

Subject Spotlight Lesson Plan

Title of Session	Subject Spotlight: Neuroscience – Stroke Strikes Fast
Description:	The Stroke Strikes Fast workshop talks about the two main types of stroke, the effects a stroke could have, available therapy and ongoing research. It incorporates two group activities that can also be run individually which look at stroke effects and life-style interventions to minimise the risk of a stroke. It should provide students with general knowledge about stroke and the research done in this field, hoping to excite students about science and medicine.

Duration of session:	~35 mins	Target Audience:	Y9/10/11
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Regional Progression Framework - Learning Outcomes:
LO1 - Awareness of HE and the different opportunities available. Be able to challenge any myths relating to HE.
LO2 - Identify the link between GCSE attainment and progression opportunities and how these can support life or career goals
LO5 - Learner knows how to research different routes into HE and how to make an application
Gatsby Benchmarks:
7. Encounters with Further and Higher Education - All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

Please note: This workshop focuses on a sensitive topic and some students who have had personal or familial experience of stroke may find it difficult to watch. Please direct students to <https://www.stroke.org.uk/> for support.

Timings:	Activity/Task/Information:	Instructions for teacher:	Resources needed:
0.00 – 1.48	<ul style="list-style-type: none"> My pathway in Higher Education 		
1.48 – 2.11	Activity 1: Brainstorm <ul style="list-style-type: none"> What do you know about strokes? 	Pause video at 2.11. Give students a few minutes to discuss what they already know about strokes. Prompts: what causes it, what part of the body does it effect, what are the signs?	
2.11 – 7.10	<ul style="list-style-type: none"> What is a stroke? How to recognise a stroke How to image a stroke Brain functions 		
7.10 – 9.28	Activity 2: Case Studies <ul style="list-style-type: none"> Students must diagnose 4 patients with the probable location of the stroke in the brain 	Pause video at 8.16. Give students 5mins to work out the location of the brain. Can be done in groups or individually.	Case studies/brain featured in video and on worksheet Answers provided in video
11.39 – 18.54	<ul style="list-style-type: none"> Therapies for stroke Stroke research Risk factors 		
18.54 – 21.18	Activity 3: Intervention Activity <ul style="list-style-type: none"> Students must come up with at least 5 life-style interventions that people could make to prevent a stroke 	Pause video at 19.25. Give students 5mins to come up with lifestyle interventions. They can use the diagram on the video for tips.	Can fill in answers on worksheet. Answers provided on video.
21.18 - end	<ul style="list-style-type: none"> Summary How can you study this? Further resources Extra activity for own time 		

Overview of all resources:	
Video	
Resources to share with students	<ul style="list-style-type: none"> • Read Ioana's blog: http://www.ypu.manchester.ac.uk/blog/from-undergraduate-to-phd-and-everything-in-between • Find out more about Strokes: <ul style="list-style-type: none"> • https://www.nhs.uk/conditions/stroke/ • Find out more about the Brain Inflammation Group: <ul style="list-style-type: none"> • https://braininflamelab.org/ • Read more about Stroke research: <ul style="list-style-type: none"> • https://www.bmh.manchester.ac.uk/research/domains/neuroscience-mental-health/stroke/ • Stroke Association: <ul style="list-style-type: none"> • https://www.stroke.org.uk/ • Find courses at UoM: <ul style="list-style-type: none"> • https://www.manchester.ac.uk/study/undergraduate/courses/