

# LESSON PLAN

# SEIZURES

Please ensure you have adequate first aid knowledge before teaching this lesson.

Please contact us if you need any help or guidance with this.

## 1. DETAILS OF TEACHER

Name:	Date:	Time:	Class:
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## 2. DETAILS OF LEARNING OBJECTIVES

**By the end of the lesson, students will be able to:**

- > understand the causes of seizures
- > recognise when someone is having a seizure or an absence seizure
- > respond appropriately to someone who is having a seizure.

## 3. DETAILS OF ACTIVITIES, TIMINGS AND RESOURCES REQUIRED

**Note:** We appreciate that you may not be able to spend a full hour on this topic. Feel free to choose activities to fit the time you have available. For example, you could do one task from each starter, development and plenary category.

Activity	Suggested timing	Resources required
<b>Starter activities</b>		
Ask the students what a seizure is, how they would recognise one and what could cause one. Record and display responses from the students.	10 mins	PowerPoint presentation
<b>Development activities</b>		
Using the presentation, explain the recognition features of a seizure and an absence seizure. Ask the students to identify the differences.	10 mins	PowerPoint presentation
Using the presentation, take the students through the appropriate treatment, asking the following questions as appropriate and recording the student's responses: <ul style="list-style-type: none"> <li>&gt; What action can be taken to ensure that the casualty does not injure themselves?</li> <li>&gt; Why should a casualty never be restrained during a seizure?</li> <li>&gt; Does everyone who has a seizure need to go to hospital afterwards?</li> <li>&gt; What should be done if a casualty is unresponsive but breathing?</li> <li>&gt; When should you call for an ambulance?</li> </ul>	10 mins	PowerPoint presentation
<b>Plenary activities</b>		
Discuss the use of medic alerts and show some examples.	5 mins	PowerPoint presentation
Complete the case study activity in small groups.	5 mins	
Request and respond to questions from the students.	5 mins	
<b>Plenary activities</b>		
The students can research, and then design a medic alert. The design should include how the medic alert will be displayed and the information it will show.		

## 4. DETAILS OF ASSESSMENT FOR LEARNING

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Shared LOs       | <input type="checkbox"/> Question/answer       | <input type="checkbox"/> Extended question/answer |
| <input type="checkbox"/> Peer assessment  | <input type="checkbox"/> Self assessment       | <input type="checkbox"/> Oral feedback            |
| <input type="checkbox"/> Written feedback | <input type="checkbox"/> Reflection/evaluation | <input type="checkbox"/> Group work               |

## 5. TEACHER NOTES

Use this space for differentiation notes, the role of any classroom support, evaluation notes, etc.

## 6. DETAILS OF SUBJECT-SPECIFIC VOCABULARY

Absence seizure, aura, convulsion, epilepsy, fit, head injury, MedicAlert tag®, oxygen, poison, recovery position, seizure, SOS Talisman®

## 7. CURRICULUM LINKS