugar give the cells energy?”*



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The **main assessment tool** is the retelling of the story by the client.

You can then rate whether a client understands as:

Y - Yes they do

? – I'm not sure

N – No they don't

Based on this assessment you have 3 options. If they understand and you can go on to another story. If you are not sure you can reteach. If they can't understand you have to decide whether to reteach or try some other way. Remember there is almost always another way. There is no such thing as they are not ready yet so I do not need to bother to continue to educate and help.

Language

Be careful about the language you use. It must be simple and easy to understand. Don't expect everyone to know what an artery or blood vessel is. Not everyone will know that blood carries oxygen and sugar around their bodies and they won't know where the pancreas is. This is why the term blood pipes is used in the CDRO resources, people seem to understand what it is.

Organ resource

An easy way to teach where an organ is in the body is to use the organ resource.

Cut out the organ (they are about the right size.)

Laminate them.

Teach the position of the organ by:

- Holding the cut out in the correct position on your body.
- Then getting them to put it in the same place on theirs



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Reading

Do not assume that everyone can read. They may not be able to because they never learnt to read or there is another problem, like they have the wrong eyeglass prescription .

Finally try to give the client or participant something to take home which is relevant to what you have been taught and appropriate for them and their needs and ability.

There is no need to print the following page when printing and using this resource

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You must use your own professional judgement when using this resource

Purpose of resource:

To explain the how these (**Insulin sugar stories**) resources on this webpage could be used.

There are a number of different sets of sugar story cards which deal with the two main stories about sugar and insulin together with other stories which are specific to the type of diabetes a client has.

Target group:

Health Professionals who may want to use the Insulin Sugar Story resources.

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