



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

Nursery Lesson/ Project on RAS and Syncope

Curriculum Areas: Personal, social and emotional development (PSED) & Knowledge and Understanding of World.

Focus: Emotional Development- Working towards expressing and showing awareness of his/ her own needs and those of another.

Looks closely at similarities and differences.

Vocab: special, different, help, care for, colours, close eyes, curl up, faint, special sleep, dizzy, cuddle, friend, syncope.

Possible story prompts:

1. *Bein' With You This Way* (2 years +) - award winning book celebrating the diversity of children as they play in the park.
2. *Bright eyes, brown skin* (3 years +) -simple rhyming text celebrating positive images of children enjoying a typical day at school.
3. *Your world, my world* (4 years +) photo pack for citizenship, looking at 4 children from around the world and explore what makes up their own special identity., and their role in caring for and helping others.
4. *This is My Hair. The Okay Book* (1-4 years) celebrates differences in hair styles, life styles and emotions.

Aim:

1. To continue to develop sensitivity to the needs of others.
2. To begin to recognize that everyone is different and this makes us special.

Group Activity:

1. Small group time taking turns to say something that makes them special.
2. Take turns to say something that is special about another child in the group.
3. **Teacher:** Explain what makes someone with 'syncope' special.

Syncope is a tricky word, it is one that Doctors use to describe somebody who may suddenly fall into a special sleep. There's nothing wrong or frightening with this, and we can help them feel better - and this is important to remember! When 'X' hurts his/ herself or has a surprise or shock (s)he is very lucky, because 'X' gets to have a special sleep! When this



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happens we should not try to wake her/him but to call a grown up to let them know. It's also important to speak quietly because 'X' can hear you but doesn't like loud noises. 'X' does like it if a special friend holds her hand and says 'its OK 'X' I am here waiting to play with you when you are ready.' When 'X' wakes up (s)he may not be quite ready to play but (s)he will be so glad (s)he has a special friend to keep her/him company. 'X's biggest need is for us to be their friend.

Follow Up:

Make a celebration book/ A3 sheet with each child - include photo of the child and pictures and writing retelling what is special about them. For a child with RAS or syncope, a picture or comment referring to how sometimes they need to have a 'special rest'. Each child could also include a comment or action to show how they have been a good friend to someone.

This record could also be used as an important guide for new staff working in the class.

Share completed work with group.
Display work.