



Lesson: What is Epilepsy?

This lesson provides students with an introduction to the brain, what epilepsy is and how to respond to those with epilepsy with kindness and support. This lesson reinforces that we are all unique and special.

Suggested Time: 2 hours

Materials

Option 1:

A copy of the book *The Abilities in Me: Epilepsy* by Gemma Keir, illustrated by Adam Walker-Parker.

Option 2:

Alternatively, you can watch a [reading of the book on Youtube](#) and project it in class. You will need:

Both Options:

- Image of the Brain
- computer/laptop
- projector
- screen
- access to the internet
- PlayDoh in different colours according to the image of the brain
- 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 to meet expectations for the following frames of the ELP program:

- Belonging and Contributing
- Self-Regulation and Well-Being
- Demonstrating Literacy and Mathematics Behaviours
- Problem Solving and Innovating

Learning Goals:

1. We are learning about the brain.
2. We are learning about what the brain can do.
3. We are learning about a brain condition called epilepsy.
4. We are learning that someone with epilepsy is not much different from someone who doesn't have epilepsy.
5. We are learning that everyone is unique and special.

Lesson

Minds-on:

1. Ask students the following questions to engage them in conversation:
 - a. Where is your brain?
 - b. What does your brain do?
 - c. What does your brain look like?
2. Show students the image of the brain and discuss what each part does according to the image.
3. Lead students through the following song: [Brain - The Captain Brain | Body Parts Songs | Pinkfong Songs for Children](#) The video could be shown a few times, and students can sing along. Alternatively, the following video can be shared with students: [What is a Brain?](#)
4. Ask students what they learned from the song/video. Create an anchor chart with the brain in the middle of the paper. Write down the students' responses.
5. 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 always send messages to your body to do different things, just like the picture we saw and what we learned from the song.

Action:

1. **Read the book**, *The Abilities in Me: Epilepsy* by Gemma Keir, illustrated by Adam Walker-Parker. A reading of the book can also be found using the following link: [Epilepsy Abilities in me Series Gemma Kier, read by Chloe Inclusiva.](#)

Purple Day: What is Epilepsy?

Lesson Plan

Early Learning Program Lesson Plan

2. Engage students in a discussion about what they learned about epilepsy from the story. The following guiding questions could be used:

- What did you learn about epilepsy?
- What happens in the child's brain when he has a seizure?
- Why do you think the teacher and his friends should know about his epilepsy?
- What should you do if you see someone having a seizure?
- How are you similar to the child in the book?
- How are you different from the child in the book?

3. Remind students that we are all unique, and someone with epilepsy is not different than someone without it.

4. Sing the Brain song again.

Consolidation:

1. Have students discuss everything they have learned in the lesson. Add to the anchor chart, as needed.

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

Reflect and Connect:

1. Students can create their brains using Play-Doh.
2. Students can explain what makes their brains special.

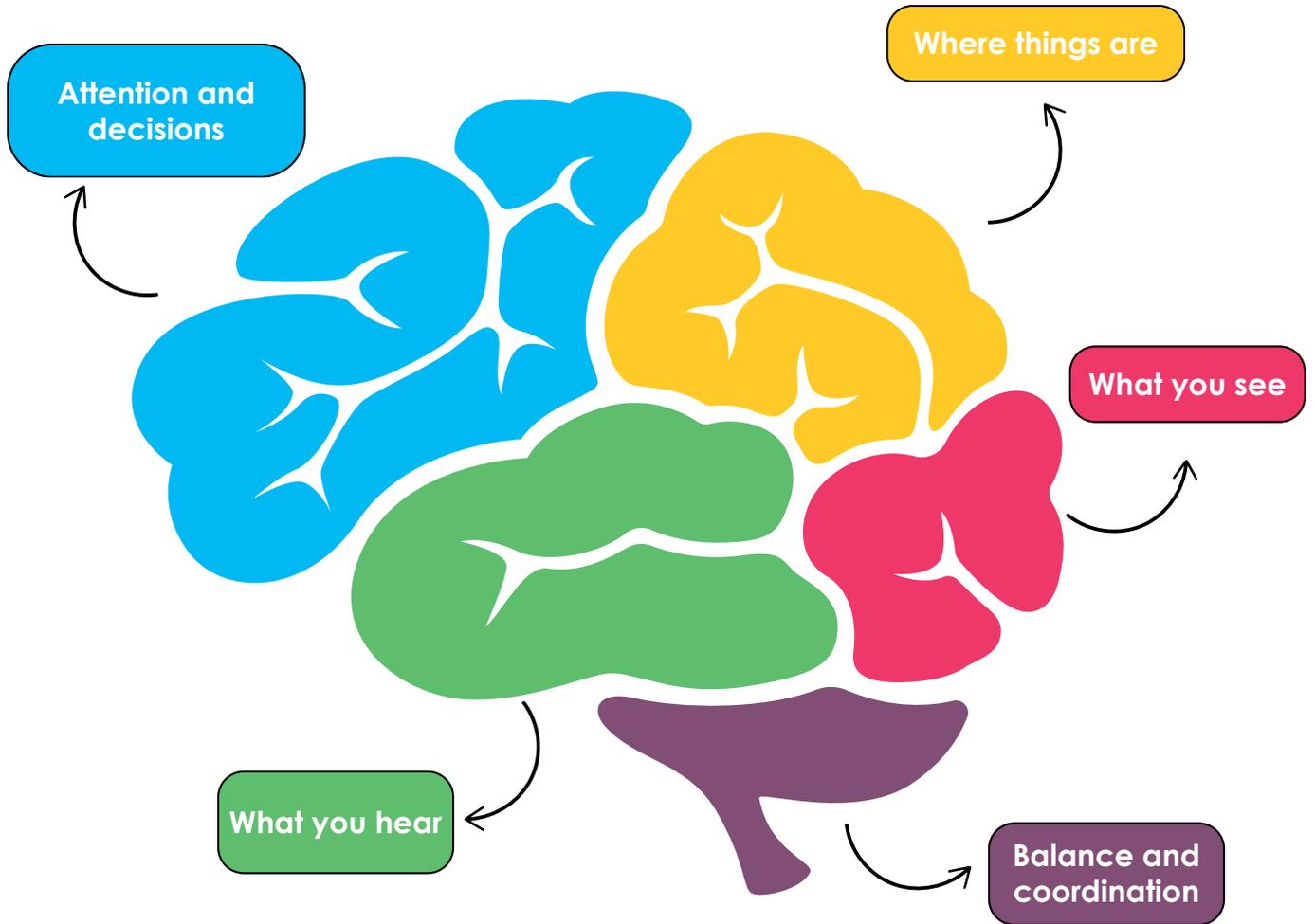
Accommodations:

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

We value your opinion!
Please complete our
Feedback Survey.



Box 1: Image of the brain



Box 2: Coloring Sheet - Create you Purple Shirt

