

Diabetes



Introduction to Diabetes



Daily Management and Student Support



Understanding and Responding to Low and High Blood Sugar



Preventing Diabetes Emergencies



Knowledge Check



Conclusion

Introduction to Diabetes



Click on the ► play button to listen. As you listen, continue scrolling to follow along with the content the speaker is discussing.

What is Diabetes?

Diabetes is a chronic medical condition that requires ongoing monitoring and management throughout the school day.

Type 1 Diabetes

- Pancreas stops producing insulin
- Requires lifelong insulin therapy
- Most common type seen in schools

Type 2 Diabetes

- Body does not use insulin effectively
- More common in adults but can occur in youth

Insulin allows glucose from food to be used for energy. Without insulin, glucose builds up in the bloodstream.



Key Facts

- Approximately 1 in 400 Canadian children lives with Type 1 diabetes
- Diabetes requires daily monitoring and management
- There is currently no cure

Impact at school

- Meals and snacks require planning
- Physical activity may affect blood sugar
- Students may need accommodations throughout the day
- Consistent support helps students participate fully in school life.

CONTINUE

Daily Management and Student Support



Click on the ► play button to listen. As you listen, continue scrolling to follow along with the content the speaker is discussing.

Every student's Plan of Care should identify

- Daily management needs
- Blood glucose monitoring procedures
- Symptoms and emergency responses
- School accommodations
- Roles and responsibilities
- Emergency contacts



Blood Glucose Monitoring

Blood sugar can be checked:

- Before meals or snacks
- Before or after physical activity
- Whenever symptoms occur



If a student reports symptoms of low blood sugar, treat the situation immediately and never send the student alone to another location.

Diabetes Technology

Continuous Glucose Monitors (CGMs)

- Provide ongoing glucose readings
- Alert students to highs and lows
- May require confirmation checks

Insulin Pumps

- Deliver insulin continuously
- Help manage blood sugar throughout the day
- Require individualized support

Technology supports diabetes management but does not replace supervision and planning.

CONTINUE

Understanding and Responding to Low and High Blood Sugar



Click on the ► play button to listen. As you listen, continue scrolling to follow along with the content the speaker is discussing.

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Hypoglycemia (Low Blood Sugar)

Low blood sugar (hypoglycemia) is a blood sugar level below 4 mmol/L.

COMMON CAUSES

- Too much insulin
- Missed or delayed meals
- Not enough food before activity

COMMON SYMPTOMS

- Unexpected physical activity

COMMON CAUSES

- Hunger
- Shakiness
- Confusion
- Weakness
- Fatigue

COMMON SYMPTOMS

Low blood sugar always requires action.

Responding to Asthma Emergencies

How to Respond to Hypoglycemia

Select each step to review the appropriate response.

Step 1

Mild to Moderate Hypoglycemia

1. Give fast-acting sugar
2. Follow the student's Plan of Care
3. Allow time to recover
4. Re-check as required

Step 2

Severe Hypoglycemia

1. Loss of consciousness
2. Seizure
3. Unresponsiveness
4. This is a medical emergency. Call for help immediately.

Hyperglycemia (High Blood Sugar)

COMMON CAUSES

- Not enough insulin
- Illness
- Stress
- Decreased physical activity
- Insulin pump problems

COMMON SYMPTOMS

COMMON CAUSES

- Increased thirst
- Frequent urination
- Headache

COMMON SYMPTOMS

- Blurry vision
- Difficulty concentrating

This is usually not an immediate emergency unless the student becomes increasingly unwell.

Responding to Asthma Emergencies

How to Respond to Hyperglycemia

Select each step to review the appropriate response.

Step 1

If student is well

1. Follow the Plan of Care
2. Encourage water
3. Allow washroom access
4. Continue normal activities

Step 2

Immediate action required if student has

- Vomiting
- Severe abdominal pain
- Rapid, deep breathing
- Fruity-smelling breath

CONTINUE

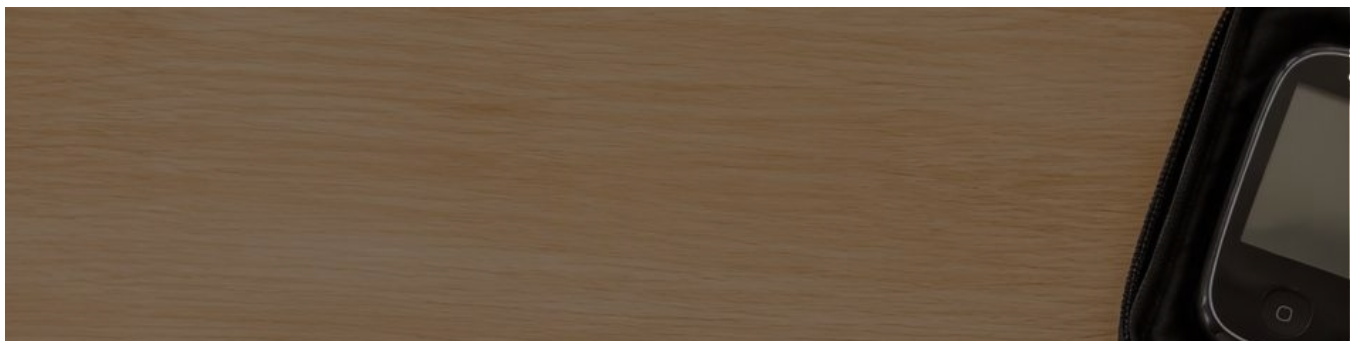
Preventing Diabetes Emergencies

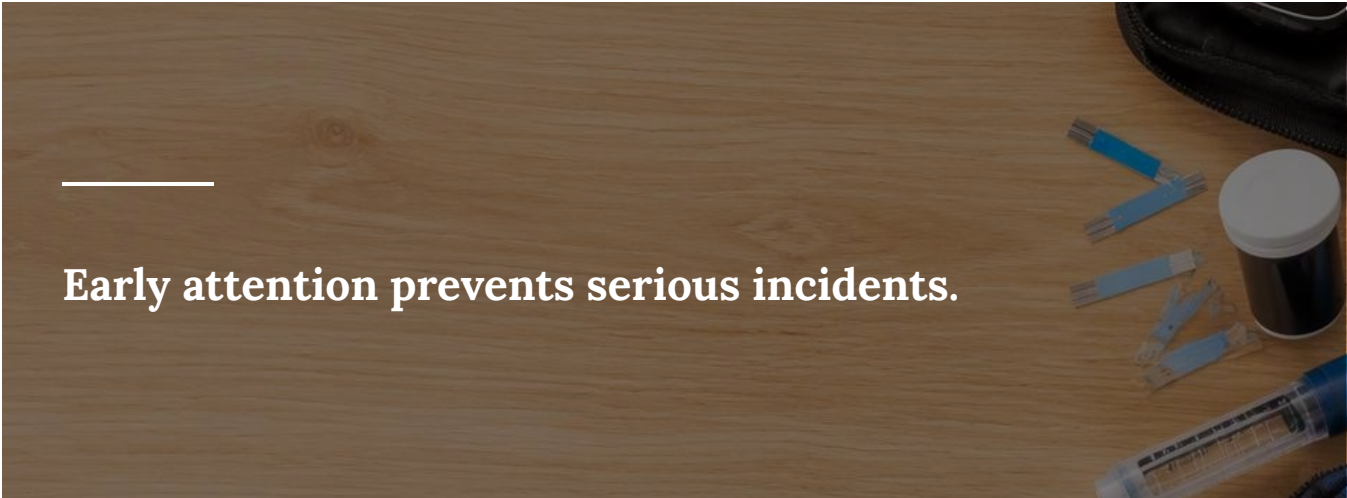


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Effective strategies include

- Regular blood glucose monitoring
- Meals and snacks on schedule
- Quick response to symptoms
- Access to diabetes supplies
- Well-stocked emergency kits





Early attention prevents serious incidents.

Follow-Up and Key Takeaways

After a diabetes incident

- Document the incident
- Communicate with family
- Review the Plan of Care
- Monitor recovery
- Ensure supplies are available

Remember

- Know the student's Plan of Care
- Low blood sugar requires immediate action
- High blood sugar may become serious if illness develops
- Early intervention improves student safety

CONTINUE

Knowledge Check

Question

01/02

Which of the following are important strategies for preventing a diabetes-related emergency at school?

Select all that apply.

- ☐ The student checks their blood sugar levels regularly.
- ☐ Insulin is administered when the student feels low blood sugar.
- ☐ The student's diabetes Plan of Care is followed.
- ☐ Staff know how to recognize and treat low blood sugar.
- ☐ All meals and snacks are taken on time.

Question

02/02

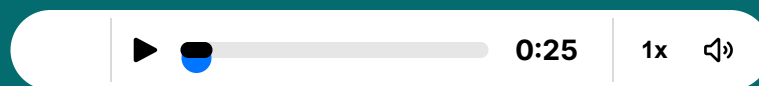
Scenario: Mia is a student with type 1 diabetes. She's been feeling a little more tired than usual and had a busy morning of classes. During lunch, she suddenly starts feeling shaky, dizzy, and very hungry. She tells her teacher that she hasn't eaten much for breakfast and forgot to have a snack before class. Mia is also starting to look pale. Mia checks her blood sugar and finds that it's 3.2 mmol/L (low).

Question: What should the teacher do first to help Mia?

Select the correct answer.

- ☐ Give Mia glucose tablets, juice or candy. Do not leave her alone, and re-check blood sugar in 15 minutes
- ☐ Call the parent(s)/guardian(s) and wait for them to arrive before taking any action.
- ☐ Offer Mia some water and bring her to the office to rest.
- ☐ Immediately administer insulin to bring Mia's blood sugar level down.

Conclusion



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Diabetes 2026

Content Object

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Completion Declaration

Survey

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