

Unique together

Lesson plan **KS2 7-11 | PSHE**

This content is relevant across the UK and can be adapted for different curricula and for SEN schools.



National curriculum learning objectives:

- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

Prior learning:

Children should have a prior understanding of different feelings and emotions. It would also be useful if children had some prior understanding of the different types of health needs people have.

Skills development

- Understand what it means to show empathy to someone else.
- Recognise the feelings of others and know how to support them.
- Learn what epilepsy is and what it may feel like for someone who has been diagnosed with epilepsy.

Resources needed

- Lesson Presentation
- Lesson Plan
- Model Poster
- Differentiated Writing Scaffolds
- Emotions Word Cards

Key vocabulary

empathy, epilepsy, kindness, condition, medical, difference, determination, seizure, support, challenges, inclusion, feeling, emotion

Time	Teaching Activity	Teacher Notes
5 mins	Introduce the children to the theme of the lesson and ask them the initial question on the Lesson Presentation . Explain that we are all unique. Ask the children to think about the questions on the slide and discuss their thoughts.	<i>You could make use of talk partners for this activity to support children in their ideas.</i>
15 mins	Explain that today, the children are going to learn about a girl called Ella. Read 'Ella's superpower' story to the children. Either during the story or at the end, ask the children: 'What was Ella's story about?' 'What is her superpower?' 'What challenges did she face?' 'What did Ella learn at the end of the story?'	<i>For children that may find this challenging, use some sentence starters, such as 'Ella's story was about...', 'Ella's superpower is...', 'One challenge Ella had was...'</i>
10 mins	Explain to the children what epilepsy is, what seizures are and what they should do if they are with somebody who has a seizure.	<i>If you have any children or adults in the school or class that have experience with epilepsy, you might like to ask them to share at this point, if possible.</i>

Time	Teaching Activity	Teacher Notes
20 mins	Introduce the message to our school activity to the children. If you wish, you can share the Model Poster with the children and use the Differentiated Writing Scaffolds to help children plan their ideas.	<i>Provide children that may find explaining emotions difficult with the Emotions Word Cards to support them.</i>
5 mins	Reflect on the lesson and what the children have learned. Was there anything that surprised them about Ella's story or the lesson in general? Close the lesson by reminding the children that we all have differences and we should celebrate them.	<i>Children could be encouraged to think, pair, share during this to support their thinking.</i>

Lesson reflections / next steps / teacher notes

Assessment opportunities:

- Can the children explain what it means to show empathy?
- Can the children articulate why it is important to show kindness?

Suggestions for future learning:

- You could look further into other medical conditions or hidden disabilities. In groups, ask the children to research different conditions and feed back what they have learned to the rest of the class.
- Continue the topic of empathy by looking at what it means to be an ally and then create a kindness chain as a reminder.

Home learning opportunities:

- Encourage children to discuss at home what they have learned about what it means to be different and how to stand up for others.
- Children could also do an ally action or random act of kindness in their community and record it to use in a class display.

Opportunity to feedback and share successes:

Your thoughts are important and will help to improve support for children and young people living with epilepsy, so they can feel more included in school and everyday life. Please fill in this short feedback form to let us know what you, and your pupils, thought of these resources: <https://youngepilepsy.link/resource-feedback>

We'd love to share more examples where schools have helped a pupil with epilepsy to feel safe, included and able to reach their full potential, please email Inclusion@youngepilepsy.org.uk if this is something you could help with.

Differentiated writing scaffolds



Emerging Writers

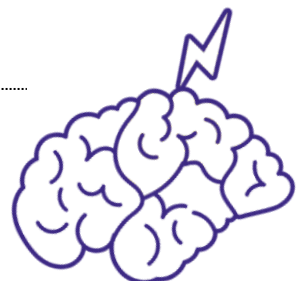
Sentence Starters:

- Epilepsy is...
- People should learn about epilepsy because...
- It is kind to...
- Everyone is unique and...
- We can help by...

Word Bank:

kind, help, include, safe, listen,
respect, different, special

Write your ideas here:

This image shows a blank sheet of white paper with horizontal blue ruling lines. In the bottom right corner, there is a small, stylized illustration of a grey cloud with a yellow lightning bolt striking upwards from it. The rest of the page is empty.

Differentiated writing scaffolds



Developing Writers

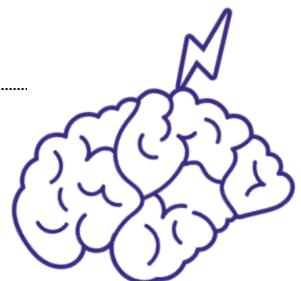
Sentence Starters:

- Epilepsy is...
- It is important for everyone to learn about epilepsy because...
- We can make our school more inclusive by...
- Being kind and understanding helps because...
- Everyone has something that makes them special, for example...
- One thing I can do to help is...

Word Bank:

empathy, support, ally, brave,
different, unique, understanding,
inclusion, respect, epilepsy,
brain, condition

Write your ideas here:

This image shows a blank sheet of white paper with horizontal blue ruling lines. In the bottom right corner, there is a small, stylized illustration of a purple-outlined cloud with a yellow lightning bolt striking it. The rest of the page is empty and ready for writing.

Differentiated writing scaffolds



Sentence Starters:

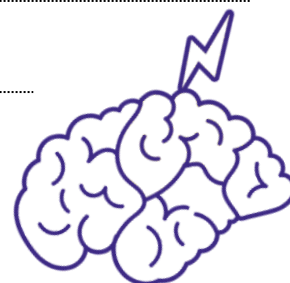
- Epilepsy is...
- Our school should learn about epilepsy because...
- Being an ally means _____ and this makes a real difference because...
- Everyone is unique, and we should celebrate differences by...
- I believe kindness is important because...
- You can help others feel included by...

empathy, ally, kindness,
inclusion, courage,
determination, celebrate,
support, respect, understanding

Let's all _____

to make our school a more caring place.

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. In the bottom right corner, there is a small, stylized illustration of a blue cloud with a yellow lightning bolt striking it from above. The overall appearance is that of a clean, unused piece of stationery or a template for writing.



Be kind & inclusive

*Epilepsy is a condition
that affects the brain.*



Why everyone should learn about epilepsy:

It's important for everyone to learn about epilepsy because it helps us to understand it and know how to support people who have it.



Help make our school more inclusive:

Be kind, help others and include everyone



Celebrate uniqueness:

We all have things that make us special like talents, the way we think, the way we learn. Let's celebrate them!



What can you do to help?

Listen to others, be patient, show kindness and include everyone.

Emotion word cards



Confused



Worried



Frightened



Unhappy



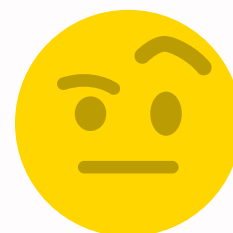
Frustrated



Overwhelmed



Lonely



Curious