



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 loved by God.

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

For Both Options:

Video: [Live with Lily: Is Epilepsy Contagious?](#)

Activity Sheet 1

The following lesson could be used to meet expectations for the following frames of the ELP program:

- 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

Genesis 1:27a: "So God created humankind in his image, in the image of God he created them."

Learning Goals:

1. We are learning about the brain.
2. We are learning about a brain condition called epilepsy.
3. We are learning how we can help someone with 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 created in the image and likeness of God.
6. 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, *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.](#)

Lesson Continued...

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

- How do you think the child feels about his epilepsy?
- How do you think his family feels?
- 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?

Note: Students may wonder if epilepsy is contagious; this would be a good time to discuss that epilepsy is **not contagious**. You could also show the following video to reinforce this fact: [Live with Lily: Is Epilepsy Contagious?](#)

3. Read Genesis 1:27a: "So God created humankind in his image, in the image of God he created them." You may also want to have the scripture passage posted in the class.

4. Engage students in a discussion about what this scripture passage means.

- What does this passage tell us?
- Do we all look the same? So, what does this mean then?
- What does this passage tell you about yourself?
- What does this passage tell you about the child in the book?

Consolidation:

Have students discuss everything they have learned today.

Reflect and Connect:

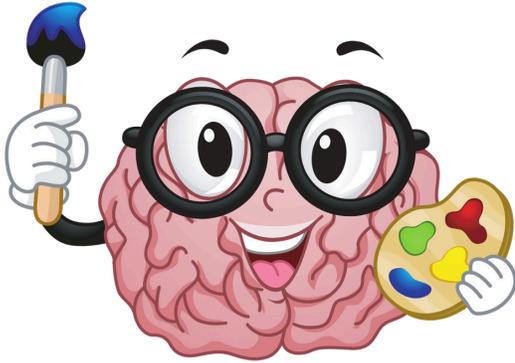
Have students complete worksheet 1, which asks them to draw their abilities, draw the abilities of the child in the book, and list how they can be a good friend to the child in the book.

Accommodations:

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

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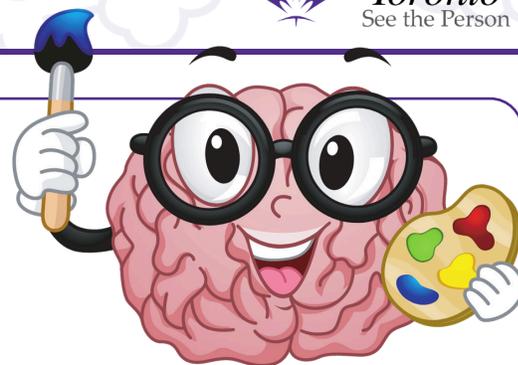




Activity Directions

1. In the first box, draw a picture of one of your abilities.
2. In the second box, draw a picture of one of the abilities of the child in the story.
3. In the third box, list how you can be a good friend to the child in the book.

Box #1: Draw a picture of one of your abilities.



Box #2: Draw a picture of one of the abilities of the child in the book.

Box #3: List some of the ways that you can be a good friend to the child in the book.