

A STUDENT WITH EPILEPSY

SCRIPTS FOR TEACHERS



EPISCHOOL

let's overcome the barriers together!



Univerzita Palackého
v Olomouci



**Instytut
Matki i Dziecka**
Fundacja



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SCRIPTS FOR TEACHERS

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Introduction

Epilepsy is the most prevalent chronic disease of the nervous system. It affects approx. 0.5-1% of the population of children and adolescents. Given the high prevalence, every teacher needs to be prepared to work with students suffering from epilepsy.

Students with epilepsy are considered a group with special educational needs. Teachers are required to adapt their teaching methods to the individual needs of such students. One of such requirements involves the need to ensure good relations within their peer group. The presented scripts are intended for teachers who have epileptic students in their classes, or who are supposed to prepare a class for accepting such a student. The scripts are a proposal of classes intended to introduce the subject of epilepsy to students. They offer an opportunity to discuss, exchange opinions, and express concerns regarding epilepsy.

The first step that an educator is expected to take before teaching a class on epilepsy is to talk to the parents of the child suffering from epilepsy and/or to talk to the student themselves. If the student and their parents approve of the class, it is important for the afflicted child to participate in it. The teacher needs to make sure whether the parents and the child agree to such participation. This is going to determine the way the class is conducted. If the student would like to take part in the class, it is going to be necessary to work out, together with the student, how to inform their peers about the disease, as well as to encourage the student to become involved in the class in a way that is going to be the most comfortable for them. If the student does not agree to take part in the class, the teacher has to discuss with them the rules of informing other students about the disease without the epileptic student's presence.

The scripts were devised within the scope of the "EPISCHOOL – let's overcome the barriers together!" project, coordinated in cooperation with the Development of Educational System Foundation – the National Agency of the ERASMUS+ Programme. The project was carried out between 2015 and 2017 in three countries: Poland, Czech Republic and Ireland. Dorota Kleszczewska from the Institute of Mother and Child Foundation in Warsaw was responsible for coordinating the project.

The educators participating in the project have prepared five scripts adapted to the developmental capabilities of students. The first one is intended for students in grades 1-3; the two subsequent scripts target students in grades 4-6, whereas the final two scripts are aimed at students attending the last years of primary school. The scripts are supplemented with appendices, which include special teaching aids that can be used in class.

Furthermore, a special guidebook has been created within the scope of the "EPISCHOOL – let's overcome the barriers together!" project. The title of the book is "A student with epilepsy. How to support child's education, health and development. Guidebook for teachers who have a child with epilepsy in their class". It contains information indispensable for following the scripts and a special blank for parents addressing some basic information about epilepsy. The authors of the script encourage teachers giving lessons on epilepsy to become acquainted with the guidebook.

The auxiliary materials developed within the scope of the project comprise of publications intended for children. Teachers giving classes on epilepsy can use them as a supplement to the presented scripts.

Our international cooperation between scholars from Poland, Czech Republic and Ireland has also resulted in a survey intended to determine basic knowledge/ awareness concerning epilepsy and preparedness to teaching epileptic students among teachers. The findings were published in a report entitled: "Knowledge and beliefs of teachers in Poland and the Czech Republic towards students with epilepsy and the readiness of teachers to work with such students"¹

The authors of the scripts would like to express their gratitude to three teachers: Ms. Milena Kur, Ms. Małgorzata Puchała, Ms. Paulina Krześniak, for their factual consultations and valuable remarks on the possibility of pursuing the scripts in class.

1. A script for primary school students, years 1-3. Epilepsy – what kind of disease is it?

Tasks	Aids
1. Convey basic information about epilepsy 2. Emphasise the importance of the influential role of the peer group when the class roster includes an epileptic student	Blackboard or a sheet of paper Marker pens Smiling emoticons Cut strips A3-sized paper Appendix 1 Glue Duration: 45 minutes
Expected result. After the class, students: 1. are able to explain what epilepsy is 2. know how important it is to provide support in the case of a disease	
Course of the class	
<p><i>Introduction.</i> Sit down with the children in a circle, and brainstorm on the following subject: "What do you think a disease is? What does the word disease mean?". Next, divide the students into 3-4 groups, and give a sheet of paper to each of them. Ask one child from each group to lie down on the sheet. Meanwhile, the other children are supposed to trace the silhouette of this particular student. Ask the children if they know which organ in our body is responsible for thinking. Do they know what else the brain is responsible for? Say that "it consists of two hemispheres, just like our body has two sides". Ask the students to mark both hemispheres on their drawings. If necessary, draw the hemispheres on the board. Say that "each of the hemispheres has different functions, which are necessary for our organism to work properly. The brain consists of four different areas, which are responsible for various activities. Thanks to that, we can taste flavours, we can see, feel warm and cold, and we are able to run, play, and perform tasks. The brain is able to work thanks to various connections, which are made by the so-called neurons (nerve cells). There are thousands of them in our brain! If sometimes they don't work properly, their problems manifest in the form of different symptoms in our organism. Some symptoms can be noticed only by someone who is ill. For instance, such a person can see flashes, distorted shapes of things, or experience strange smells. There are also symptoms that can be noticed by other people. For example, people suffering from a disease feel unwell, they might fall down, their legs can become weak, or they might have a strange facial expression, or their faces might turn pale or extremely blue. Their body starts to tremble (in an uncontrolled way) and they can even faint in the end."² Ask the students if they know the symptoms of which disease you just mentioned. Say that "This disease is not contagious. Its name is epilepsy".</p>	

² Possible causes and symptoms of epilepsy are described in the guidebook entitled *A student with epilepsy. How to support child's education, health and development. Guidebook for teachers who have a child with epilepsy in their class*, p. 11-13

Introduction to the subject. Explain that "the subject of your today's class is a neurological disease called epilepsy". Say that "treating epilepsy is a long-lasting process, and some people have to take medicines all their lives". All people, no matter if they are children, adolescents or adults, feel unwell at times. Refer to the brainstorm which took place at the beginning of the lesson. "It happens that somebody gets injured, has a sore throat, hits their hand, or slips at the ice rink. In such situations one can feel bad, no matter if the injuries are noticeable and long-lasting, or not". Why is it like that? Ask the students about their opinion on this. Say: "if you see that one of your friends behaves strangely, or if you suspect that they feel sick or something might have hurt them, you always need to ask your teacher, or any other adults nearby, for help". Say that "it's never ok to bully or make fun of anybody, and the occurrence of some diseases can't be controlled. Sometimes we simply don't know why someone is ill". You can tell the children to imagine that the characters they have outlined in the groups are their new classmates who suffer from epilepsy. Ask the students to decorate their drawings.

Task 1. Draw some colourful, smiling emoticons on a sheet of paper cut into little squares. Ask the students the following question: "What can you do to make a sad and ill child feel good and capable of dealing with difficult emotions?" Give every child one smiling emoticon for each of their answers. At the end, say that "everyone should feel good in class and attend school eagerly, and we all must make sure it's like that. We are all responsible for the way we all feel here, because we are a team, and the we more smile, the happier we feel!"

Development of the topic Ask the students what they do when they feel sad. What helps them when they are sad? If someone mentions playing with others, or in the presence of others, elaborate on this. Explain why it is so important to have someone close around you in difficult situations. Hand out thin, coloured strips cut out from the sheets to your students. Ask the children to write down their names on the strips. Then, make a chain of strips by gluing them together. Show the children that the more of us there is, the more we have! Optionally, decorate the classroom with the chain, or do something creative with it. You can use an A2-sized sheet of paper to draw huge eyes and form a smile with the chain. Show the students that everyone (names of students) and everything that they do for each other (each strip) is really necessary – the more of us, the better!

Conclusion. The children go back to the groups they worked in before. Give all the groups previously prepared, printed and cut-out sentences concerning the disease acknowledged in class – epilepsy. Ask the pupils to glue sentences that they consider true to the sheets on which they had previously drawn characters (Appendix 1). Next, each group reads the sentences aloud. Check if all the groups have selected the correct sentences. The sheets of paper with outlined silhouettes and glued sentences about epilepsy may stay in the classroom.

Caution: The course of the lesson and the way it is delivered should be adjusted for one important factor: namely whether an epileptic student participates in the classes or not. If the answer is yes, the teachers is supposed to ask the student, at the beginning of the class, if they want to say anything about the disease in class, or not. It is also important to make sure that the parents of the epileptic student have expressed their consent for such a lesson.

Appendix 1. Example sentences

Epilepsy is not a contagious disease.	Epilepsy is a contagious disease.
If we see that one of our classmates behaves strangely, or if we suspect that they feel bad, we always ask the teacher, or any other adult nearby, for help.	If we see that one of our classmates behaves strangely, or if we suspect that they feel bad, we don't react.
One of the symptoms of epilepsy is a trembling body.	One of the symptoms of epilepsy is a runny nose.
We may never make fun of sick people.	We may make fun of sick people.

2. Script 1 for primary school students, years 4-6. Epilepsy – let's see what it is! Symptoms and responses

For this age group (primary school, years 4-6) two lessons on epilepsy are expected to take place. The presented scripts are complementary to each other.

Tasks	Aids
1. Convey basic information about epilepsy 2. Explain its symptoms and discuss appropriate ways of responding in case of an anticipated seizure	Blackboard or a sheet of paper Marker pens A5-sized sheet of paper for each student Appendix 2 Duration: 45 minutes
<p>Expected results. After the classes students:</p> <ol style="list-style-type: none"> are able to explain what epilepsy is; know its causes and potential symptoms know how to react in case of a seizure 	
<p>Course of the class</p>	
<p><i>Introduction. How does the brain work?</i> Activate students with any introductory question. For example, ask if they know "what is the command centre of the human body? Which organ receives hundreds of thousands of messages from the environment every day?" Then, ask the students what they know about the structure of the brain. Tell them that "it consists of two hemispheres (draw them on the blackboard), which in turn consist of various areas (mark them in colour) responsible for different functions". Say how important the brain is for our existence, and explain what some of its functions are. Make the pupils aware of the fact that the way the brain works is independent from a person's will. People have no influence on it. Tell the children about the speed of processing stimuli, pieces of information, and the role of neurons. Say what can happen if particular mechanisms in the brain do not work properly. Explain what epilepsy is, and what its symptoms may be.³ Mention that there are different types of epilepsy, and that the disease can develop in various ways. Emphasise that nobody has any influence on the occurrence of the disease, that it is not contagious, and that it can occur at any age.</p> <p><i>Introduction to the topic.</i> Explain that the topic of your today's classes is a neurological disease called epilepsy. Talk about its potential causes and various symptoms.⁴ Say that that treating epilepsy is a long-lasting process and some people have to take medicines all their lives.</p>	

3. Basic information about epilepsy is described in the guidebook entitled *A student with epilepsy. How to support child's education, health and development. Guidebook for teachers who have a child with epilepsy in their class*, p. 11-12

4. Possible causes and symptoms of epilepsy are described in the guidebook entitled *A student with epilepsy....op.cit....*, p. 11-14

Task1. Write the word "epilepsy" on the board. Divide the students into groups of several people, and ask them to think together what they would do if they noticed that their classmate behaved the way you described. Give each group a sheet of paper with one chosen story presenting three situations that involve epileptic seizures: focal, generalised and atonic ones (Appendix 2). Give students 10 minutes to consider the story. Afterwards, discuss each case. Moderate what the students say, indicating most of all the necessity to keep calm and call for a teacher or a school nurse.

Development of the topic. Describe the appropriate way for the students to act if they anticipate that one of their classmates might have a seizure. Note everything down on the board. Say that "you always need to inform an adult in situations like that (a teacher or a school nurse). If you witness a strange situation that may be a seizure, you have to do everything to keep the epileptic person safe. The most important thing is to clear the place where it happens of sharp, dangerous objects and keep away from roads."⁵

Summarise all the information.

Caution: The course of the lesson and the way it is delivered should be adjusted for one important factor: namely whether an epileptic student participates in the classes or not. If the answer is yes, the teachers is supposed to ask the student, at the beginning of the class, if they want to say anything about the disease in class, or not. It is also important to make sure that the parents of the epileptic student have expressed their consent for such a lesson.

Appendix 2

1. On a school break, Kasia was sitting with her friends on a pitch. They were talking about their plans for the upcoming weekend. Suddenly, she felt something strange. She had an overwhelming feeling of warmth and coldness followed by numbness. When she was looking at her classmates, their shapes became distorted in her eyes. Flashes started to appear in her head. She wasn't able to say anything to her friends, but one could see spasms on her face, especially in the corners of the mouth. One of her friends asked her if she was messing around

2. Marcin was playing football with some boys in PE class. When they were about to attack the goal, Marcin suddenly screamed, while his body and arms stiffened, and he gritted his teeth heavily. He started to drool from his mouth. The other boys were very surprised. They stopped, and those of them who were standing next to him noticed that his face was turning blue. When the rest of the boys approached, Marcin started to tremble. His face, torso, legs and arms were shaking all the time. He lost consciousness. When he came to, he started vomiting. What do you think his friends should have done.

3. Janek is a very talented student. His classmates consider him to be clumsy, because he often falls over, especially when he's walking, running or climbing the stairs. It happens because sometimes Janek suddenly loses muscle tension (the strength in his legs), which may make him tumble and sustain injuries. He is unable to control it. Such situations may happen at the least expected moment. How can we react? What should we do in order to make his classmates stop calling him clumsy and making him feel sorry?

5. The procedures and means of providing first aid to a student in case of the occurrence of an epileptic seizure are described in the guidebook entitled *A student with epilepsy. How to support child's education, health and development. Guidebook for teachers who have a child with epilepsy in their class*, p 17

3. Script 2 for students of years 4-6. Epilepsy in everyday school life. What does the life of a student with epilepsy look like?

Tasks	Aids
1. Make students aware of how stressful for an epileptic student staying at school can be 2. Explain the importance of peers during an epileptic incident at school situation	Blackboard or a sheet of paper Marker pens Sheets, newspapers, cardboard box Duration: 45 minutes
<p>Expected results. After the classes students:</p> 1. understand how having a seizure at school may make an epileptic student feel 2. understand how important the role of peers is in comforting an epileptic student	
<p>Course of the class</p>	
<p><i>Introduction. What do we know about epilepsy?</i> In reference to the previous classes, remind them what epilepsy is. Ask the students if they remember what symptoms can be observed when someone suffers from epilepsy. Ask one of your pupils to remind the class what we are supposed to do when we suspect that a classmate may have a seizure. Whom should we inform and what should we pay attention to in the surroundings of an epileptic person? Refer to the title of the classes. Explain that in everyday life each of us experiences many emotions that others cannot see. Activate the students with an introductory question. For instance, what emotions do they most often experience at school, and what is the source of these emotions? Emphasise that different school situations may evoke both positive and negative emotions. Ask students to consider this for a while. What kind of emotions epileptic children, who don't know if or when they are going to have a seizure in class or when they play, may experience. Do your pupils think that it is a stressful situation? What might an epileptic child feel and why? What would such a child fear the most? Remind them that an epileptic seizure is unexpected, and nobody has any influence on its course.</p> <p><i>Introduction to the topic.</i> Explain that the topic of your today's classes is the social life of epileptic students from their own point of view. Explain how essential it is for each person to function freely in the class, and note that the needs of each student (the need to play, have fun, be recognised, accepted and liked by others) are universal.⁶ Ask students to make a list of the most important needs of a student. Give the children stickers, and tell each of them to write down one specific need which is satisfied by school, and which in their opinion is the most important. After that, the stickers can be put on the board and categorised.</p>	

⁶ The impact of epilepsy on the development, well-being and school situation is described in the guidebook entitled *A student with epilepsy. How to support child's education, health and development. Guidebook for teachers who have a child with epilepsy in their class*, p. 21-22

Task 1. Divide the students into groups, and ask them to think of what an epileptic student can be afraid of when going to school. Give them sheets cut into squares so that each concern can be written down on one separate piece of paper. Next, ask the pupils to put their cards into a cardboard box marked as: "FEARS AND CONCERNS". Place the box in the middle of the classroom, and ask one student to assist you. Split the board into two parts. Write the following phrase on one part: "concerns regarding classmates". Write "individual concerns" on the other. The task of the student selected by the teacher is to draw single cards from the box (one by one) and read them aloud. The teacher, in turn, is supposed to ask the rest of the class which part of the board a given card should be placed on. If opinions are conflicting, resolve the dispute by a majority vote (hands up in favour of a given option). At the end tell the students which concerns were mentioned the most often.

Summarise what kind of concerns epileptic students may have, and show which of these problems involve exclusively their own emotions, and which pertain to concerns about being a member of a class. Pay special attention to anxiety about not being accepted, which makes children withdraw from various activities. Say that "being a part of a group is a very important aspect, and it is crucial to remember this. Many concerns are related to being in a class setting, among friends who may not react well".

Task 2. Divide students into groups of several people. Their task is to suggest what each person can do in order to make an epileptic student feel good in class. The results can be presented in the form of a poster (using newspaper cuttings or single words; the teacher needs to hand out colourful newspapers or selected pages to each group). Finally, each group presents its poster and ideas. After that, the posters can be placed on the classroom board.

Summarise all the information

Caution: The course of the lesson and the way it is delivered should be adjusted for one important factor: namely whether an epileptic student participates in the classes or not. If the answer is yes, the teachers is supposed to ask the student, at the beginning of the class, if they want to say anything about the disease in class, or not. It is also important to make sure that the parents of the epileptic student have expressed their consent for such a lesson.

4. Script 1 for primary school students, years 7-8 and higher. Becoming familiar with epilepsy
 – what kind of disease is it?

Tasks	Aids
1. Provide basic information about epilepsy 2. Convey basic information about ways of providing help to a person who is having a seizure 3. Present the stories of famous people who break the stereotype of a sick person	Blackboard or a sheet of paper Appendix 3 – printed photographs/ portraits of famous people suffering from epilepsy Appendix 4 – Biographies of famous people suffering from epilepsy Duration: 45 minutes
Expected results. After the classes students: <ol style="list-style-type: none"> can list at least two symptoms of epilepsy know what to do when somebody has an epileptic seizure understand limitations resulting from the disease 	
Course of the class	
<p><i>Introduction.</i> What do these famous people have in common- Show the students the pictures of famous people who suffered from epilepsy (Appendix 3). Ask the children what these people have in common. If the students find it difficult to recognise the characters, give them a hint on who is presented in the picture. It is vital for the students to be able to list various common attributes that the famous people share. If they are not able to do this on their own, at the end tell them that all these people suffered from epilepsy.</p> <p><i>Introduction to the topic.</i> Ask the students whether they know what epilepsy is. Determine their knowledge/beliefs concerning epilepsy. Information on the most common myths regarding epilepsy can be found in the guidebook.⁷ Ask the following questions: "Do you know what a seizure can look like? Do you think that epileptic seizures are always the same, or maybe they differ from each other? Did you know that there are various kinds of epileptic seizures?". What is more, ask the students if they have heard that epilepsy is a neurological disease, and that seizures are caused by malfunctioning neurons in the brain".</p> <p>During the discussion, confirm or correct the students' knowledge about epilepsy. Say that "epilepsy is a neurological disease the source of which can be found in the functioning of the brain". Information on the structure of the brain and different kinds of seizures is included in the guidebook.⁸ Ask the children if they know "how to help someone who is having a seizure. What should we do if we see such a situation?".</p>	

7. Myths and stereotypes concerning epilepsy are described in the guidebook entitled *A student with epilepsy. How to support child's education, health and development. Guidebook for teachers who have a child with epilepsy in their class*, p. 16

8. *A student with epilepsy. How to support child's education, health and development. Guidebook for teachers who have a child with epilepsy in their class*, p.11-12

Information about what to do when a student is having an epileptic seizure can be found in the guidebook.⁹

Task 1. Work in groups. Divide the class into three groups and hand them the short biographies of famous people (Appendix 4). Ask one student from each group to read the biography to the rest of the group. Ask the children to write down the following pieces of information: the two biggest achievements of a given person and one limitation that a given person had to face. Next, ask the students to read their notes and briefly present the characters.

Task 2. Ask the students the following questions: 1. When it comes to the biographies of these people, what seems to be more important in your opinion: their achievements or limitations? 2. What limitations can epileptic people face nowadays? What problems can they encounter? Summarise the students' statements, emphasising the achievements of the famous people suffering from epilepsy. Say that by means of these stories you want to communicate that if we struggle with any disease, we experience various limitations, but they don't have to become the most important part of our life (healthy people also have their limitations). These biographies allow us to look at ill persons from a different perspective. Say that the attitude that healthy people have towards the sick, as well as the acceptance of one's limitations and not being afraid are very important.

Summary and evaluation of the classes. At the end of the lesson, ask the students what information concerning epilepsy they remember best, and what was the most surprising/interesting/disturbing to them. Ask what else they would like to know about epilepsy, and where they can find some relevant information.

Attention: Don't reveal the subject of the lesson before it starts. The students should be able to determine the subject themselves, after the first introductory task is completed.

⁹ A student with epilepsy. How to support child's education, health and development. Guidebook for teachers who have a child with epilepsy in their class, p. 17

Caution: The course of the lesson and the way it is delivered should be adjusted for one important factor: namely whether an epileptic student participates in the classes or not. If the answer is yes, the teachers is supposed to ask the student, at the beginning of the class, if they want to say anything about the disease in class, or not. It is also important to make sure that the parents of the epileptic student have expressed their consent for such a lesson.

Appendix 3 – Photographs of famous people suffering from epilepsy

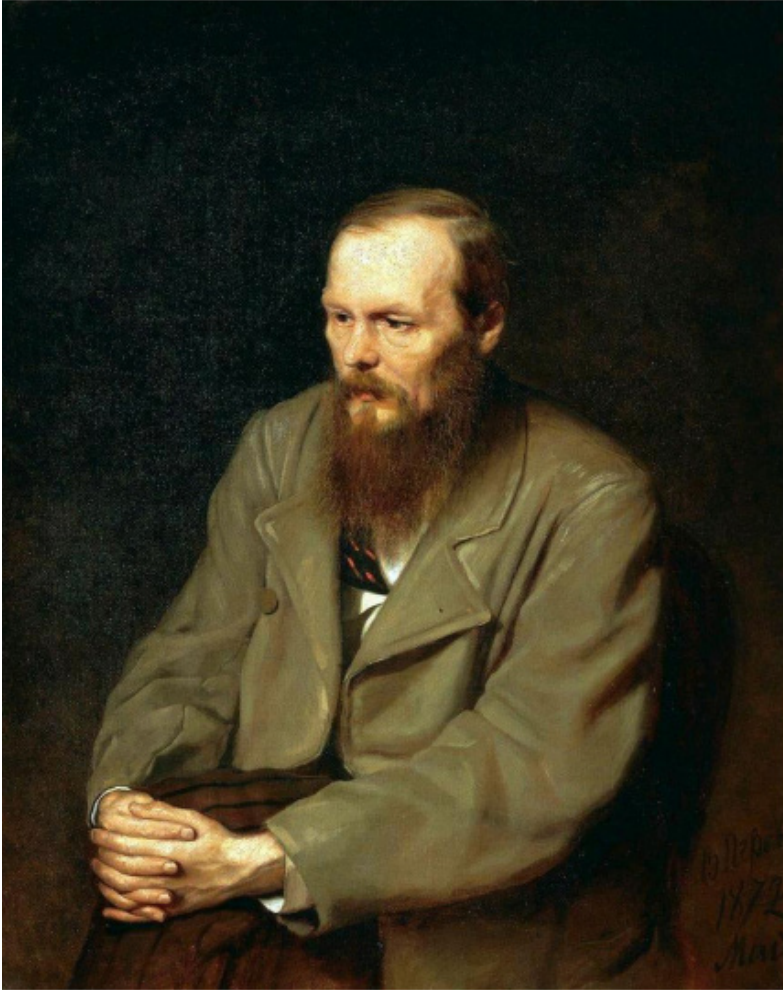
All the photographs and reproductions of the paintings come from Wikimedia Commons:

1. Napoleon Bonaparte – Portrait de Napoléon dans son cabinet de travail, Jacques-Louis David, 1812
2. Fyodor Dostoevsky – Portrait of the Writer Fyodor Dostoyevsky, Vasily Perov
3. Vincent van Gogh – Self-Portrait, 1887
4. Julius Caesar – sculpture by Nicolas Coustou, 1696, exhibited in the Louvre Museum
5. Ludwig van Beethoven – Painting by Joseph Karl Stieler, 1819 or 1820

1



2



3





5



Appendix 4 - Biographies of famous people suffering from epilepsy

1. Pope Pius IX ((Giovanni Maria Mastai Ferretti), born on May 13, 1792 in Senigallia, died on February 7, 1878 in Vatican, reigned as Pope from 16 June 1846 to his death in 1878, a Blessed of the Catholic Church. He attempted to become a member of the Papal Noble Guard, but he was not accepted because of his epilepsy. He was ordained into priesthood on April 10, 1819. However, Pope Pius VII allowed him to conduct mass only with the assistance of another priest. On February 16, 1832 he became the Bishop of Imoli (a city in Italy in the region of Bologna). He is remembered for founding the Biblical Academy for clergy (which offered biblical theology studies), creating the so-called Pious Bank for indebted people, and establishing the Society of Saint Terence, which takes care of the sick. He was also appreciated for founding many hospitals, asylums, and hostels for students. Furthermore, he engaged in charities, promoted catholic publishers, provided religious education, and organised retreats and missionary activities. He was elected Pope on June 16, 1846. One of the most significant points of his pontificate was the First Vatican Council, at which he issued the "Pastor aeternus" constitution, which defines the dogma of papal infallibility according to which the Pope is not liable to error when defining a doctrine of faith or morals.

source: <http://malygosc.pl/doc/1103823.BI-Pius-IX-wiezien-Watykanu>, Franciszek Kucharczak

2. Fyodor Dostoyevsky a Russian novelist. Born in Moscow in 1821, died in 1881. Author of novels such as "Crime and Punishment", "Demons", "The Idiot", "The Brothers Karamazov". Second child of Mikhail and Maria Dostoyevsky. He had six siblings. His father was the head of the military hospital in a poor district in Moscow. As a child, Fyodor enjoyed visiting the hospital gardens where he spent hours listening to the stories of ill and suffering patients. He was interested in literature (works of Shakespeare, Pascal and others) since childhood. In 1843, after passing his exams at the Military Engineering School, Dostoyevski obtained the rank of an officer. He moved to Petersburg where he earned a living by translating the dramas of Balzac. However, a low income and poor job satisfaction made him quit his job and start writing his own works in 1844. Several characters in the novels of Fyodor Dostoyevski (for example Prince Myshkin, the protagonist in "The Idiot") suffered from epilepsy. This may be connected with the fact that the author struggled with the disease himself. It can be concluded from the descriptions that he suffered from epileptic seizures mostly at the dawn, and often lost consciousness in their course. Fyodor Dostoyevski is considered a master of psychological prose. His works provided commentary on the situation in Russia of the time, alluded to the battle between good and evil, and touched upon issues concerning the moral choices of a person and their psychological condition

source: Genius and epilepsy, Chair and Clinic of Neurology Silesian Medical Academy, Ewa Motta, Zofia Kazibutowska, Anna Gołba

3. Napoleon Bonaparte – born on August 15, 1769 in Corsica. Appointed himself the First Consul of France. Attended a religious school in Autun for three months. Subsequently, he was admitted to a military academy at Brienne-le-Château. He was one of fifty royal scholarship recipients. His favourite pastime was reading. He read and studied the works of Publius, Plutarch, Flavius Arrianus, and Quintus Rufus. In 1787, he became a second lieutenant, and after the outbreak of the French Revolution obtained the rank of a lieutenant and commenced his military career. During the Siege of Toulon, he devised the plan to capture a hill from which the French artillery would dominate the city's harbour and force the British to evacuate. The assault on that position led to the capture of the city, but Bonaparte was wounded in the thigh during the attack. He was promoted to brigadier general at the age of 24. Less commonly known facts indicate that Napoleon Bonaparte, just like many other famous people, might have suffered from epilepsy. Neumayr, a historian, included the following statement in one of his research papers: "Apparently, he also suffered from convulsions (...) Since such seizures lasting several minutes (combined with muscle spasms) could resemble real epileptic seizures, a diagnosis of epilepsy often used to be made in such cases." Analysing the available reports, we can conclude that some of Napoleon's neurological disorders manifested as early as in his childhood.

source: "Medyk Białostocki" journal, no 95, December 2010, prof. Wojciech Sobaniec, Head of the Department of Neurology and Pediatric Rehabilitation, The Medical University of Białystok; Barbara Kiryluk, the Department of Neurology and Pediatric Rehabilitation, The Medical University of Białystok

5. Script 2 for primary school students, years 7-8 and higher. Becoming familiar with epilepsy – how to overcome your fears?

Tasks	Aids
<ol style="list-style-type: none"> 1. Revise information concerning epilepsy from the previous lesson: symptoms, providing first aid 2. Provide information about social difficulties connected with epilepsy 3. Write a scenario of an online film about epilepsy 	<p>Appendix 3 – printed photographs/ portraits of famous people suffering from epilepsy Appendix 4 – biographies of famous people suffering from epilepsy Adhesive tape A4-sized sheets of paper for each group Pens</p> <p>Duration: 45 minutes</p>
<p>Expected results: After the classes, students:</p> <ol style="list-style-type: none"> 1. are able to say what kind of social difficulties an epileptic person may face 2. know that epilepsy does not have to be a limitation in social life 	
<p>Course of the class</p>	
<p><i>Introduction. What do we already know about epilepsy?</i> Ask the students what they remember from the previous lesson. What can the symptoms of epilepsy be? What can a seizure look like? What do they remember best from the biographies of famous people suffering from epilepsy?</p> <p><i>Introduction to the topic.</i> Tell the children that your today's classes are a continuation of the previous ones. However, today you are going to discuss how a person suffering from a disease functions in a group and how it is possible to support an epileptic student. You are going to think about what the concerns and fears of an epileptic person might result from. Remark that "the psychosocial sphere is equally important as the physical one. This applies to all people, including those suffering from epilepsy." Ask the students the following questions: "How do they understand it? What is the physical sphere, and what is the psychosocial sphere?" Write down the fears/concerns/difficult emotions that an epileptic person might experience on the blackboard.¹⁰</p> <p><i>Task 1.</i> Pask 1. Work in groups of 4-5 students. Ask all the groups to complete the following task:</p> <ul style="list-style-type: none"> • Assign to each group one of difficult emotion/ obstacle that people with epilepsy have to face. For instance fear of having an epileptic seizure in class. Assign to the students the emotions that were mentioned before. 	

¹⁰ The impact of epilepsy on the development, well-being and school situation of a student is described in the guidebook entitled *A student with epilepsy. How to support child's education, health and development. Guidebook for teachers who have a child with epilepsy in their class*, p. 21

- Ask all the groups to imagine that they work in a team charged with planning a social campaign. Each team is supposed to come up with a story that could be used in a film about epilepsy. The aim of the film would be to prevent social exclusion and promote positive actions among teenagers. The difficult emotion assigned to the group needs to be presented in this short film together with a suggestion of how to help a person who is feeling afraid. It should also present some examples of positive behaviour displayed by groups epileptic persons are members of. The film is intended for teenagers. It is advisable to encourage students to consider how to present the issue in an easily accessible way. The scenario of the film can be either written down or drawn.

- Ask students from each group to present their story to the rest of the class. Summarise the presented film proposals. Emphasise that behaviour of a given group and the people staying close to an epileptic student is very important. Say that "just like each person in a class, a child with a disease also wants to feel accepted, useful and treated equally to other children". (The prepared scenarios could be the first step for the students in making films about social attitudes towards epileptic teenagers).

Summary and evaluation of the classes. Ask the students what they remember best from the classes, and what was the most interesting to them. Summarise all the information from both lessons. You can ask the children to make a poster with the most essential information about epilepsy. Afterwards, it can be displayed somewhere in the classroom.

Attention: The course of the lesson and the way it is delivered should be adjusted for one important factor: namely whether an epileptic student participates in the classes or not. If the answer is yes, the teacher is supposed to ask the student, at the beginning of the class, if they want to say anything about the disease in class, or not. It is also important to make sure that the parents of the epileptic student have expressed their consent for such a lesson.



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