

TEACHING NOTES

Use the following teaching notes and discussion topics to accompany the PowerPoint Presentation

These notes are also in the speaker section of the presentation.

Slide 1 & 2 - Before you Begin / Intro

Slide 3 - #actFAST

Use the hashtag #actFAST across all social media platforms to spread the message of how important it is to be able to recognise the signs and symptoms of a stroke. When someone has a stroke, minutes matter. Because a stroke kills two million brain cells every minute, the faster you get to hospital the more of your brain can be saved.

Telling someone is not enough – you have to get into hospital immediately. Stroke is a devastating disease, but if you know the signs and act on them, you can save your future.

Slide 4 - Stroke is a Brain Attack

A stroke is a brain attack. It happens when the blood supply to part of your brain is cut off. Damage to the brain can affect how the body works. It can also change how you think and feel. The effects of a stroke depends on where it takes place in the brain, and how big the damaged area is.

What causes stroke? As we age, our arteries become harder and narrower and more likely to become blocked. However, certain medical conditions and lifestyle factors can speed up this process and increase your risk of having a stroke. Regular physical activity and eating a healthy, balanced diet reduces our risk of stroke.

Slide 6 - Young stroke survivor Shannonree Maher

Throughout this presentation we will be hearing from stroke survivor Shannonree Maher as she discusses with us her experience of having a stroke, the signs and symptoms she experienced, the impact on her life and the importance of acting FAST. Shannonree suffered a stroke at age 17, the year she was due to sit her Leaving Cert. Below are some links to articles about Shannonree. Click to view.

<https://www.rsvplive.ie/news/irish-news/teenage-stroke-victim-shannonree-ree-12073017>

<https://www.irishexaminer.com/lifestyle/arid-30838153.html>

Slide 8 - Video 1 Stroke Survivor Shannonree Maher

Shannonree introduces herself and tells us about the day she had a stroke.

Slide 9 - Types of Stroke

There are three different types of stroke; ischaemic strokes, haemorrhagic strokes and transient ischaemic attacks or TIA's (mini stroke).

- An **ischaemic stroke** is caused by a blockage cutting off the blood supply to the brain. This is the most common type of stroke.
- A **haemorrhagic stroke** is caused by a bleeding in or around the brain.
- A **transient ischaemic attack** or TIA is also known as a mini-stroke. It is the same as a stroke, except that the symptoms only last for a short amount of time. This is because the blockage that stops the blood getting to your brain is temporary.

Slide 10 - Effects of a Stroke

After a stroke some parts of the brain might not work as well as they used to, or they might stop working altogether. If this happens the person with the brain injury could seem very different from how they used to be. Emphasise to students here the importance of **Time** using the quote below from Dr Noel Fanning.

"Every minute matters. It is estimated that two million neurons are lost every minute after a stroke. By saving a minute in removing a clot, you can on average be expected to gain a week of healthy living, post-stroke. So time is of the utmost importance. Every short interval of time that passes may make some patients unsuitable for treatment if the stroke becomes permanent." (Dr Noel Fanning, consultant neuroradiologist at the Cork University Hospital)

Outline to students some of the **Effects of a stroke;**

Physical – headaches, taste, smell, vision, balance, seizures, pain.

Communication – difficulty reading, writing, speaking, understanding.

Extreme Tiredness, Post Stroke **Fatigue** are very common effects of a stroke.

Memory, coordination can also be affected.

Slide 11 - Video 2 Stroke Survivor Shannoree Maher

Shannonree discusses the signs and symptoms of her stroke and the impact of having a stroke on her life.

Slide 12 - FAST Video

Watch the Irish Heart Foundation's FAST campaign video. Encourage students to share this video with friends and family.

Slide 13 - 16 The FAST Test

These slides go through each of the steps of the FAST test. The FAST test helps to spot the three most common symptoms of stroke. If you suspect that an individual is suffering from any of these symptoms then the most important thing to do is immediately call 112 or 999. By acting quickly we can significantly reduce the impact of a stroke. But there are other signs that you should always take seriously. These include:

Sudden weakness or numbness on one side of the body, including legs, hands or feet.

Difficulty finding words or speaking in clear sentences.

Sudden blurred vision or loss of sight in one or both eyes.

Sudden memory loss or confusion, and dizziness or a sudden fall.

A sudden, severe headache.

Slide 17 & 18 - Empathy Activities

Explain to students why empathy is important. **'Empathy is giving yourself to someone else's experience, it is seeing with the eyes of another, listening with the ears of another, and feeling with the heart of another. Empathy gives us a sense of connection'**. Use this video from Brené Brown to further explain empathy; (<https://www.youtube.com/watch?v=1Ewgu369Jw>). Empathy is important as it allows us to;

- Understand and identify other people's emotions, thoughts and perspective.
- Put ourselves in someone else's shoes.
- Share a person's feelings or feel what they feel.

In these activities we are putting ourselves in the shoes of a stroke survivor, what it feels like to not have your body work the same as previously, to not be understood or to be limited in vision or movement. These activities allow us to understand the feelings and thoughts a stroke survivor might have when carrying out everyday tasks.

Empathy Activity #1: Students will be asked to read, write and comprehend facts on stroke but with physical and visual restrictions.

Equipment Required:

2x oven mitts, pair of sunglasses, and pencils or pens. (Ask students in advance to bring their own from home)

- Select 3 students and give them each a copy of the stroke facts included at the end of this document (last page). Ask them all to get out a pencil or pen.
- Give the first student a pair of oven mitts and the second student a pair of sunglasses.
- The third student will use the pencil or pen as their prop.
- Ask the first student to put on the oven mitts, then read Fact #1 and fill in the blanks. This activity simulates the word confusion and reduced fine motor control that some stroke survivors experience.
- Ask the second student to put on the sunglasses and read Fact #2, then fill in the blanks. This activity simulates the darker/blurred vision that some stroke survivors experience.
- Ask the third student to put the pencil or pen in their non-dominant hand, then read Fact #3 and fill in the blanks. This activity simulates hemianopsia (spots in visual field) and the loss of motor function.

Answers to Stroke Fact Sheet:

Fact 1; Women, Rate, Increased

Fact 2; Top Tip to reduce your risk of stroke – Get regular physical activity, eat a healthy diet low in salt

Fact 3: Call 112 or 999, Improve, Recovery

Empathy Activity #2: Students will be asked to race against each other to carry out every day's task but with physical and visual restrictions.

Equipment required: Arm sling or masking tape, scarf, oven mitts, jar of buttons or paper clips, full backpack, and stopwatch. (Ask students in advance to bring these from home)

- Select three students who will be in a race against each other.
- Give the first student a backpack of books and an arm sling to put on their dominant arm (or use masking tape to tape their arm to their side).
- Give the second student the oven mitts, a jar full of buttons or paper clips, and have him or her spill the coins out onto the desk.
- Blindfold the third student with the scarf and give them a jar of buttons or paperclips and ask him or her to spill the jar out on the table.
- The first student will need to empty out an entire backpack without using the impaired arm.
- The second student will need to put all the coins, buttons, or paper clips back into the jar and close it while wearing the gloves.
- The third will have to refill the jar while blindfolded.
- Start the students on the activity at the same time and use a stopwatch to time them.



Discussion:

Ask the rest of the class what they observed. Did the students get frustrated? Did they ask anyone for help? Did they take a long time or find a creative way to do the activity faster? What would life be like if this were an everyday occurrence? What kind of support could be provided?

Slide 19 - Video 3 Stroke Survivor Shannonree Maher

Shannonree discusses the importance of knowing the signs and symptoms of a stroke and of acting FAST.

Slide 21 - Group Activities

Group Activity #1 Act out potential scenarios of what to do if you think someone may be having a stroke.

- Select 2 students – ask one student to be the person experiencing a stroke and the other student will carry out the FAST test to establish if the individual is having a stroke.
- Example scenario: A person is putting on their coat when suddenly they can no longer lift their left arm and their face droops on one side.
- When the other student notices what is happening, have them go through the steps of FAST, focusing on the face, raising of both arms, speech, and essence of time.
- First they ask the person experiencing the stroke, “Can you smile for me?”. The student pretending to experience a stroke will try to smile, but is unable to.
- Second, they ask, “Are you able to raise your arms for me?”. The student will attempt to raise both arms, but will only be able to raise one arm.
- Thirdly, they will say, “Can you say hello and tell me your name?” The student will try to say hello and then their name, but their speech will come out slurred.
- After assessing that the person is showing signs of a stroke, the second student will call 112 or 999 and ask for an ambulance to come.
- Alternatively, you can also have students come up with scripts of their own of possible scenarios to act out to get their creative juices flowing.

Discussion:

Following the activity, ask how it felt to be the one experiencing the stroke or the one trying to help them. Also pose the question to the class on what it was like to observe this happening. Do they feel they can recognise the signs of a stroke now? In this scenario the individual is showing all three of the FAST symptoms, but even one of these symptoms could mean someone is having a stroke.

Group Activity #2 Four Corners / Four Colours Quiz

Equipment required: Four coloured cards per students (if indoors).

- This quiz can be used as a movement break outdoors to comply with physical distancing guidelines.
- If outdoors, mark out or indicate a square and assign a letter (a,b,c,d) to each corner, so that each corner represents an answer. Students will then select which answer they think is correct and move to the corresponding corner.
- Alternatively, if the students are sitting at desks, each will have four different colour cards, each corresponding to one of the four answers (a,b,c,d). When asked a questions students hold up the colour card of the answer they think is correct.
- Questions on the next page.

1. As you go through the FAST steps to check if someone is having a stroke, what should you do as part of Time?

- a. Start CPR
- b. Check their pulse
- c. Call 112 or 999
- d. Talk to them.

Answer: Time - Call 112 or 999

2. If someone is having a stroke, you can call 999; what is the other number you can call?

- a. 112
- b. 114
- c. 117
- d. 119

Answer: 112

3. What is the youngest age you could have a stroke at?

- a. 13
- b. 40
- c. Any
- d. 75

Answer: Any

4. One in how many people will have a stroke at some point in their life?

- a. 2
- b. 3
- c. 5
- d. 7

Answer: 5

5. About what percentage of people who survive a stroke will suffer paralysis (partial or complete) on one side of the body?

- a. 21%,
- b. 45%
- c. 63%
- d. 80%

Answer: 80%

6. A person loses how many million nerve cells for every minute they do not receive medical treatment during a stroke?

- a. 100
- b. 500
- c. 2
- d. 15

Answer: 2 million

7. The Stroke Alliance for Europe predicts the incidence of stroke in Ireland will increase by what percentage by 2030?

- a. 13%
- b. 24%
- c. 45%
- d. 58%.

Answer: 58%

Discussion:

What did students learn following the activity? Ask the students if the answers were what they expected, or surprising to them. What was most shocking to hear? Why is learning how to detect a stroke important?

Slide 22 - How you can help spread the FAST message

Effective treatment of stroke is hugely time dependent. During the coronavirus pandemic, people have been slow to attend hospital for non-coronavirus issues such as strokes. With your help, this campaign by the Irish Heart Foundation and the Government of Ireland will counter this trend, increase hospital admissions and save lives.

Every minute matters, act F.A.S.T.

Calling an ambulance and getting straight to the Emergency Department can make all the difference for stroke survivors. Quick treatment for stroke patients can save lives and reduce the disability a person might have after their stroke. The faster you act, the more of the person you save.

We would greatly appreciate any assistance you can offer in spreading the F.A.S.T message. Thank you for supporting the Irish Heart Foundation and Government of Ireland's Fast Campaign.

Slide 23 - Questions

Slides 24 - 37 - Quiz Time!

Use this interactive section of the PowerPoint presentation to get students answering questions about what they have learned so far about stroke and the FAST test. In slideshow mode, click on the answer, 'Next Question' or 'Try Again' to move around the quiz.

Stroke Fact #1

Strokes don't just happen to older people. More ~~WOMEN~~ ^{WOMEN} now die from stroke than men. And the stroke incidence ~~is up~~ ^{increased} among people aged 18-40 ~~increased~~ 40% between 2000 and 2010.

Stroke Fact #2

Top Tip to reduce your risk of stroke – Get regular physical activity, eat a healthy diet low in salt

Top Tip to reduce your risk of stroke – Get regular physical activity, eat a healthy diet low in salt

Stroke Fact #3

If you [REDACTED] and get to a hospital within 3 hours of a suffering a stroke, doctors can provide treatments that will dramatically [REDACTED] your [REDACTED] from stroke.
