Pact to Act FAST for Schools

**K-3**

 F.A.S.T. Stroke Identification

The lesson plan would be best suited for younger children perhaps K-3.

It has motions that go along with a short song in order to help students best remember the F.A.S.T. acronym for identifying a stroke.

Students will first be given background information on what a stroke is and the importance of identifying signs of a stroke quickly in order to avoid permanent damage or death. It is vital that students understand strokes can happen to anyone at any time and that they should instruct family members on the magnitude of identifying a stroke.

Students will be taught the following song with the motions in parentheses. The first line is said in an exaggerated questioning tone while the rest of the song is in a sing‐song tone.

“**How do you spot a stroke F.A.S.T.?** *(hands out with palms up and shrugging shoulders, as if asking a question)*

**Face!** *(point to mouth and smile)*

**Arms!** *(close your eyes raise your arms to be even with shoulders)*

**Speech!** *(hands up to make hands talk as if in the chicken dance)*

**And Time!** *(point to wrist as if pointing to a watch)*

 **Call 9‐1‐1 at any sign!** *(make an imaginary phone with hand and put to face)*”

**Combine this activity with any of the other ideas in the packet such as using art supplies to make a poster about FAST signs or about the right steps to be stroke free.**

**This sing/song message is best if practiced at least once a day for a week.**