



Lesson Activities for Students in Grades 5–8

This lesson plan was adapted from Epilepsy Action. For more information, please visit www.epilepsy.org.uk.

Each session to take approximately 40 minutes

ACTIVITY 1

Posters on first aid to deal with epilepsy

Learning Objective

Raise awareness of the condition and the first aid procedures necessary to support someone through and after a seizure in the school environment.

Introduction

- Discuss information about epilepsy. (To learn more, visit the [About Epilepsy](#) and [Epilepsy FAQs](#) pages on EpilepsyAdvocate.com.)
- Explain first aid procedures needed to help someone having a seizure and explain the following activity to students (15-20 minutes).

Activity

Students to design a poster to outline first aid and how to care for someone having a seizure (15-20 minutes).

The aim is to create a poster that:

- Is colorful, bold, and eye-catching in design
- Includes all the first aid advice in simple terms through images and short sentences
- Can be displayed around the school to create awareness of the condition and what to do if someone has a seizure

Review and Follow Up

- Use a brainstorming exercise to see what each student can remember from the poster work on epilepsy and first aid.
- Students may try to find a library, sports center, etc, to display copies of their epilepsy posters to raise awareness of the condition and first aid needed.



ACTIVITY 2

Watch a video about a student living with epilepsy. Then create a newspaper article as part of the discussion.

Resources

Advice from students' video and written accounts found on EpilepsyAdvocate.com.

Learning Objective

Raise awareness of epilepsy and how it can affect people, but also demonstrate the ways people can live a normal life.

Introduction

Discuss information about epilepsy. (To learn more, visit the [About Epilepsy](#) and [Epilepsy FAQs](#) pages on EpilepsyAdvocate.com.)

Activity

Watch video and hand out a written case study on a student living with epilepsy. Divide students into discussion groups, preferably 3 to 4 in a group (15-20 minutes).

Groups must discuss issues such as:

- In what ways is this student's life similar to their own?
- In what ways is this student's life different from their own?
- What effect does epilepsy have on someone's life and the lives of family and friends?
- What effects does epilepsy have on this student's memory and behavior?

One member of the group should write down the group's ideas, and then each group can present its points on a particular issue to the rest of the students (2 minutes per group presentation).

Review and Follow Up

This could be incorporated as part of a follow-up lesson or to create a longer session.

Design a newspaper interview with the student in the case study. Try to make the article lively and informative, and focus on how that student deals with everyday issues and how he or she feels about the way others treat people with epilepsy.



ACTIVITY 3

Dispelling the myths about epilepsy

Learning Objective

Dispel society's myths about epilepsy and replace them with facts about the condition.

Introduction to Epilepsy

Discuss information about epilepsy. (To learn more, visit the [Helping Students](#), [About Epilepsy](#), and [FAQs](#) pages on [EpilepsyAdvocate.com](#).)

Activity

Discuss the myths that people believe about epilepsy and then counter these myths with the correct information. You may want to hand out a card to each student displaying one myth or one fact.

Choose a different student to present each myth and a different pupil to present the corresponding fact to the class (10-15 minutes).

OR

Give a myth and a corresponding fact to different students and ask them to see if they can "find their partner" in the room (10-15 minutes).

Class discussion: you could have a vote on each myth and see how many people believed the myth prior to this lesson (10-15 minutes).

Finally, have a brainstorming session to sum up what the students have learned about the reality of epilepsy and how it affects people's lives (5 minutes).

Review and Follow Up

Students could write down either:

- Five new facts that they have learned about epilepsy.
- Five most important facts they feel that everyone in their school should know about epilepsy.