



Working together with individuals, families and medical professionals to offer support and information on Syncopes and Reflex Anoxic Seizures

Key Stage One Lesson/ Project on RAS and Syncope

Curriculum Areas: There are many curricula areas across which an understanding of 'special needs' could be positively developed. The following plan is just one idea, developed in contrast to the Foundation Stage project so as to offer breadth of ideas and study.

DT - Topic 'Playground'

Focus: To research, plan and model a playground which focuses on the theme of 'INCLUSION' .

To understand more about RAS or SYNCOPE.

Vocab: special, different, help, care for, close eyes, curl up, faint, special sleep, dizzy, friend, syncope, black out, include, adapt, access, faint, participate, research, discriminate, sensitive, acceptable risk, risk assess.

Possible Prompt:

Role Play:

You have syncope and can 'faint' without warning. You are about to start a new school where there is a brilliant playground area and brand new gym. You want to join in using this exciting equipment but your parents and teachers are scared you may 'faint' and then fall. This leaves you feeling left out and lonely. Explain to your partner how you feel. Together can you think of any changes which could be made to reassure the adults and allow you to feel part of your new class?

Aim:

1. To become aware of the variety of materials which are used in playground areas.
2. To research popular types of equipment.
3. To risk assess playground equipment.
4. To develop ideas which increase access to play equipment - based on age/ size and mobility.



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Class Activity:

1. Trip a playground (school/ local)- looking at safety and the materials used.
2. Research favourite playground equipment, this could include:
 - (i) small groups interview a few children from each class about their experiences using the local/ school play equipment (focusing on accessibility).
 - (ii) in pairs use the internet to look at popular playgrounds and playgrounds designed for children with special needs to see how changes to some equipment allow greater access.

Group/Partner Activity:

1. Risk assess 2+ different pieces of play equipment.
2. Investigate who could use these safely- how and why?
3. Choose one piece of equipment and think how it could be adapted to allow greater access, especially for someone with RAS or syncope eg height/ materials/ floor covering/ extra parts added eg handles/ nets/ adopting certain rules.

Follow Up:

- Either (some ideas may be more appropriate to specific age groups):
- (i) make a model of the play equipment you have adapted;
 - (ii) compile an information booklet or power point presentation on suitable materials and equipment which can be adapted for children with RAS or syncope. Include at least one risk assessment showing how simple changes or agreed rules can allow greater access.



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Teacher Resources:

Points for teacher following role plays:

This role play is to make pupils think about difference and prejudice. It will ensure- by putting themselves in someone else's position- that they understand that people with syncope are no different from themselves.

- Everyone is different in some way, but this really is the only similarity between us all. Difference should therefore be embraced, not discriminated against.
- Making jokes about people can be seen as a form of bullying which is not tolerated. An understanding environment that welcomes differences is a much better place to learn in! Making jokes can mean that the individual feels left out and alone. This is not a nice feeling, will upset people and make them not want to come to school. If the pupils put themselves into this position, they may better understand how it might feel.
- The best school would be one that creates an atmosphere of understanding, where everyone knows how to help the individual if they blackout. If everyone understands, they needn't laugh at it. Bullies usually bully when they are ignorant and are trying to pretend that they understand.