



## Lesson: What is Epilepsy?

The lesson provides students with an introduction to what epilepsy is and how to respond to those with epilepsy with kindness and support.

### Suggested Time: 2-3 hours

#### Materials

- **A copy of the book, [Taking Seizure Disorders to School: A Story About Epilepsy by Kim Gosselin, illustrated by Moss Freedman.](#)**
- Activity Sheet 2
- Exit Ticket Activity Sheet 1

#### Learning Outcomes from the TDSB Build Character, Build Success: Character Development School Resource Guide K–12, 2008:

- Kindness and Caring:
  - Showing understanding of others by treating them with compassion and generosity.
  - Being gentle, willing to help, friendly, and considerate
  - Showing concern or sympathy for others
  - Being sensitive to the needs of others
  - Offering support
- Empathy:
  - Putting yourself in someone else's shoes
  - Understanding, sensing, and sharing in the feelings and emotions of others
  - Showing love, sympathy, compassion, and encouragement
  - Identifying with, and understanding, another's situation, feelings, and motives

**The following lesson could be used and meets expectations for the following curricular areas:** Language arts; Health & physical education; Science & technology.

### Learning Goals:

1. We are learning about a brain condition called epilepsy.
2. We are learning how we can help someone with epilepsy.
3. We are learning that someone with epilepsy is not much different from someone who doesn't have epilepsy.
4. We are learning that our different abilities make us special.

### 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.*

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. Afterwards, ask students if they know what epilepsy is. (Epilepsy is when people have seizures. A seizure is when the brain has unusual activity. Brain cells are always sending messages to your body to do different things, just like in our introductory activities.) Write key points on the board/chart paper/projected screen.

#### Action:

1. **Read the book, [Taking Seizure Disorders to School: A Story About Epilepsy by Kim Gosselin, illustrated by Moss Freedman.](#)**
2. Engage students in a discussion about what they learned about epilepsy from the story. The following guiding questions could be used:
  - What is another name for epilepsy?
  - What part of the body causes a person to have seizures?
  - What happens in the brain when someone has seizures?
  - Is epilepsy contagious?

### Lesson Continued...

- How does someone get epilepsy?
- How many kinds of epilepsy are there?
- What can help control seizures?
- How long do seizures last?
- What does a seizure look like?
- What should you do if you see someone having a seizure?
- Is it possible to swallow your tongue if you're having a seizure?
- Does epilepsy stop people from doing what other people do?
- Should you treat someone differently if they have epilepsy?
- How are you similar to the main character in the book?
- How are you different from the main character in the book?

#### 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:

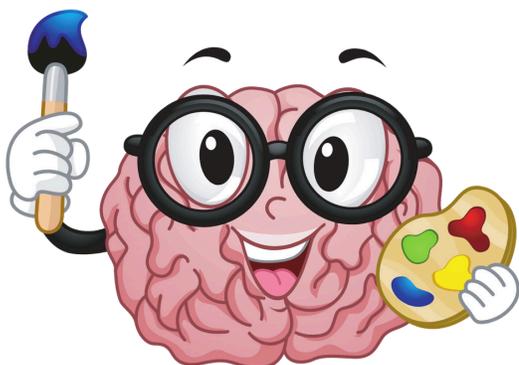
Have students complete worksheet 2, which asks them to personalize the graphic of the brain by drawing items/ words/terms of what best represents them. They will then answer the questions that follow.

#### 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

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### Activity Directions

1. Personalize the graphic of the brain by drawing items/words/terms of what best represents you.
2. Answer the questions that follow.



**1. How could you use your gifts/talents/abilities to contribute to a positive classroom?**

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**2. How are you similar to the main character in the book?**

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**3. How are you different from the main character in the book?**

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**4. How could you be a good friend to someone with epilepsy?**

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