



Classroom activity

Unit Objectives:

For students to have an increased understanding of the signs and symptoms of Stroke as a medical emergency by learning the B.E.F.A.S.T. acronym and about lifestyle choices that increase the risk of stroke

Learning Intention:

To understand how we can help someone who might be having a stroke

Success Criteria:

- To be able to state the words associated with the acronym BEFAST
- Understand the critical significance of these signs and symptoms and the need for an emergency call
- To understand healthy lifestyle choices that reduce the chance of stroke

Curriculum Alignment:

Activities designed are linked to the school curriculum in areas of Personal, Social and Community Health and development of Physical Literacy.



Lesson Outline

Activity 1: “BALANCE” - Demonstrate a good balance position

Learning Intention: To establish that the students are able to demonstrate a good balance position and recognise someone losing balance. This relates to stroke signs and symptoms in the BEFAST acronym that play a role in identifying someone having a stroke.

Time: 3 mins

Resources needed: Students

How to:

Students are asked to stand in a balanced position. Then to stand on one leg. Then to close their eyes and keep their balance on one leg. Other students observe and comment on what they see.

Questions:

How can you tell when someone has their balance?

How can you tell when someone is losing their balance?

What can loss of balance indicate?



Lesson Outline

Activity 2: “EYES” - Notice changes in vision.

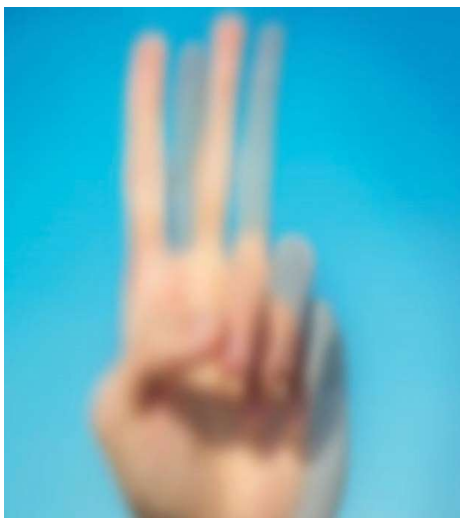
Learning Intention: To establish that the students are able to recognise changes in vision. This relates to stroke signs and symptoms in the BE-FAST acronym that play a role in identifying someone having a stroke.

Time: 1 min

Resources needed: Vision Cards

How to:

Show vision cards and ask students to pick the card that demonstrates what they would see if experiencing the symptom of blurred vision.



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Lesson Outline

Activity 3: “FACE” - Facial Features Recognition

Learning Intention: To establish that the students are able to recognise change in facial features as it relates to the acronym BEFAST. Understand that facial expressions can play a role in identifying someone having a stroke.

Time: 3 mins

Resources needed: Expression Cards

How to:

Discuss picture cards of emotional expressions and post stroke facial droop. In pairs, students role play types of behaviour (body language) and facial expressions as they are shown the different cards:

- **Happy:** smile with quick walk/skip and light high voice
- **Sad:** even downward mouth with droopy shoulders and dragging feet
- **Surprised:** bulging eyes and round mouth with arms in air and fast high voice
- **Stroke:** lopsided mouth with slurred speech



Lesson Outline

Activity 4: “ARMS” - Loss of arm movement on one side of the body

Learning Intention: To establish that the students are able to recognise when someone has lost arm movement on one side of the body and how the arms can play a role in identifying stroke signs and symptoms using the BEFAST acronym.

Time: 5 mins

Resources needed: 3 pencils (with a flat end) and a flat surface.

How to:

In pairs, students are instructed to watch their partner stack pencils on their ends in a straight line using their dominant hand only.

Students are then asked to repeat the exercise using their non-preferred hand only. Students make a list of the differences in performance they observe in their partners.



Lesson Outline

Activity 5: “SPEECH” - Notice difference in speech patterns

Learning Intention: To establish that the students are able to recognise different speech patterns and how speech is related to identifying stroke signs and symptoms using the BEFAST acronym.

Time: 5 mins

Resources needed: Stroke facts

How to:

In pairs, students take it in turn saying the stroke facts to each other. They each say one line, then say again while holding their tongue in their fingers.

Say the following sentences to your partner:

1. Statistics show that one in six people will suffer a stroke in their lifetime.
2. Stroke happens in the brain.
3. To prevent stroke, have regular blood pressure tests, make healthy food choices and regular exercise

Now try holding your tongue.

Students write down what they noticed about the difference in speech.



Lesson Outline

Activity 6: “TIME” - Know the importance of acting in TIME!

Learning Intention: To establish that the students are able to recognise any of the before mentioned signs and symptoms of stroke. Then to act quickly to reduce the amount of TIME that passes between observing the signs and symptoms of stroke and calling **000**.

Know what action is required if they suspect a stroke has occurred.

Time: 2 mins

Resources needed: Students

How to:

As a class, ask the students, “What do you do if you notice any of the signs or symptoms that have been discussed?”

If you suspect a stroke, do you?

- a) Head straight to the canteen to get them a lolly
- b) Take their temperature and if hot, get them an icepack
- c) Find a phone and call “000” immediately!**
- d) Sing them a song to cheer them up

