

## **LESSON PLAN**

**Lesson Title:** F.A.S.T. Identifying the Signs of Stroke

**Lesson Objective:** Given the acronym F.A.S.T the students will be able to identify the signs of an impending stroke so as to be able to teach their parents and/or grandparents regarding this life-saving information.

### **Materials:**

- Stroke Awareness Booklet
- Magnetic Stroke Awareness cards
- Markers
- Construction Paper
- Scissors
- Glue

### **Preparation/Introduction:**

1. The teacher will have the student sit at the horseshoe table.
2. The teacher will say that today they will be learning about the signs of an impending stroke.
3. The teacher will use a brainstorming/questioning technique to engage the students in what the signs of an impending stroke may look like.

### **Guided Practice**

1. The teacher will tell the class, "Now I am going to teach you a quick way to tell the signs of an impending stroke".
2. The teacher will then attach the "F" magnet to the white erase board and say, "F stands for Face."
  - "Ask the person to smile, if one side of the face droops this is a sign of a stroke."
  - The teacher will attach a picture of a person with a droopy face next to the "F" on the board.
3. The teacher will then attach the "A" magnet to the white erase board and say, "A stands for Arm".
  - "Ask the person to close their eyes and raise both arms, does one arm drift downward?"
  - The teacher will attach a picture of a person with both arms raised, one slightly lower than the other next to the "A" on the board.
4. The teacher will then attach an "S" magnet on the white erase board and say, "S stands for Speech."
  - "Ask the person to repeat a simple sentence. Does the speech sound slurred or strange?"

- The teacher will attach a picture of a person with slurred speech next to the “S” on the board.
- 5. The teacher will then attach a “T” magnet on the white erase board and say, “T stands for Time”.
  - “If you observe any of these signs, call 9-1-1.
  - The teacher will attach a picture of a person calling 9-1-1 next to the “T” on the board.
- 6. The teacher will then review with the students the acronym F.A.S.T. that has just been created on the board.

### **Independent Practice**

1. The teacher will say, “We will now create a booklet to help remind us of the signs of an impending stroke, F.A.S.T.”
2. Students will be handed construction paper, scissors, glue, the Stroke Awareness booklet, and markers.
3. The teacher will show an example of the completed booklet and ask the students to create their booklet on F.A.S.T.
4. “Please remember to share this booklet with your parents and grandparents. This information could help save someone’s life.”

### **Progress Monitoring:**

1. Formative: The teacher will observe the students during the lesson as they say participate in the brainstorming, guided and independent practice.
2. Summative: The teacher will grade the final product for accuracy in creating the booklet.

\* Adaptations and modifications will be made through out the assessment process as needed in order to meet each student’s individual IEP goal.

\*This lesson plan is created for a 3<sup>rd</sup> grade mild-moderate intellectual disabilities classroom.