

<p>Session I Thinking for Ourselves <i>45 minutes</i></p>	<p>Student Workbook Pages</p>	<p>Facilitator's Notes</p>	<p>Activities</p>
<p>Introduction <i>(10 minutes)</i></p> <p><i>Pages 2&3</i> <i>Student Workbook</i></p>	<div data-bbox="658 316 927 657"> <p>Epilepsy peer educator workbook</p> <p>Students supporting diversity</p> </div> <div data-bbox="658 687 927 1018"> <p>Introduction</p> <p>We are all unique in our own way and it is important to recognise and support these differences. Epilepsy is a condition that often causes people to feel isolated and different and it can be difficult for other people to understand what it is like to live with epilepsy and how it can affect you.</p> <p>The main aim of our Peer Education Programme for our Peer Educators is to help educate and help people to understand what it is like to live with epilepsy. We want to help you to educate others about epilepsy, to help them understand what it is like to live with epilepsy and to help them to understand what it is like to live with epilepsy.</p> <p>To get your introduction as an Epilepsy Peer Educator you must participate fully in the workshop and be involved in the activities.</p> <p>Please feel free to ask questions using the icon.</p> <p>The following icons are used throughout this workbook:</p> <ul style="list-style-type: none"> Personal reflection Key content Hand-on reflective or practical activity <p>© Epilepsy peer education workbook</p> </div> <div data-bbox="658 1038 927 1369"> <p>Format for workshop</p> <p>Session 1: Thinking for ourselves?</p> <p>In this session you will explore the reasons why people with epilepsy and people with other conditions are often stereotyped and prejudiced. You will explore the reasons why people with epilepsy and people with other conditions are often stereotyped and prejudiced. You will explore the reasons why people with epilepsy and people with other conditions are often stereotyped and prejudiced.</p> <p>Session 2: Understanding epilepsy</p> <p>In this session you will explore the reasons why people with epilepsy and people with other conditions are often stereotyped and prejudiced. You will explore the reasons why people with epilepsy and people with other conditions are often stereotyped and prejudiced.</p> <p>Session 3: Taking action</p> <p>In this session you will explore the reasons why people with epilepsy and people with other conditions are often stereotyped and prejudiced. You will explore the reasons why people with epilepsy and people with other conditions are often stereotyped and prejudiced.</p> <p>Do an Antidote to Stereotyping?</p> <p>How do you think you can help to change people's views on epilepsy? How do you think you can help to change people's views on epilepsy? How do you think you can help to change people's views on epilepsy?</p> <p>© Epilepsy peer education workbook</p> </div>	<ul style="list-style-type: none"> • Facilitator introduces him/herself to the group • Hand out Peer Educator Workbook to each individual student • Give students 20-30 seconds to flip through workbook • Refer students to the icon symbols on page 2 student workbook To familiarise them with symbols used throughout workbook. • Explain main purpose of the workshop is to educate them about epilepsy so they can then educate other students about epilepsy. • Read Format for Workshop : Page 3 Student Workbook <i>Mention the reason we begin the workshop by discussing diversity and stereotyping is because many people experience stereotyping and prejudice because of their epilepsy.</i> 	

Diversity

Page 6 Student Workbook
(10 minutes)



Diversity (Page 6 Student Workbook)

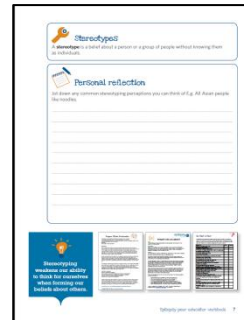
- Ask students meaning of the word diversity
- Briefly refer to definition in their workbook
- Complete Personal Reflection
List diversity that exists in your school community
- Choose diversity activity

Choose (1) diversity activity
download from hands on activity section resources page

- Diversity Multiple Choice
- If Game

Stereotyping

Page 7 Student Workbook
(10 minutes)



Stereotyping (Page 7 Student Workbook)

- Refer briefly to stereotypes definition
- Review the two YouTube clips prior to lesson and if appropriate show age appropriate clip to students.

Primary Students : Wrong

<http://www.youtube.com/watch?v=yDdQ4RDse34>






Secondary Students :Stop Stereotyping

<http://www.youtube.com/watch?v=BO6PQHGXnlk>

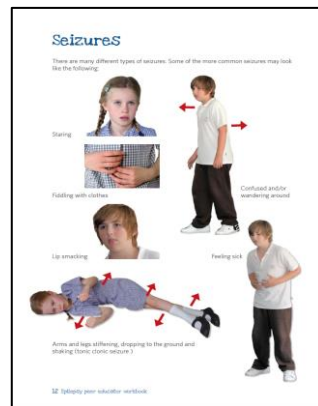
- Personal Reflection
Jot down common stereotyping perceptions
- Choose stereotyping activity

Choose (1) stereotyping activity
download from hands on activity section resources page

- Paper Plate Portraits
- What's in a Label
- Is that a fact?

Session 2 Understanding Epilepsy <i>90 minutes</i>	Student Workbook Pages	Facilitator's Notes	Activities Outline
<p>View Prezi</p> <p><i>Pages 9-15 Student Workbook</i></p> <p><i>(45 minutes)</i></p>	<p>Suitable for Years 5&6 Peer Educators</p>  <p>Suitable for Years 5-11 Peer Educators</p> 	<ul style="list-style-type: none"> Choose appropriate Prezi <p><i>Teacher will need to view each Prezi to decide which is most suitable for their group of students.</i></p> <p>If Year 5&6 Peer Educators are educating younger students' teacher may choose to train Peer Educators using <i>Tuning Into Our Diversity</i>. However it would be appropriate for them to use <i>All About Us All About Others</i> to educate younger classes.</p> <p>Only the relevant information related to epilepsy from each Prezi is included in the Student Workbook from (Pages 9-15)</p>	<p><u>Important</u> Please note throughout the Prezi there are several slides that refer a question to a person living with epilepsy.</p> <div data-bbox="1771 655 2145 858" style="border: 1px solid black; padding: 5px;"> <p>If you know a perSon with epilepsy</p> <p>ask them</p>  </div> <p>This slide has been included in the event of there being a student with epilepsy in the group. It is important to ensure this student is asked by a teacher prior to the session if they wish to be identified and discuss their epilepsy. If <u>not</u> then the slide should be just be passed over without comment.</p>

What to do if a person has a seizure



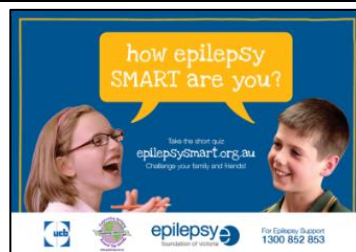
The images on *Page 12 of the Student Workbook* are not in the Prezi but give students a clearer image of what a seizure may look like.

Stop Prezi after slide “*What to do if a person has a seizure*” and have students practise in small groups the correct seizure response

Resume Prezi and finish off the slideshow

Epilepsy Smart Quiz

10 minutes



Practising Prezi

15 minutes



Impact Of Epilepsy

Page 8 Student Workbook

10 minutes

Do Epilepsy Smart Quiz with students

Prezi Presentation

Finish off this session by allowing students as a group to practise presenting the Prezi to the remainder if the group

- Choose Prezi that was not shown during training as this gives Peer Educators a chance to practise using a Prezi and also an opportunity for them to view the other Prezi.
- Prezi only shown once with each student doing 2-3 clicks through slides.

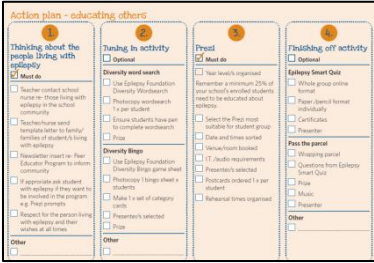


To finish session off refer back to page 8 of Student Workbook. Read the Impact of Epilepsy statement and discuss briefly

Personal Reflection page 8 of student workbook

Students jot down and share ideas of how they can ensure any PLWE in the school community will not be affected in a negative way by the program.

Quiz options

- Students individually complete Epilepsy Smart Quiz on laptop/ iPad
- Do quiz as a whole group using large screen.
- Paper version of quiz

Session 3 <i>Taking Action 45 minutes</i>	Student Workbook Pages	Facilitator's Notes	Activities Outline
<p><i>Pages 16 & 17 Student Workbook</i></p> <p>Explaining template <i>Pages 16 & 17 Student Workbook</i></p> <p><i>(5 minutes)</i></p> <p>Completing Template <i>Pages 16&17 of Student Workbook</i></p> <p><i>(25 minutes)</i></p> <p>Sharing of ideas <i>(5 minutes)</i></p> <p>YouTube Canadian Advertisement <i>(5 minutes)</i></p> <p>Finishing Off <i>(5 minutes)</i></p>	 	<p>Explaining & Completing template Peer Educator Workbook has template of Educating Others Action Plan Checklist. Briefly explain how checklist works and give individual student/groups time to develop their plan Pages 16 & 17 Workbook</p> <p>Sharing of Ideas</p> <ul style="list-style-type: none"> If time permits ask for ideas from students who chose to use other options on their Action Plan template to share ideas. <p>YouTube Clip</p>  <p>Show YouTube clip Canadian advertisement of person entering a restaurant then experiencing a seizure.</p> <p>https://www.youtube.com/watch?v=epdMZHKeWHU</p> <p>Finishing Off</p> <ul style="list-style-type: none"> Check all students' questions on KWL have been answered. If time permits and relevant have students complete final column of KWL 	<p>Students either individually or as a group complete their action plan</p> <ul style="list-style-type: none"> Each student's action plan must be approved by the school based program co-ordinator