

Aundrea Redding
Cory Pocock
Meagan Branham

F.A.S.T. Stroke Identification

The lesson plan would be best suited for students K-6. It has motions that go along with a short song in order to help students best remember the F.A.S.T. acronym for identifying a stroke.

Students will first be given background information on what a stroke is and the importance of identifying signs of a stroke quickly in order to avoid permanent damage or death. It is vital that students understand strokes can happen to anyone at any time and that they should instruct family members on the magnitude of identifying a stroke.

Students will be taught the following song with the motions in parentheses. The first line is said in an exaggerated questioning tone while the rest of the song is in a sing-song tone.

“How do you spot a stroke F.A.S.T.?” *(hands out with palms up and shrugging shoulders, as if asking a question)*

Face! *(point to mouth and smile)*

Arms! *(close your eyes raise your arms to be even with shoulders)*

Speech! *(hands up to make hands talk as if in the chicken dance)*

And Time! *(point to wrist as if pointing to a watch)*

Call 9-1-1 at any sign! *(make an imaginary phone with hand and put to face)”*