

**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:   |
| Note: Images can be sourced for free from the following websites: <a href="http://www.pixabay.com">www.pixabay.com</a> ;<br><a href="http://www.unsplash.com">www.unsplash.com</a> ; <a href="http://www.flickr.com">www.flickr.com</a><br>*Ensure images grant public permission to use in your work. |

## Purple Day: What is Epilepsy?

### Rubric Activity Sheet 2



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