

Asthma

**1. Details of the teacher**

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| Name: | Date: | Time: | Class: |

**2. Topic overview**

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| **Suggested timing for session (excluding optional activities) is 45 minutes.**  **Teaching staff notes:**  Delivery of this session must ensure that all students maintain thesafety of themselves and others before administering any first aid. Throughout this topic students should learn to identify when an asthma attack requires treatment and how to act accordingly.  In addition, the students could gain an understanding of what can cause asthma and will understand when to call for help. The students must understand an asthma attack can be serious, even life threatening.  During this session learning materials will be PowerPoint presentation, video footage and supported teacher demonstration. Students engaging in role play scenarios will allow students to demonstrate first aid skills learnt. |

**3. Key words**

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| * **airways** * **trachea** * **triggers** * **inhaler** * **lungs** | * **larynx** * **inhale** * **exhale** * **inflate** * **deflate** |

**4. Learning outcomes**

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| **By the end of the lesson, students will be able to:**   * Identify and manage a casualty who is having difficulty breathing due to asthma. * Ensure the safety of themselves and others. * Assess a casualty’s condition calmly. * Comfort and reassure a casualty who is having an asthma attack. * Seek medical help if required. |

**5. Details of activities and resources required**

Note: Feel free to choose activities to fit the time you have available. For example, you could do one task from each introduction, main input and optional categories.

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| **Introduction** | |
| **Activity** | **Resources required** |
| * Use accompanying PowerPoint presentation | Asthma PowerPoint |
| * Ask how many of the class have or know somebody who has asthma. What is the ratio of the class? | N/A |
| * Explain the learning outcomes of the session | Slide 3 |

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| **Main Input** | |
| **Activity** | **Resources required** |
| **Asthma and basic anatomy**   * Use the slide to explain inhalation and how asthma causes airways to narrow. Students can guess the missing words on the pp slide. You can consider using wipe boards to see if students can independently guess the answer or use a show of hands. | Slide 4 |
| **What do you see?**   * Ask students to look at the slide. Look at the comparison between a normal airway and an asthma airway. Discuss how air enters body and how it travels to the lungs to give our bodies oxygen. * Use open questions to get students to consider the impact of narrow airways, consider what breathing may sound and feel like if the airways were narrow. | Slide 6 |
| **What do you think?**   * Place students into small groups. Ensure that they understand the difference between a sign and a symptom. The groups must then try to decide what signs and symptoms there would be if they came across a casualty having an asthma attack. * You can use paper or wipe boards etc. to get students to state what they think the signs and symptoms of an asthma attack would be. S&C: Can you group these into categories? * Ask them to think about what they have learned so far regarding anatomy and see how that would relate to a sign or symptom. * S&C: **E**xpand and explain their answers | Slides 7-8 (A8) |
| **Asthma Video**   * Explain that students should watch this video about asthma and be prepared to use information from the video afterwards, so they should watch carefully. | Slide 9 |
| **Group work optional activity A9**   * Students should form small groups to answer and discuss questions on A9. Explain that there are factors that may trigger an asthma attack, see if students can identify any triggers and use sheet A9a to generate a score. | Slide 10 (A9) |
| **Your turn**   * As a teacher you should demonstrate the key steps to deliver first aid to a casualty that is having an asthma attack. Use the key steps to guide your actions, you may want to print the your turn sheet as a handout. * Students then have a turn and are given a role play scenario. They are told to imagine that they are playing out in the street with a friend. Ask them to pretend that the friend becomes wheezy and short of breath whilst they are playing. * You can alter the scenario to include a variety of triggers e.g. a friend visits your house and you have cats. See if students can identify and remove trigger. * Use the steps to simulate looking after a casualty. Ensure that they remember to reassure the casualty and use decision making skills and rationale to decide if their casualty needs to seek medical attention. Teacher to observe and feedback to students. * As an optional task, the student could use peer assessment and score their partners. | Slide 11, your turn sheet Asthma |

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| **Optional Activity** | |
| **Activity** | **Resources required** |
| **Paper bag lungs**   * Use practical worksheet to build some paper lungs. Student should learn basic anatomy by labelling lungs and use activity to gain an understanding of how our lungs work. * You can use these lungs with narrow, wide straws and varying length of straw- what does this change? * You will need items on worksheet to make these lungs (paper bags, straws, markers, tape etc.) print out the guidance worksheet for students to use as a reference. | Slide 14, activity sheet A6 |
| **Group work questions**   * In small groups students can answer the questions (A9) about how it would feel and what they think they could do to help someone. This can be revisited for role play later and answers checked to see how much was correct - check learning by seeing what they could now add from prior knowledge * You can consider using activity A10 to check answers from triggers and generate a score (these numbers can be altered to increase level of maths). Are there any other answers that students found? | Slides 15-16 (ref A9, A10) |

**6. Check learning**

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| * Check that the learning outcomes on slide 12 have been met. * Teacher to ask open questions about safety, asthma, signs and symptoms and complications * Students to think of a question to ask their peers about asthma * What have you learned today? * Score yourself – how confident would you now be if you came across someone having an asthma attack? |

**7. Details of assessment for learning**

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| * Shared learning objectives * Peer assessment * Written feedback | * Questions/answers * Self-assessment * Reflection/evaluation | * Extended questions/answers * Oral feedback * Group work |

**8. Teacher notes**

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| **Use this space for differentiation notes, the role of any classroom support, evaluation notes, etc.** |

**9. Curriculum links**

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