

We are learning to	Context	Success Criteria
<ul style="list-style-type: none"> • Work together. • Research information. 	<ul style="list-style-type: none"> • All About Diabetes. • Information provided by the Insulin Dependent Diabetes Trust - IDDT. 	<ul style="list-style-type: none"> • Collect information. • Select key facts.

WHOLE CLASS

- Introduction to the term 'diabetes'. Discuss the present understanding of it.
- Does anyone know someone with diabetes?
- Do they notice anything that shows they have diabetes?
- Give routes so information can be found.

INDEPENDENT

- In groups of 4 formulate 8 questions that they feel need to be answered so they have a clear meaning of 'diabetes'. Each member of the group to take 2 questions and, through research in text and/or computer, to answer these questions.

GUIDED

- Work with groups to formulate questions / point to source of information.
- Differentiation by support.

PLENARY

- Discuss initial findings and highlight the differences between Type 1 and Type 2 diabetes.

We are learning to	Context	Success Criteria
<ul style="list-style-type: none"> • Work together. • Plan a presentation. 	<ul style="list-style-type: none"> • All About Diabetes. • Information provided by the Insulin Dependent Diabetes Trust - IDDT. 	<ul style="list-style-type: none"> • Collate key information. • Complete an outline for the presentation.

WHOLE CLASS

- Discuss what would be the best way to present the information to others.
- Who? Other classes, teachers, whole school, parents?
- By poster, brochure, talk, assembly?
- What materials would be needed to produce any of the above?

INDEPENDENT

- In the same groups as lesson 1, decide on the group's strengths and choose a way to present the information to a chosen group, using these strengths. Produce an outline to include: key information to be included, target group, method of presentation. Allocate role of each group member.

GUIDED

- Observe and discuss groups' chosen method.
- Advise on process e.g. one poster/brochure or four.
- Offer/suggest materials.
- Differentiation by support.

PLENARY

- Share progress and discuss which group and method of presentation has been chosen by each group.

We are learning to	Context	Success Criteria
<ul style="list-style-type: none"> • Work together. • Work to a deadline. • Share responsibilities. 	<ul style="list-style-type: none"> • All About Diabetes. • Information provided by the Insulin Dependent Diabetes Trust - IDDT. 	<ul style="list-style-type: none"> • Presentation of the information in an appropriate format. • Roles assigned. • Whole group participation.

WHOLE CLASS

- Discuss progress / stress time constraints.
- Make suggestions to solve any problems with content or materials – inter-group support.

INDEPENDENT

- Continue to work to the completion of the task.
- Discussion within the groups as to the way forward to present the finished article to the target audience.
- Group to set a target as to what needs doing by the end of the session and establish individual responsibilities.

GUIDED

- Discussion with each group as to progress.
- Emphasise it needs to be complete and ready for presentation at the end of the next session.
- Differentiation by support.

PLENARY

- Each group to report progress and time needed for completion.
- Others to offer strategies/support.

We are learning to	Context	Success Criteria
<ul style="list-style-type: none"> • Work to time constraints and develop/use strategies to deal with them. 	<ul style="list-style-type: none"> • All About Diabetes. • Information provided by the Insulin Dependent Diabetes Trust - IDDT. 	<ul style="list-style-type: none"> • Presentation complete. • Roles assigned. • Run-through completed.

WHOLE CLASS

- Discussion of progress so far. Emphasis on completion for presentation next session.
- Offers of help/support and others for those struggling to complete.

INDEPENDENT

- To complete the task and practice the methodology of presenting the information so it can be done next session.

GUIDED

- Work with each group and offer encouragement/support depending on the rate of progress to ensure they will be ready.
- Differentiation by support.

PLENARY

- Highlight and resolve any difficulties that may mean a group is not ready.

We are learning to	Context	Success Criteria
<ul style="list-style-type: none"> • Work as a team. • To present information to a group. 	<ul style="list-style-type: none"> • All About Diabetes. • Information provided by the Insulin Dependent Diabetes Trust - IDDT. 	<ul style="list-style-type: none"> • Key information presented in an appropriate way. • Whole group participation.

WHOLE CLASS

- Each group to present the completed task to the class, explaining target group and how this influenced their chosen method.
- Class discussion of presented information and the method chosen.

INDEPENDENT

- Each group to present findings in the agreed style, using appropriate members of the group and referring to the target group.

EVALUATION / OPPORTUNITY FOR ASSESSMENT

- Emphasise the positive points in each presentation and make minor adjustments e.g. errors in the presentation of facts.

PLENARY / CIRCLE TIME

- Highlight and resolve any difficulties that may mean a group is not ready.

INDEPENDENT FOLLOW UP WORK

- How would we raise awareness?
How could we help? (e.g. supporting a charity)

Topic: **ALL ABOUT DIABETES**

We are learning to

Context

Success Criteria

WHOLE CLASS

INDEPENDENT

GUIDED

PLENARY

Year 6: ALL ABOUT DIABETES • A Group Presentation

OVERVIEW

- Researching Diabetes and preparing a presentation as a group.

Learning objectives

Children learn:

- How to work together.
- How to research information.
- How to present information.

Learning outcomes

Children:

- Know what diabetes is.
- Present information in an appropriate way.

NATIONAL CURRICULUM LINKS

ENGLISH 1. SPEAKING AND LISTENING

3. Group discussion A – F

ENGLISH 2. READING

3. Reading A – G

ENGLISH 3. WRITING

2. Planning and drafting A – F

PSHE KNOWLEDGE SKILLS AND UNDERSTANDING

- Developing confidence and responsibility and making the most of their abilities.
- Preparing to play an active role as citizens C, H.
- Developing good relationships and respecting the differences between people A, F, G.

SUGGESTED RESOURCES

www.iddtinternational.org

www.diabetes.org.uk

www.diabetes.co.uk

Plus more and suggested written text enclosed in this pack.

Year 6: ALL ABOUT DIABETES • A Group Presentation

OVERVIEW

Learning objectives	Learning outcomes

NATIONAL CURRICULUM LINKS

SUGGESTED RESOURCES

Year 6: ALL ABOUT DIABETES • Pupil Evaluation Sheet