



Lesson: Learning About Epilepsy

The lesson provides students with an introduction to epilepsy, facts about epilepsy and how to respond to those with epilepsy with kindness and support.

Suggested Time: two 90-minute sessions (additional time may be needed for 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. [See the Person](#)
6. Exit Ticket
7. Activity Sheet 1: Final Task Instructions and Rubric

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. To learn about a brain condition called epilepsy.
2. To learn some facts about epilepsy.
3. To learn how we can help someone with epilepsy.
4. To reinforce the importance of treating others with compassion and empathy.
5. To create a graphic/poster on epilepsy.

Lesson

Minds-on:

1. While seated in chairs, invite students to circle clockwise with their right foot while writing the letter 6 in the air with their right hand. (Left-handed Students 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 completing the activities may have been difficult 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

Lesson Continued...

What is a seizure? A seizure is a sudden burst of electrical activity in the brain that causes a temporary disturbance in how brain cells communicate. 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 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.

4. What do you know about epilepsy? Write key points on the board/chart paper/projected screen. Teacher Resource: For more information on Epilepsy, check the [Epilepsy Toronto website](#).

Action:

1. The next part of the lesson will centre around videos created by Epilepsy Toronto on
2. The next part of the lesson will centre on the [Epilepsy Fact Sheet](#) created by Epilepsy Toronto.
3. Read through each fact with the students, reviewing key terminology.
4. Engage students in a conversation using the following questions as prompts:
 - a. What is surprising to you?
 - b. What questions do you have?
 - c. What might be a challenge for someone with epilepsy?
 - d. How could you help someone with epilepsy?

Note: To further support the information presented in the fact sheet, you may want to show students videos on the different types of epilepsy found on the Epilepsy Toronto YouTube page.

- [Tonic Clonic Seizure](#)
- [Focal Seizure with Impaired Awareness](#)
- [Absence Seizure](#)

Have students watch the video [Living with Epilepsy](#) found on the Epilepsy Toronto YouTube page.

5. Using the Think-Pair-Share strategy, ask students to reflect on the following questions:
 - a. What does this video tell you about people with epilepsy?
 - b. How would you feel if you were diagnosed with epilepsy?
 - c. What can you do to help someone having a seizure?
 - d. What can you do to ensure people with epilepsy are accepted and included in our school?

Consolidation:

1. Using the Fishbowl Strategy, have students discuss everything they have learned in the lesson.
2. Have students complete the Exit Ticket provided.

Assessment for Learning: Discussions and exit tickets provide an opportunity to assess students' understanding of the lesson.

Reflect and Connect:

Students will create a poster outlining one of the facts from the Epilepsy Fact Sheet they reviewed in class. **(See Activity Sheet 1 for Task Instructions and a Task Rubric)**

Note: Spend some time reviewing the characteristics of posters before students create their own. Show some examples of posters and discuss their characteristics. Examples of posters can be found here: [purple-day-poster](#)

Accommodations:

- Proximity to the instructor/screen
- Closed captions for videos
- Buddy system
- Use of scribe
- Extra time to complete tasks
- Oral responses
- Use of a computer to complete activity sheets
- Scaffolding of final task
- Provision of fill-in template for final task

We value your opinion!
Please complete our
Feedback Survey.



Instructions: After learning some facts about epilepsy, in pairs, you will create a poster highlighting one fact you learned about epilepsy.

Some points to remember:

- Your target audience is students from your school.
- Your goal is to teach them one fact about epilepsy interestingly and visually.
- Use an image that would get people interested.
- Use bright colours. Consider using purple, the colour of epilepsy awareness.
- Write a headline for the poster. Make sure it is visually appealing and big, so it gets attention.
- Put in your message—what you want people to do or remember about your topic. Don't include too many words. You want to make sure your viewers get the message right away.
- Refer to the examples shown in class to help guide you.
- Use the graphic organizer below to help with your planning.

Name: _____

Date: _____

EPILEPSY FACT POSTER TASK

Target Audience

Image(s) that I will use

Epilepsy Fact

Headline

What I want people to remember

Colours I will use

Other details I will include

Purple Day: What is Epilepsy?
Activity Sheet 1



Criteria	Level 4	Level 3	Level 2	Level 1
<p>Knowledge</p> <p>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</p> <p>Student shows an ability to generate ideas, gather and organize information</p>	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.
<p>Communication</p> <p>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 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.
<p>Application</p> <p>Student can apply research to the task at hand and skills into creating</p>	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.

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?