

Lesson: Learning About Epilepsy and Seizures

The lesson provides students with an introduction to what epilepsy is and how to respond to those with epilepsy with kindness and support. This lesson also introduces different types of seizures and offers some suggestions on basic first aid.

Suggested Time: 3, 90-minute sessions (additional time may need to be provided to allow students to create their final task).

Materials

1. Access to the following videos which are available on the Epilepsy Toronto YouTube page:
 - [Absence Seizures](#)
 - [Focal Seizure with Impaired Awareness](#)
 - [Tonic Clonic Seizure](#)
 - [Epilepsy Toronto's Youth Video](#)
2. A computer / laptop
3. A projector
4. A screen
5. Access to the Internet
6. Pamphlets produced by Epilepsy Toronto
7. [Talking About Epilepsy](#)
8. [See the Person](#)
9. Worksheet 1
10. Exit Ticket
11. Worksheet 2

The following lesson could be used and meets expectations for the following curricular areas:

- Religious education
- Language arts
- Health & physical education
- Science & technology

Ontario Catholic School Graduate Expectations:

- An effective communicator
- A reflective, creative, and holistic thinker
- A self-directed, responsible, lifelong learner
- A responsible citizen

Biblical Passage:

Luke 10: 29-37:

But wanting to justify himself, he asked Jesus, “And who is my neighbour?”

Jesus replied, “A man was going down from Jerusalem to Jericho, and fell into the hands of robbers, who stripped him, beat him, and went away, leaving him half dead. Now by chance, a priest was going down that road; and when he saw him, he passed by on the other side. So likewise a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan while travelling came near him; and when he saw him, he was moved with pity. He went to him and bandaged his wounds, having poured oil and wine on them. Then he put him on his own animal, brought him to an inn, and took care of him. The next day he took out two denarii, gave them to the innkeeper, and said, ‘Take care of him; and when I come back, I will repay you whatever more you spend.’ Which of these three, do you think, was a neighbour to the man who fell into the hands of the robbers?”

He said, “The one who showed him mercy.” Jesus said to him, “Go and do likewise.”

Learning Goals:

1. To learn about a brain condition called epilepsy.
2. To learn about different seizure types.
3. To learn how we can help someone with epilepsy.
4. To reinforce the importance of treating others with dignity.
5. To reinforce that we are called to love and care for others.
6. To create an informational pamphlet on epilepsy.

Lesson

Minds-on:

1. While seated in chairs, invite students to make a circle clockwise with their right foot while writing the letter 6 in the air with their right hand. (If students are left-handed, they can use their left foot and left hand.)

Note: This can be a noisy activity but fun and engaging. As a possible second task, ask students to tap the top of their heads while rubbing their stomachs. For students with physical disabilities, they can try moving their heads in a clockwise motion while moving their tongues in the opposite direction.

Lesson Continued...

2. Engage students in a discussion about what they noticed about the activity. Was this task difficult? If so, why? What do you think is happening in your brain when completing these activities? How did it feel when completing the tasks? (Explain that it may have been difficult to complete the activities because the brain is sending multiple messages that can sometimes get confused.)
3. At this point, ask students if they know what epilepsy is. (Epilepsy is a common neurological condition characterized by the tendency to have recurrent seizures. It is sometimes called a seizure disorder.)

A person has epilepsy if they:

- Have had at least two unprovoked seizures, or
- Have had one seizure and are very likely to have another, or
- Are diagnosed with an epilepsy syndrome

What is a seizure? A seizure is a sudden burst of electrical activity in the brain that causes a temporary disturbance in the way brain cells communicate with each other. The kind of seizure a person has depends on which part and how much of the brain is affected by the electrical disturbance that produces the seizure.

A seizure may take many different forms, including a blank stare, uncontrolled movements, altered awareness, odd sensations, or convulsions. Seizures are typically brief and can last anywhere from a few seconds to a few minutes.

What do you know about epilepsy?

Write key points on the board/chart paper/projected screen.

Teacher Resource: For more information on Epilepsy, check <http://epilepsytoronto.org/wp-content/uploads/2018/04/FAQ.pdf>

Action:

1. The next part of the lesson will centre around videos created by Epilepsy Toronto on Seizure Types and Seizure First Aid.
 - [Absence Seizures](#)
 - [Focal Seizure with Impaired Awareness](#)
 - [Tonic Clonic Seizure](#)

After showing each video, and before proceeding to the next video, engage students in a discussion using the following guiding questions:

Lesson Continued...

- What type of seizure was shown in the video?
- What are the characteristics of this type of seizure?
- What did you learn about this seizure type that you didn't know before?
- How could you help someone with this type of seizure?
- What are some questions you still have about this seizure type?

Students should also fill out Worksheet 1 as they watch the videos and through the in-class discussions. Review the worksheet with students.

2. Using the Graffiti strategy, write each question on a separate chart paper. Post the chart paper in various locations around the room. Alternatively, students can remain seated in groups and the chart paper can be passed around. With a marker, each student writes their answer to the question. Students should travel to all papers. After students have written a response to each question, have them travel to the chart papers again and respond to a peer's response.
 - How would you feel if you were diagnosed with epilepsy?
 - What questions would you have?
 - What would you be afraid of?
 - Why do you think some people with epilepsy are sometimes ostracized?
 - What can you do to ensure people with epilepsy and other conditions are accepted and included in our school?
3. After completing this activity, engage students in a discussion about the questions and the responses.
4. Have students watch the following video: <https://www.youtube.com/watch?v=ysQDmhEqAc8>
5. Guiding Questions: What does this video tell you about people with epilepsy? Can you add anything to your worksheet? To our Graffiti charts? What does it mean to "See the Person"?
6. **Read Luke 10: 29-37:** But wanting to justify himself, he asked Jesus, "And who is my neighbour?" Jesus replied, "A man was going down from Jerusalem to Jericho, and fell into the hands of robbers, who stripped him, beat him, and went away, leaving him half dead. Now by chance, a priest was going down that road; and when he saw him, he passed by on the other side. So likewise a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan while travelling came near him; and when he saw him, he was moved with pity. He went to him and bandaged his wounds, having poured oil and wine on them. Then he put him on his own animal, brought him to an inn, and took care of him. The next day he took out two denarii, gave them to the innkeeper, and said, 'Take care of him; and when I

Lesson Continued...

come back, I will repay you whatever more you spend.' Which of these three, do you think, was a neighbour to the man who fell into the hands of the robbers?" He said, "The one who showed him mercy." Jesus said to him, "Go and do likewise."

7. Engage students in a discussion about what this scripture passage means.
 - What does this passage tell us?
 - How does this passage demonstrate to us the importance of the dignity of each person?
 - What does this passage call us, as Christians, to do?
 - What does this passage have to do with epilepsy, if at all?

Consolidation:

1. Have students discuss what they learned in the lesson.
2. Have students complete the Exit Ticket provided. **Assessment For Learning: Exit tickets serve as an opportunity to assess student understanding of the lesson.**

Reflect and Connect:

Students will create a pamphlet to make people aware of one of the following:

- One of the types of seizures discussed in class.
- A question they have about epilepsy that they would like to research and explore. Examples could include: Can people with epilepsy drive? Can people with epilepsy play sports?
- See Worksheet 2 for Task Instructions and a Task Rubric

Note: If students are unfamiliar with pamphlets, review pamphlets produced by Epilepsy Toronto: [Talking About Epilepsy](#) and [See the Person](#). Spend some time reviewing the characteristics of pamphlets before students create their own.

Students may also be given the option to create their own videos about the different types of seizures.

Accommodations:

- Proximity to the instructor
- Closed captions for video
- Buddy system
- Use of scribe
- Extra time to complete tasks
- Oral responses
- Use of a computer to complete worksheets

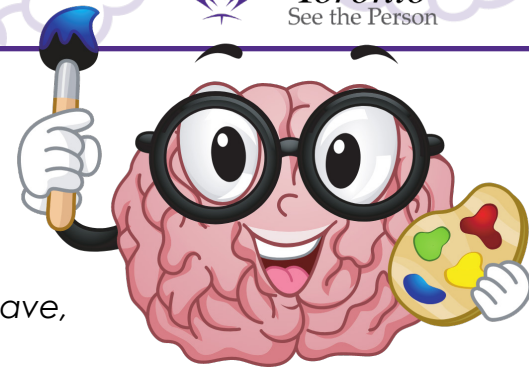
Purple Day: What is Epilepsy?

Worksheet 1



Directions: Complete the chart as you watch each video.

Seizure Type	What are the characteristics of this type of seizure?	What did you learn about this seizure type that you didn't know before?	How could you help someone with this type of seizure?	What are some questions you still have about this seizure type?
Absence Seizure				
Focal Seizure with Impaired Awareness				
Tonic-Clonic Seizure				



Activity Directions: After having learned about epilepsy and the different seizure types, in pairs, you will create a pamphlet describing one seizure type, or addressing a question you still have about epilepsy.

Note: If you choose to do your research on a question you still have, please get the question approved by the teacher.

- Your target audience is students from your school.
- You should consult three resources in the creation of your pamphlet.
- You must include at least 3 images in your pamphlet.
- Your pamphlet should be informative and professional.

Use the following graphic organizer to help organize your thoughts and help you plan your brochure. A rubric for the final task is below.

Creating a Pamphlet Graphic Organizer	
Group members:	
Pamphlet topic:	
Pamphlet title / subtitle:	
What you know about the topic:	
Questions you have and need to research:	
Information you will include in your pamphlet:	
Resources consulted:	
<i>Note: Images can be sourced for free from the following websites: www.pixabay.com; www.unsplash.com; www.flickr.com *Ensure images grant public permission to use in your work.</i>	

Purple Day: What is Epilepsy?
Rubric Worksheet 2



Criteria	Level 4	Level 3	Level 2	Level 1
<p>Knowledge Student shows an understanding of topic</p>	Student displays outstanding understanding of the topic being researched.	Student displays considerable understanding of the topic being researched.	Student displays some understanding of the topic being researched.	Student displays limited understanding of the topic being researched.
<p>Thinking Student shows an ability to generate ideas, gather and organize information</p>	Student uses planning and critical/creative thinking skills with a high degree of effectiveness.	Student uses planning and critical/creative thinking skills with considerable effectiveness.	Student uses planning and critical/creative thinking skills with some effectiveness.	Student uses planning and critical/creative thinking skills with limited effectiveness.
<p>Communication Student organizes information logically, is mindful of the intended audience, uses appropriate vocabulary, proper grammar and spelling</p>	Student displays outstanding ability in the organization of their pamphlet, is mindful of the intended audience, and uses appropriate vocabulary, proper grammar, and spelling with a high degree of effectiveness.	Student displays considerable ability in the organization of their pamphlet, is mindful of the intended audience, and uses appropriate vocabulary, proper grammar, and spelling with considerable effectiveness.	Student displays some ability in the organization of their pamphlet, is not writing to the intended audience and uses appropriate vocabulary, proper grammar, and spelling with some effectiveness.	Student displays limited ability in the organization of their pamphlet, is not writing to the intended audience and uses appropriate vocabulary, proper grammar, and spelling with limited effectiveness.
<p>Application Student can apply research to the task at hand</p>	Student demonstrates outstanding ability in transferring knowledge and skills into creating a pamphlet on epilepsy.	Student demonstrates considerable ability in transferring knowledge and skills into creating a pamphlet on epilepsy.	Student demonstrates some ability in transferring knowledge and skills into creating a pamphlet on epilepsy.	Student demonstrates limited ability in transferring knowledge and skills into creating a pamphlet on epilepsy.

EXIT TICKET

1. What are 3 things you learned about epilepsy?
2. What are 2 actions you could perform to help someone who appears to be having a seizure?
3. What is 1 question you still have from today's lesson?