



“Your Daughter has Type 1 Diabetes...”

The following video question guide for *Your Daughter has Type 1 Diabetes* includes an assortment of recommended questions along with the related timestamps. Alternative options are offered for some questions to engage learners in a different manner.

Time Stamp	Discussion Point/Question	Alternative Question(s)	Teacher Prompt(s)
2:58	<ul style="list-style-type: none">- How might the process of being diagnosed with type 1 diabetes be impacted by the COVID19 pandemic?		<ul style="list-style-type: none">- It may be worth noting the “symptoms” Laura noticed.
4:00	<ul style="list-style-type: none">- The ER Doctor informs Laura, “Your daughter has type 1 diabetes. This is going to change your lives forever.” How might Laura feel having been given that news? (Consider the additional uncertainty of the pandemic).	<ul style="list-style-type: none">- List the emotions Laura may feel upon Talia’s diagnosis.	<ul style="list-style-type: none">- Prompt students towards uncertainty, potential fear, confusion, etc.
4:30	<ul style="list-style-type: none">- Laura calls the diagnosis a “life sentence.” What do you think she means by that?		<ul style="list-style-type: none">- If needed, contrast her term with the term “death sentence.”
5:40	<ul style="list-style-type: none">- Laura is given a “crash course” for type 1 diabetes prior to leaving the hospital. What emotions might she be feeling at that moment?	<ul style="list-style-type: none">- Do you believe Laura is more determined or more scared upon being given her “crash course?”	<ul style="list-style-type: none">- This link for the Canadian Diabetes Association provides an introduction into type 1.



6:09	<ul style="list-style-type: none"> - What difficulties might Talia have with the insulin injections? - What potential solutions might Laura develop to solve this problem? 		<ul style="list-style-type: none"> - Prompt students to Talia's age. - Possible difficulties and normal dislike of needles - How do your parents/guardians convince you to do things you may not want to do?
6:52	<ul style="list-style-type: none"> - Laura made a point of repeating the phrase, "You are brave, you are strong, you are loved." What is the message within this phrase? 		
8:51	<ul style="list-style-type: none"> - Why might Talia have started to incorporate her insulin treatment into her play? 		<ul style="list-style-type: none"> - Did any students use things they saw or experienced in their play?
10:11	<ul style="list-style-type: none"> - Why is Laura happy that Talia is feisty? 		<ul style="list-style-type: none"> - Define "feisty"
12:36	<ul style="list-style-type: none"> - Laura provides one of Dr. Banting's most famous quotes, "Insulin does not belong to me, insulin belongs to the world." Why might this quote resonate with Laura and people like her? 		<ul style="list-style-type: none"> - Why are different quotes significant to different people? Inspire, relate, etc.



For additional context, the [Canadian Diabetes Association](#) and the [Juvenile Diabetes Research Foundation](#) can be accessed with these links.