

Lesson 1: Basic Information and Feelings about Asthma

Learning Objectives:

The purpose of the first lesson is to ensure all the children have the same basic information about asthma. Also, during Lesson 1, the children will get to know one another and start to feel secure in sharing their feelings about having asthma. To do this, children will:

- Describe their favorite physical activities as a way of establishing a common bond.
- Use markers or crayons and paper to express how they feel about having asthma and how they feel when they have asthma symptoms.
- Practice a relaxation exercise as an example of one way to stay calm when they have asthma symptoms.
- Define asthma and answer basic questions about the disease.


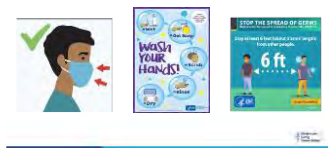
Ask each child to have paper and pencil or crayon with them for each lesson. Make sure to have your own paper and pen handy for notes and comments.

Activities	Materials	Time (30 Minutes)
Introduction and Ice Breaker	Child Handout 1: Pre-program questionnaire COVID-19 Messaging	5 Minutes
Discussion: What is Asthma?	Poster 1: Normal Lungs Poster 2: Lungs before and during asthma episode	10 Minutes
Sharing Feelings About Asthma Symptoms	Pencils or crayons and paper	5 Minutes
Belly Breathing and Relaxation Exercise	Child handout 2: Belly Breathing for Relaxation Exercise **Photo on slide includes a link to belly breathing video**	5 Minutes
Closing & Take-Home Assignments	Assignment: Teach someone they know about belly breathing Parent Letter 1 Next Lesson Topic	5 Minutes

Activity A: Introduction and Ice Breaker

Instructions	Discussion Script	Materials
<p>Introduce yourself. Ask the children what a health educator does.</p> <p>Describe the reason for gathering together: To explore and talk about ways to stay healthy.</p>	<p><i>Good morning/afternoon everyone. My name is _____ And I'm a health educator/school nurse. Who can tell me what a health educator does?</i></p> <p>That's right, a health educator is someone who teaches people how to find ways to stay healthy. That's what we are going to do in the Open Airways For Schools program.</p> <p><i>Here is a way for you to show how you deal with asthma.</i></p> <p><i>You can all be good at taking care of your health just as you can all do something well.</i></p>	



Instructions	Discussion Script	Materials
<p>Show Slide 3</p> <p>If they have paper and pencil with them ask them to write down (or draw) their answer.</p> <p>Give students a few minutes to think (or draw) about something they enjoy doing.</p> <p>As an example for the children, say your name, hold up your drawing (or say) and describe what you like to do. Ask each student to do the same (don't forget to use their name). Point out activities that students have in common.</p> <p>Show Slide 4. Discuss COVID-19 and other ways to stay healthy.</p>	<p><i>Before we talk about health let's talk about what we do really well, or something that we really like to do. Think of the things you like to do at home, at school or play and choose one physical activity or sport you do well or like to do. Then use a pencil/markers and paper to draw it.</i></p> <p>Ask students:</p> <p><i>What physical activity or sport do you like to do? How often to you do it? How did you learn it? How did you get better? How does it feel for your body?</i></p> <p><i>You practiced, very good! That's a success story. It keeps your body healthy, energized and strong.</i></p> <p>Ask students as a group:</p> <p><i>Who can tell me what COVID-19 is?</i></p> <p><i>There are important ways to slow the spread of COVID-19:-Who knows one of them?</i></p> <ul style="list-style-type: none"> • Wear a mask • Stay at least 6 feet, 2 arm's length, away from people you don't live with • Some of these we already know to do: • Wash your hands often for at least 20 seconds with soap and water • Always cover your mouth and nose with a tissue or the crook of your elbow when you cough or sneeze 	<p>Slide 3: Introduction and Icebreaker</p>  <p>Paper & pencil</p> <p>Slide 4: CDC Graphics</p> 




Instructions	Discussion Script	Materials
	<ul style="list-style-type: none"> Avoid touching your eyes, nose and mouth with unwashed hands <p><i>What other things can you do to keep yourself healthy?</i></p> <p>Other things you can do to stay healthy are:</p> <ul style="list-style-type: none"> Eat the right foods, fruits and vegetables Get plenty of sleep Get enough exercise Rest and relax Take a break during physical activity <p>Each of you has something in common with the others. You can do an activity or play a sport well, and it helps to keep you healthy.</p>	

Activity B: Discussion–What is Asthma?

Instructions	Discussion Script	Materials
<p>Raise questions about asthma. Elicit student responses before providing additional health messages.</p> <p>Ask students to point to the part of their body where breathing occurs.</p>	<p>Ask students:</p> <p><i>What else do you have in common?</i></p> <p><i>Why are we meeting today?</i></p> <p>That’s right. You all have asthma. Let’s talk about asthma for a few minutes.</p> <p><i>What part of your body is affected by asthma?</i></p> <p><i>What is this part of the body called?</i></p> <p>The lungs.</p>	

Instructions	Discussion Script	Materials
<p>Find out each student's big triggers. Point out common triggers among children.</p>	<p>Asthma usually runs in families. Some children with asthma have a parent, sibling or other family member who also has asthma. Just like people in the same family share the same eye color.</p> <p>Sometimes we don't know why a person has asthma.</p> <p><i>Can you catch asthma from someone else?</i></p> <p>No, you cannot catch asthma from someone else. Different people have different things called triggers that can bring on asthma symptoms.</p> <p><i>What causes you to get asthma symptoms?</i></p> <ul style="list-style-type: none"> • A cold or sinus infection. • Too much exercise. If your doctor says it's okay, you can take medicine before exercise to help control symptoms. • Things that bother the lungs, called irritants, like air pollution, perfumes and strong odors from sprays and cleaning products. • Things that you are allergic to like pets, food, mold, dust mites, cockroaches, pollen from grass, trees and flowers. • Smoke from tobacco products, wood burning and car or bus exhaust. • Changes in the weather. • Strong emotions like anger, excitement or fear. 	
<p>Ask students about symptoms.</p> <p>See Tips for Facilitators on page 13.</p>	<p>Ask Students:</p> <p><i>What can you do to keep your asthma from getting worse?</i></p> <p>You can keep from getting asthma symptoms by staying away from the things that bother your lungs.</p>	

Instructions	Discussion Script	Materials
<p>Summarize Activity B.</p> <p>Show Slide 7.</p>	<p>Remember to take your daily controller medicines as prescribed by your doctor.</p> <p>Controller medicines help to control swelling (inflammation), in your airways and prevent asthma symptoms from starting.</p> <p><i>Do you have to stop exercising?</i> Exercise is fun and good for you, so you don't want to stop doing that. Using the right medicines in the right way and know when to rest or take a break can help you exercise as often as you want.</p> <p><i>Do you get asthma symptoms when you feel excited, happy, or upset about something?</i> If you do, then you know that getting upset can make asthma worse. That's why it's important to stay as calm as you can when you have asthma symptoms. By staying calm, you help to keep your symptoms from getting worse.</p> <p><i>Will children with asthma always have symptoms?</i> For some children with asthma, symptoms go away or become less of a problem as they get older. But some people will continue to have symptoms even when they're adults.</p> <p><i>What does it mean to have asthma under control?</i> When you have "asthma under control," you should not have any symptoms (you'll be symptom-free without any wheezing). You should be able to do the activities you want to do.</p> <p><i>We've learned a lot about asthma. Knowing about asthma is the first step toward becoming an asthma expert.</i></p> <p><i>Who can tell us what an expert is?</i> An expert is someone who does something well.</p> <p><i>What is an asthma expert?</i></p>	<p>Slide 7: Certificate of Good Asthma Management (Handout)</p> 



Instructions	Discussion Script	Materials
	<p>An asthma expert is someone who knows how to take care of asthma well. In the Open Airways For Schools program, you are going to learn many things that will help you become asthma experts.</p> <p>When you become an asthma expert at the end of this program, you will each get a certificate to show you are an expert.</p>	

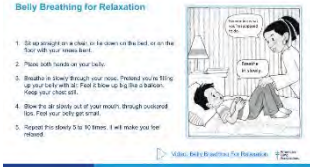
Activity C: Sharing Feelings About Asthma Symptoms

Instructions	Discussion Script	Materials
<p>Ask students to talk about how they felt the last time they had asthma symptoms. Be aware of physical feelings caused by symptoms are likely to cause an emotional response. A symptom such as tightness in the chest might cause a child to feel emotional distress, such as fear or panic.</p> <p>See Tips for Facilitators on page 13.</p>	<p>Other children with asthma have said they have a lot of feelings while they're dealing with their asthma symptoms. They say the way their body feels affects their mood.</p> <p>Ask a student:</p> <p><i>How did you feel while you were having trouble breathing? Did you feel scared or tired?</i></p> <p><i>How else? Why did you feel that way? What was happening in your body?</i></p> <p>Repeat each child's feeling.</p> <p>(Name of student) felt (describe feeling).</p> <p><i>Has anyone else felt like that? How did you help/make yourself feel better?</i></p> <p>Excellent (name of child)! You did (type of action) to stay calm while you were having asthma symptoms. It's important to stay calm and relaxed at those times.</p>	

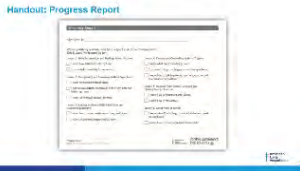
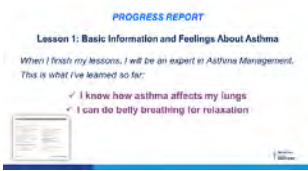
<p>Summarize Activity C.</p>	<p><i>What else can you do to make yourself feel better?</i> Some other ways to stay calm are relaxation and breathing exercises; thinking of something that makes you feel happy; listening to music; reading a book; talking to someone. Just talking about your feelings may help you feel better.</p> <p><i>Having trouble breathing can be scary. Sometimes it may make you feel angry. What did we say we can do about that?</i> Right! Stay calm and relaxed. Finding ways to handle feelings caused by asthma symptoms is another step in becoming an asthma expert!</p>	
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Activity D: Belly Breathing and Relaxation Exercises

Instructions	Discussion Script	Materials
<p>Introduce Activity D. Teach Belly Breathing for Relaxation to the students (you may want to practice the proper technique prior to the class).</p> <p>Show students how to breathe in through their noses and out through their mouths using pursed lips. Check on the video that each child is doing this correctly.</p> <p>Show students how to move bellies in and out correctly. Have students place their hands on their</p>	<p><i>You can do belly breathing to help you stay calm during asthma symptoms. This is called belly breathing for relaxation.</i></p> <p><i>We'll learn belly breathing in steps. First, let's breathe in together through our noses and blow the air out slowly through our mouths.</i></p> <p><i>Pucker up your lips, like you're blowing up a balloon. Place your hands on your belly. When you breathe in let your belly get big, like a balloon. When you breathe out your belly will get small, like a balloon losing air.</i></p>	

Instructions	Discussion Script	Materials
<p>stomach to feel the “balloon” get big and small.</p> <p>Have students combine both steps. Check each child. Ask them to take five belly breaths together. Emphasize that they should breathe slowly.</p> <p>Summarize Activity D.</p> <p>Show Slide 8. Point out the image on the slide.</p>	<p><i>Now, let’s put it all together. Air in through your nose and out through your mouth. Belly big, belly small. Now let’s take five belly breaths together. Very good!</i></p> <p><i>How do you feel now?</i></p> <p>Belly breathing for relaxation will help you stay calm and relaxed.</p> <p><i>When should you use belly breathing for relaxation?</i></p> <p>Belly breathing for relaxation can help you be calm during mild asthma symptoms and while you’re waiting for your medicine to work. It can also be used to help you calm down when you get out of breath while playing or exercising.</p> <p><i>Here is a picture of how to do belly breathing.</i></p> <p>This exercise can be done anywhere at any time to help you relax, even while you’re lying on your back.</p> <p>Parents and other adults should also stay calm when children have trouble breathing.</p> <p><i>**Note: Slide includes link to this video that is optional and shows belly breathing.**</i></p>	<p>Slide 8: Child Handout of Belly Breathing for Relaxation Exercise</p>  <p>The handout includes a list of five steps for the exercise and an illustration of a child and an adult practicing together. The steps are: 1. Sit up straight on a chair, on the floor on the back, or on the floor with your knees bent. 2. Place both hands on your belly. 3. Breathe in slowly through your nose. Puffed cheeks. Tilt up your chin with it. Feel it blow up like a balloon. Hold your chest still. 4. Blow the air slowly out of your mouth through puckered lips. Feel your belly get small. 5. Repeat this slowly 5 to 10 times. It will make you feel relaxed.</p>

Activity E: Closing/Take-Home Assignments

Instructions	Discussion Script	Materials
<p>Give Students a preview of Lesson 2.</p> <p>Give students their take-home assignment – teach a family member or friend how to belly breathe.</p>	<p>You have completed Lesson 1. Congratulations! Now let's complete the progress report for lesson 1. We will do this after each lesson!</p> <p>Before our next lesson, you can share what you've learned about belly breathing for relaxation. Teach a family member or friend how to do it to stay calm. Next time we'll hear your successes in teaching others to belly breathe.</p> <p><i>During our next lesson we'll practice ways to manage asthma symptoms. Don't forget to teach someone else how to belly breathe.</i></p>	<p>Slide 9: Progress report</p>  <p>Slide 10: Progress Report of completed activities</p> 



Tips for Facilitators

Activity A: Introduction & Ice Breaker

Visit the [American Lung Association website](#) for the latest information and resources related to COVID-19. Facilitators may find this one-page document on [Getting Comfortable Wearing a Mask](#) helpful.

Activity B: Discussion—What Is Asthma?

- Help students teach each other about asthma. Do this by closely following the open-ended questions about asthma in the curriculum.
- When students answer questions, repeat each answer using the child’s name. Here is an example: “Leticia says asthma is when your lungs close. What else happens when you get asthma symptoms?”
- Use the students’ own words whenever possible; change phrasing principally to correct misconceptions.
- To correct a wrong answer or an idea based on asthma “myth,” ask the question again. If other children repeat the misinformation, use the phrase “asthma doctors tell us that...” to introduce your statements of the correct information. Common misconceptions about asthma include, “asthma is when your throat closes up” and “I caught asthma from getting wet in the rain.”

Activity C: Sharing Feelings About Asthma Symptoms

- Use open-ended questions with older children to help them share their feelings about having asthma.
- Accept and normalize all feelings the children express. You can do this by saying, “Yes, a lot of children say they feel like that.”
- Some children may relate experiences involving scary details, such as needing paramedics or being in the emergency room of a hospital. Congratulate them on being so brave and remind them the goal of this class is to help them control their asthma better.

Lesson 2: Recognizing and Managing Asthma Symptoms

Learning Objectives:

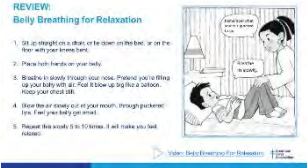
The purpose of Lesson 2 is to help students recognize the warning signs of an asthma flare-up and develop a plan for managing an acute asthma flare-up. To do this, students will:

- Describe the asthma symptoms that warn them of a possible episode.
- Observe a demonstration of using a peak flow meter.

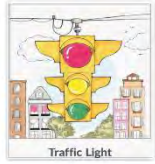
Activities	Materials	Time (35-40 Minutes)
Review	Success stories of take-home assignment (teach someone to belly breathe)	5 Minutes
Discussion—Warning Signs of Asthma	Poster 3: Traffic Light	5 minutes
Peak Flow Meters	Video : How to Use a Peak Flow Meter	5 Minutes <i>Optional</i>
Discussion—Moving Through the Management Steps	Poster 4: Recognize Your Warning Signs Child Handout 3: My Asthma Warning Signs Poster 5: Tell an Adult Poster 6: Take Your Asthma Medicine Poster 7: Rest and Relax Child Handout 4: Four Steps to Managing Asthma Symptoms Empty or placebo medicine containers and devices	20 Minutes
Closing & Take-Home Assignments	Parent Letter 2A: Tools for Managing Asthma Next Lesson Topic	5 Minutes

Review: Lesson 1




Instructions	Discussion Script	Materials
<p>Review the purpose of belly breathing for relaxation. Elicit children’s response.</p>	<p><i>Who remembers what belly breathing does?</i></p> <p>It helps you stay calm and relaxed. It can help you get your breath back when you are playing.</p>	<p><i>Note: Lesson 2 begins with Slide 11</i></p> <p>Slide 12: Review of Belly Breathing</p> 

Activity A: Discussion—Warning Signs of Asthma

Instructions	Discussion Script	Materials
<p>Hold a discussion with students on the warning signs of asthma.</p> <p>Show Slide 13. Have students work out the meaning of the colors.</p> <p>Define warning signs and get students’ responses.</p>	<p><i>Today we are going to learn the steps to managing asthma symptoms. Let’s begin by talking about warning signs.</i></p> <p><i>Here is a traffic light. Who knows what red means? What does green mean? What does yellow mean?</i></p> <p>That’s right, red means stop, and green means go. Yellow means careful or slow down. It’s a warning sign that tells us the light will soon change to red.</p> <p><i>Our bodies give us signals like a yellow traffic light. How does your body tell you if you are hungry? When we are hungry our stomachs growl. when we need sleep, we yawn, etc. These are warning signs.</i></p>	<p>Slide 13: Poster of Traffic Light</p> 

Instructions	Discussion Script	Materials
<p>Define warning signs of an asthma flare-up.</p> <p>Find out each student's most common warning sign(s).</p> <p>Point out similar signs among students.</p> <p>If students mention advance signs like blue fingernails symptoms and state this topic will be discussed during the next lesson.</p>	<p>Kids with asthma often say they can tell when they are about to or are just starting to have asthma symptoms. These signs are just like the yellow light. They mean be careful and do something special to control your wheezing or coughing. That way you can keep asthma symptoms from turning into an asthma flare-up.</p> <p>Ask each student: <i>What is your warning sign?</i> <i>Do you have more than one?</i> <i>Does your warning sign ever change?</i></p> <p>Most people with asthma have warning signs that occur hours before symptoms appear. Some common ones are: coughing wheezing a tight feeling in your chest feeling tired, nervous, or grumpy</p> <p>Warning signs are not the same for everyone.</p> <p>You may have different signs at different times.</p>	


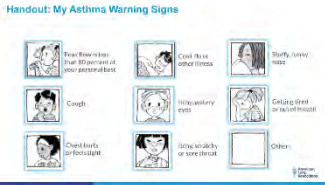
Optional: Activity B: Peak Flow Meters


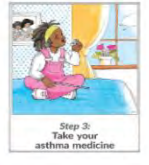
Instructions	Discussion Script	Materials
<p>Introduce peak flow meters to students. Show them one or more sample meters. Tell the students that peak flow meter can be used to decide if a visit to the doctor is needed.</p> <p>Show Slide 14. Play the video, “How to use a peak flow meter.” After the video have a discussion using the script.</p> <p>If peak flow meters were provided to students in advance. Have students practice using their peak flow meter.</p> <p>Have students discuss the steps they presently take to control their asthma symptoms.</p>	<p>Do any of you use a peak flow meter? Do you know what it does?</p> <p>A peak flow meter is a hand-held device that measures your ability to push air out of your lungs. Peak flow measurements or rates can help you and your doctor control your asthma. You should ask your doctor if you should have one. Peak flow meters may be most helpful for children who have asthma symptoms a lot.</p> <p>Who knows how to use a peak flow meter? Does your peak flow meter give you a sign that your asthma may be getting worse?</p> <p>A peak flow meter can show you if your asthma is gradually getting worse. It may show changes in your airways even before you feel them. That’s because your peak flow rate gets lower when your airways get clogged or squeezed. When the air can’t come out as fast as it normally does, your peak flow rate drops.</p> <p><i>When can you use your peak flow meter?</i></p> <p>Ask your doctor when to use a peak flow meter. If you know your “normal” rate, you may have to use it only when you feel your asthma getting worse. Kids with more severe asthma may need to use their peak flow meter daily.</p> <p>Once you notice your warning signs, are there steps you can take to keep your asthma from getting worse?</p> <p>What do you try to do to take care of your asthma once a flare-up begins?</p>	<p>NOTE: If you are not completing this activity, please skip Slide 15.</p> <p>Slide 14: Peak Flow Meters</p>  <p>Resource Link: Peak Flow Meter Video</p>



Instructions	Discussion Script	Materials
<p>Elicit as many steps as possible. Use the whiteboard feature (if available) in the platform to capture responses. It isn't necessary to get all the management steps of Activity C.</p> <p>Ask students what changes happen with their bodies when they take their medicine.</p>	<p>What else?</p> <p>How do your parents or friends help you?</p> <p>What else?</p> <p>How does taking your medicine help your body?</p> <p>That's right. Asthma medicines open the tubes in your lungs-so you can breathe easier.</p>	

Activity C: Moving Through the Management Steps


Instructions	Discussion Script	Materials
<p>Introduce the concept of four steps to manage asthma symptoms.</p> <p>Step 1: Recognize Your Warning Signs Show slide 16. Ask for a volunteer to read the slide.</p> <p>Share Child Handout #3 (via PowerPoint Slide). Help Students check off their warning signs.</p> <p>Elicit students' responses. Add suggestions not mentioned.</p>	<p>You already know many ways to take care of asthma symptoms. Now let's see some other ways to manage asthma when it starts getting worse.</p> <p>To do this, we are going to go over the four steps to manage asthma symptoms. We'll practice each step and talk about how it helps.</p> <p><i>Who would like to read the first poster?</i> <i>What is happening in the picture?</i> <i>What else?</i></p> <p>Warning signs are the earliest clue you get that your asthma is getting worse.</p> <p><i>How will recognizing your warning signs help you care of asthma?</i></p> <p>Knowing your warning signs is the first step in learning to take care of asthma. By recognizing your warning signs, you can take other steps to keep your symptoms from getting worse.</p> <p><i>Can you remember your warning signs?</i></p> <p>Having a plan to take care of asthma will help you stay calm and relaxed.</p>	<p>Slide 15: Poster of Recognizing Your Warning Signs</p>  <p>Slide 16: Poster of Asthma Warning Signs</p> 

Instructions	Discussion Script	Materials
<p>Step 2: Tell an Adult Show slide 17. Ask for a volunteer to read the slide.</p> <p>Elicit students' responses.</p> <p>Add suggestions not mentioned.</p>	<p><i>Who would like to read the slide?</i></p> <p><i>Who are the adults you know?</i> Parents, grandparents, coaches, teachers, school nurses, aunts and uncles, and older brothers and sisters are all people you might need to talk to if you feel asthma symptoms coming on.</p> <p><i>What could you tell the adults you know about your asthma?</i> You can tell them you are having warning signs of asthma. By the end of this lesson, you will even be able to tell them how to help you.</p> <p><i>How can telling an adult help you take care of asthma? How else?</i> By telling an adult you have felt a warning sign of asthma, you can take the next steps together to keep it from getting worse.</p>	<p>Slide 17: Poster of Telling an Adult</p>  <p><small>Open Airways for Schools Poster 6</small></p>
<p>Step 3: Take Your Asthma Medicine. Ask for a volunteer to read Poster 6.</p> <p>Find out which students take asthma medicine.</p> <p>Ask students to respond and add suggestions not mentioned about asthma medicines.</p>	<p><i>Who would like to read this poster?</i> <i>What's Happening in this picture?</i></p> <p>Ask the students: <i>Who takes asthma medicine?</i> <i>Who else?</i></p> <p><i>Why do you take it?</i> <i>What does asthma medicines do?</i> Asthma medicine keeps your airways open. Some medicines keep your symptoms from getting worse, and others help prevent you</p>	<p>Slide 18: Poster Take Your Asthma Medicine</p>  <p><small>Open Airways for Schools Poster 6</small></p>

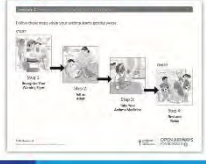
Instructions	Discussion Script	Materials
<p>Find out when students take their medicines.</p>	<p>from getting asthma symptoms. This is why most kids with asthma need to take medicine every day, even when they feel well.</p> <p><i>When do you take it?</i> For children who have asthma symptoms more than twice a week, doctors often prescribe daily “controller” medicines. These “control” your asthma every day and prevent you from having symptoms.</p> <p>If asthma symptoms occur only once in a while, doctors usually prescribe medicine to be taken at the earliest sign of symptoms. We call these “quick-relief” medicines because they take care of a symptom you are already having and work within five to ten minutes.</p> <p>You and your parents should talk about your specific needs with your doctor.</p> <p><i>What else do you need to know about asthma medicine?</i> It’s important to know the name of your asthma medicines, how much to take of each and when.</p>	

Instructions	Discussion Script	Materials
<p>Ask students the kind of medicines they take.</p> <p>If a student knows the answer, repeat the answer using their name and remember to give lots of positive reinforcement for knowing.</p> <p>For those who don't know the answer, reassure them they can learn this information. Let them know there's a take-home assignment to help them learn it.</p> <p>Elicit students' responses and add suggestions not mentioned.</p> <p>Step 4: Rest and Relax</p>	<p>For each student:</p> <p><i>What kind of medicines do you take (name of child)?</i> That's great. (Name of student) knows a lot about their medicines. You are really becoming an asthma expert.</p> <p><i>Do you take a liquid, pill or inhaler?</i> <i>Do you know its name?</i> <i>Do you know when to take it? Do you take it yourself or does someone give it to you?</i> <i>Is it a quick-relief or a controller medicine?</i></p> <p><i>How long do you wait to see if a medicine is working?</i> Remember, the quick-relief medicines work very fast-within five to ten minutes.</p> <p><i>Do all medicines work in the same amount of time?</i> No, they don't. Quick relievers work in minutes. But others, such as the controller medicines, need several hours to take effect. That's why they must be taken daily to work properly.</p> <p><i>Ask your doctor how long it takes for your medicine to work, and when you can take the next dose.</i></p> <p><i>Who want to read the next poster?</i></p> <p><i>How can resting and relaxing help you if you are experiencing asthma symptoms?</i></p>	



Instructions	Discussion Script	Materials
<p>Ask for a volunteer to read Slide 9.</p> <p>Lead children in deep breathing exercise.</p>	<p><i>Resting and relaxing help you if you develop asthma symptoms while playing?</i></p> <p>Resting and relaxing can help you get your breath back.</p> <p><i>What exercise have we learned to help us rest and relax?</i></p> <p>Belly breathing for relaxation can help you rest and relax.</p> <p><i>Let's do five belly breathing for relaxation exercise together.</i></p>	<p>Slide 19: Poster Rest and Relax</p> 

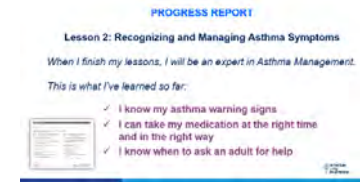
Activity D: Closing/Take-Home Assignments

Instructions	Discussion Script	Materials
<p>Summarize Activity C.</p> <p>Encourage students to respond.</p>	<p><i>Today we've learned four steps to manage asthma.</i></p> <p><i>Can you name the four steps?</i></p> <p>These are the four steps that can be taken to manage asthma.</p> <ul style="list-style-type: none"> • Recognize your warning signs. • Tell an adult so someone can help you. • Take your medicine. • Rest and relax by doing relaxation exercises. 	<p>Slide 20: Child Handout on Four Steps to Managing Asthma Symptoms</p> 

Give students a preview of lesson 3.

The next time we meet we'll practice the steps to manage our asthma.

Slide 21: Progress Report of completed activities



Tips for Facilitators

Optional Activity: How to Use a Peak Flow Meter

To use a peak flow meter:

- First, make sure the sliding marker or arrow on the peak flow meter is at the bottom of the numbered scale (zero or lowest number).
- Stand up straight. Empty your mouth of gum or food. Take a very deep breath, then place the mouthpiece of the peak flow meter into your mouth. Close your lips tightly around the mouthpiece. Be sure to keep your tongue away from the mouthpiece. In one breath, blow out as hard and as fast as possible, until you feel like your lungs are empty.
- The force of the air coming out of your lungs causes the marker to move along the numbered scale.
- Repeat the entire routine three times to get your “best” measurement.
- Practice the technique until you can do it smoothly before demonstrating it for the students.

Lesson 3: Practice Management Steps

Learning Objectives:


The purpose of Lesson 3 is to help students recognize the warning signs of an asthma flare-up and develop a plan for managing an acute asthma flare-up. To do this, students will:

- Practice the four steps to manage asthma symptoms, using a role-play activity.
- Describe the asthma signs that require emergency medical care.

Activities	Materials	Time (35 Minutes)
Review	Lesson 2: Management Steps	10 Minutes
Practice Management Steps (Activity D from Lesson 2)	Role Play activity	10 minutes
Asthma Action Plan	Child Handout 5: Asthma Action Plan	5 Minutes
Five Emergency Signs	Poster 9: Traffic Lights	5 Minutes
Closing & Take-Home Assignments	Parent Letter 2B: My Asthma Medicines Next Lesson Topic	5 Minutes



Review: Lesson 2

Instructions	Discussion Script	Materials
<p>Review the four steps to manage their asthma.</p> <p>Elicit children’s response.</p>	<p><i>Can you name the four steps?</i></p> <p>These are the four steps that can be taken to manage asthma:</p> <ol style="list-style-type: none"> 1. Recognize your warning signs. 2. Tell an adult so someone can help you. 3. Take your medicine. 4. Rest and relax by doing relaxation exercises. 	<p><i>Note: Lesson 3 begins with Slide 21</i></p> <p>Slide 23: Review Asthma Warning Signs</p> 

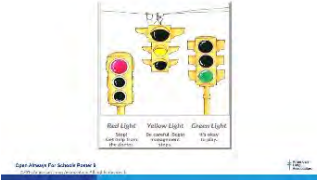
Activity A: Practice Management Steps

Instructions	Discussion Script	Materials
<p>Lead students in a role play of the four steps to manage asthma symptoms.</p>	<p><i>Now that we have learned the four steps to manage asthma symptoms, let’s practice making sure we really know them.</i></p> <p><i>Together we’re going to tell a story about Keisha, who comes home having trouble breathing. Some of you can help act out the story, the rest of you can watch and find ways to help Keisha.</i></p>	

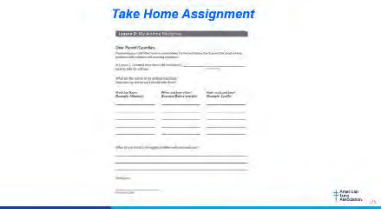
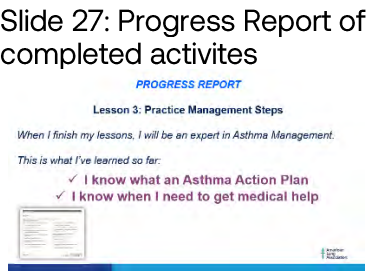
Instructions	Discussion Script	Materials
<p>Ask for volunteers to be a “mother (father),” “child,” and others (sister, cousin, grandparent, friend).</p> <p>Have the students role play “Story of Keisha.” Use the questions at right to keep the action going.</p> <p>Help the students act out all four management steps. Role play is preferred, but you may provide puppets as an alternative, if they are available.</p> <p>After the play, ask actors and audience members to add suggestions.</p> <p>Lead the students in loud applause and approval for the actors.</p>	<p>Here’s the story: <i>Keisha comes home from school and says, “Mom (Dad), I’m wheezing.</i></p> <p><i>What can you do, Keisha, to help yourself?</i> <i>What else?</i> <i>What can you do, mom?</i> <i>What else?</i> <i>What can the other friends and family members do to help Keisha?</i></p> <p><i>Having a plan to manage asthma will help you feel more in control of your asthma.</i></p>	

Instructions	Discussion Script	Materials
lots of feedback for figuring out the signs.	<ul style="list-style-type: none"> • You are struggling to breathe. <ol style="list-style-type: none"> 3. You have trouble walking or talking or stop playing and can't start again. 4. Your fingernails or lips are blue. (In this case, call 911 or the local emergency number and get medical help immediately.) 5. Your peak flow drops to 50 percent of personal best. Do you remember what your peak flow number is? If your best ability to push air out of your lungs has dropped to half of what you normally can do, this is an emergency sign. 	
Ask each student for their plan to get to the hospital in case of an emergency.	<p><i>Do you or your family have a plan to make sure you can get to the hospital quickly if you need to? What is it?</i></p> <p>It's important to have a plan to get to the hospital quickly. Some things you and your family can do are:</p> <ul style="list-style-type: none"> • Call 911 or the local emergency number for an ambulance or paramedic. Tell the operator that someone is having trouble breathing. • Make sure that there is enough gas in the car to get to emergency medical help. • Keep the number of a taxi or shuttle service. Remember you'll need to have a way to pay for the service if you need it. • Arrange transportation from a friend, relative or neighbor. • Plan for the care of other kids. Ask friends or relatives. 	
Summarize Activity B. Give students lots of positive feedback for figuring out the five emergency signs and for having emergency plans.	<p>We've learned five signs to help us decide if a trip to a doctor is necessary. We have also made a plan to get to the emergency room if it is necessary.</p>	



Instructions	Discussion Script	Materials
<p>If time permits, continue with this activity. Show slide 25.</p> <p>Ask some questions to help the students problem solve.</p>	<p>When I ask my question, you give me one of these three answers: Red Light: Stop: Get help from a doctor. Yellow Light: Be careful. Begin steps to manage asthma. Green Light: It's okay to play</p> <p>Question: I took my medicine an hour ago. My wheezing is getting better. What's my decision? Answer: Green Light. That's correct.</p> <p>Question: I took my medicine an hour ago, but my coughing is much worse. What's my decision? Answer: Red Light. That's correct.</p> <p>Question: I took my medicine an hour ago, but I can barely walk or talk. What's my decision? Answer: Red Light. That's correct.</p> <p>Question: I have mild wheezing and am able to play What's my decision? Answer: Yellow Light. That's correct.</p>	<p>Slide 25: Poster of Traffic Lights</p> 

Activity C: Closing/Take-Home Assignments

Instructions	Discussion Script	Materials
<p>Show slide 26. Explain take-home assignment.</p> <p>Give students a preview of Lesson 4.</p> <p>Show slide 27.</p> <p>Remind students of the next class time.</p>	<p><i>For your take home assignment tonight, work with a parent or adult at home to fill out this form about asthma medicines.</i></p> <p><i>Bring it back with you next time. It's important to have the form because we'll talk about medicines in the next lesson.</i></p> <p><i>The next time we meet we'll be detectives and discover clues to help us decide if a visit to the doctor is necessary.</i></p> <p><i>You must all be very proud of yourselves. You learned a lot today. We discussed the five emergency signs to help us decide if a visit to the doctor is necessary, discussed the value of an asthma action plan and identified when to get medical help. Very good!</i></p> <p><i>I'll see you next (day and time).</i></p>	<p>Slide 26: Parent Letter 2B, Asthma Medications</p>  <p>Slide 27: Progress Report of completed activities</p> 

Tips for Facilitators

- Encourage students to teach their families what they have learned about asthma. Do not be discouraged if take-home assignments are not returned. During the next lesson, determine whether the students have talked with their parents or guardians about the assignment. The communication exchange between children and their families is more important than handing off the written information.
- Accept and normalize all feelings the children express. You can do this by saying, “Yes, a lot of children say they feel like that.”

Lesson 4: Solving Problems With Medicines & Assessing Symptoms


Learning Objectives

- The purpose of this lesson is to help students identify and solve any problems they have taking asthma medicines, and to learn the signs that mean a trip to the doctor is necessary. This lesson should help students feel confident in knowing when their asthma requires a visit to the doctor. To do this, students will:
- Review asthma medicines, analyze inhalation technique through return demonstration, and solve any problems students have with asthma medicines.
- Practice deciding about seeking medical care for asthma symptoms.


Activities	Materials	Time (35 Minutes)
Review	Review Five Emergency Signs	5 Minutes
Discussion: Solving Problems with Medicines	Empty or Placebo medicine containers and devices Video : How to Use a Metered Dose Inhaler with Valved Holding Chamber	15 minutes
Discussion: Deciding how bad symptoms are	Poster 8: Story of Sandra Child Handout 6: Story of Sandra	10 minutes
Closing & Take-Home Assignments	Parent Letter 3: Five Emergency Signs; After review, interview them and ask what to do in an asthma emergency Next Lesson Topic	5 Minutes



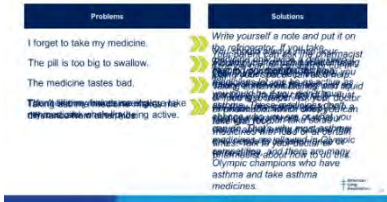
Review: Lesson 3

Instructions	Discussion Script	Materials
<p>Review the five emergency signs.</p>	<p><i>What are the five emergency signs that you can use to decide if medical help is needed?</i></p> <ol style="list-style-type: none"> 1. Wheezing or coughing does not get better or increases after medicine has had time to work (Five to 10 minutes for quick-relief inhalers). 2. You have difficulty breathing: <ul style="list-style-type: none"> • Your chest and neck are pulling in. • Your stomach muscles are moving up and down. • You are struggling to breathe. 3. You have trouble walking or talking or stop playing and can't start again. 4. Your fingernails or lips are blue. (In this case, call 911 or the local emergency number and get medical help immediately.) 5. Your peak flow drops to 50 percent of personal best. Do you remember what your peak flow number is? If your best ability to push air out of your lungs has dropped to half of what you normally can do, this is an emergency sign. <p>It is important to remember having any one of the five emergency signs means you should call the doctor or go to the emergency room right away.</p>	<p>Note: Lesson 4 begins with Slide 28</p> <p>Slide 29: Review Asthma Warning Signs</p> 

Activity A: Discussion – Solving Problems with Medicines

Instructions	Discussion Script	Materials
<p>Show Slide 30.</p> <p>Review the take-home assignment on medicines.</p> <p>Note: If students did not fill out the Parent Letters, find out if they at least talked about medicines with their parents or guardians.</p>	<p><i>Who completed the take-home assignment of writing down their medications?</i></p> <p><i>Who else?</i></p> <p>You now know the names of your asthma medicines, how much to take and when to take them. You are really becoming asthma experts!</p>	<p>Slide 30: Asthma Medication Photos</p> 
<p>Ask a volunteer to read their completed assignment out loud.</p> <p>Give the student lots of reinforcement for finishing the assignment.</p>	<p>(Name of student) did a great job with the take-home assignment!</p>	
<p>Use student's sample assignment to begin a discussion on medicine problems.</p>	<p>(Name of student) says (action) is a problem with this medicine.</p> <p><i>Does anyone else have that problem?</i></p> <p><i>What can you do about that?</i></p> <p><i>What else?</i></p> <p><i>What other problems do you have with medicines?</i></p> <p><i>What else?</i></p>	
<p>Discuss problems and solutions. Add common problems that aren't mentioned.</p>	<p><i>What will happen if you take too little medicine (less than the doctor says to take)?</i></p> <p>The medicine won't work to stop symptoms or keep symptoms from getting worse.</p>	
	<p><i>What could happen if you take too much medicine (more than the doctor says to take)?</i></p>	



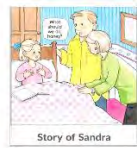
	<p><i>Too much medicine could make you sick. It's important to take the medicine exactly the way the doctor tells you. If it's making you sick, you should call your doctor.</i></p> <p><i>What should you do if the medicines don't seem to work? If the medicines don't seem to work, tell your doctor. Your doctor might change the dose or the type.</i></p>	<p>Slide 31: Problem and Solution Activity</p> 
<p>Show slide 31.</p> <p>Note: This slide is animated. The problems and solutions appear on the click of the mouse and disappear for the next one.</p> <p>Click to bring up the problem. Brainstorm with participants about possible solutions. Then, click again for the solution to appear.</p>	<p>Problems students may raise: <i>I forget to take it.</i></p> <p>Solution: <i>Set an alarm clock. Wear a watch. Write yourself a note and put it on the refrigerator. If you take medicine only twice a day, keep it next to your toothbrush.</i></p> <p>Problem: <i>The pill is too big to swallow.</i></p> <p>Solution: <i>Your parent can ask the pharmacist if the pill can be crushed or cut in half.</i></p> <p>Problem: <i>The medicine tastes bad.</i></p> <p>Solution: <i>You should always rinse your mouth out after using your inhaler. Using your spacer can also help. Taking certain medicines with liquid or food also helps. Ask your doctor or pharmacist which ones you can take with food.</i></p> <p>Problem: <i>The medicine makes me shaky, nervous, sick or sleepy.</i></p> <p>Solution: <i>Rinsing your mouth out after using your inhaler will help limit the shaky or nervous feeling, and so will using a spacer. To help minimize the sick or sleepy feelings, you can take some medicines with food or at certain times. Talk to your doctor or pharmacist about how to do this.</i></p>	

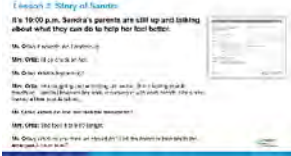
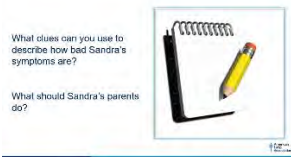
	<p>Problem: Taking asthma medicine makes me different from other kids.</p> <p>Solution: Talk to your friends. Tell them you have asthma and you use medicines to take care of it— just like they take medicines to help a cold or a sore throat. Ask your doctor about using medicine that only needs to be taken once or twice a day.</p> <p>Problem: I don't like my friends seeing me take my medicine when I'm being active.</p> <p>Solution: Remind yourself that asthma medicines let you be as active as you could be if you didn't have asthma. These medicines don't change who you are or what you can do. That's why most asthma medicines are allowed in Olympic competition, and there are many Olympic champions who have asthma and take asthma medicines.</p>	
<p>Show correct use of a metered dose inhaler (MDI).</p> <p>Video: How to Use a Metered Dose Inhaler with Valved Holding Chamber</p> <p>Ask for a volunteer to demonstrate the correct use of a MDI.</p> <p>See Tips for Facilitators on page 38.</p>	<p>Ask students: Who uses an inhaler? Can you show us how to use it correctly?</p> <p>Inhaled medicine must be taken correctly.</p> <p>There are many other types of inhalers. Your doctor or nurse can show you how to use them correctly.</p> <p>What can happen if you don't take your inhaled medicine correctly? Unless you use your inhaler the correct way, much of the medicine will end up on your tongue, on the back of your throat or in the air outside your mouth. Your medicine can't work if it can't get into your lungs.</p> <p>There are many different types of inhalers, but they all work in similar ways.</p>	



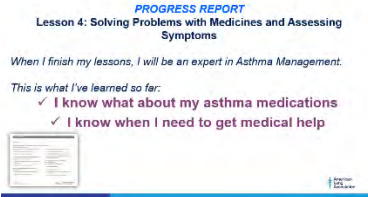
<p>Show correct use of a MDI with a spacer. Ask for a volunteer to demonstrate the correct use of a MDI with a spacer.</p> <p>See Tips for Facilitators on page 38.</p>	<p><i>Who knows how to use a spacer with their inhaler? Can you show us how to do it?</i></p> <p><i>Using a spacer makes it easier to get medicine into your lungs. That's why it is best for many people to use a spacer with an inhaler.</i></p>	
<p>Instruct the students to keep their inhalers and spacers clean.</p> <p>Pull the medicine canister out of the inhaler to show them how.</p> <p>Summarize Activity</p>	<p><i>Do your inhalers or spacers ever get dirty? How do you clean them?</i></p> <p><i>Inhalers and spacers do get dirty. You can help them stay cleaner by keeping them in a zippered plastic bag. To find out how to wash them and how often to do it, you can check the package directions. It's probably good to wash them with soap and water about once a week. Before washing the inhaler, be sure to take out the medicine canister.</i></p> <p><i>It's important to know how to solve problems with medicines.</i></p>	

Activity B: Discussion – Deciding How Bad Symptoms Are

Instructions	Discussion Script	Materials
<p>Display slide 17-19 and open discussion on deciding how bad symptoms are.</p>	<p><i>Kids with asthma should see a doctor regularly. That's why it's important to set up and keep visits with your doctor. But sometimes, extra care is needed. You should also have a clear, written plan for what to do in emergencies.</i></p> <p><i>Sometimes it's hard to decide what to do. Should you take care of asthma symptoms at home or get medical help right away?</i></p>	<p>Slide 32: Poster Story of Sandra</p>  <p><small>Open Airways for Schools Poster B © 2014 Open Airways for Schools</small></p>

	<p><i>Let's figure out how to decide which symptoms can be treated at home, and which need a doctor. Then you can help adults decide if your symptoms can be managed at home or if they require a visit to the doctor (maybe at an urgent care center or hospital). Someday you may need to decide this for yourself if you're having symptoms and no one else knows what to do.</i></p> <p><i>Let's read a story about someone who is wheezing. We'll find clues to help us decide whether a trip to a doctor is necessary. We'll be detectives and make a list of clues on the board.</i></p>	<p>Slide 33: Story of Sandra Script</p> 
<p>Assign a reader to read the story.</p> <p>Ask students to offer clues from the story. Use a whiteboard feature (if available) and write the heading, "Clues." Or, facilitate the questions and elicit responses from students.</p> <p>Add any clues not suggested.</p>	<p>Thank you for reading the Story of Sandra.</p> <p><i>What's happening to Sandra? What else?</i> Sandra is experiencing asthma symptoms.</p> <p><i>Is her wheezing and coughing the same since she went to bed?</i> Her wheezing and coughing have gotten worse since she went to bed.</p> <p><i>What clues tell you her symptoms are serious?</i> She's having trouble breathing. Her neck is sucking in with every breath.</p> <p><i>What else?</i> She's having trouble talking.</p> <p><i>When did she take her medicine last?</i> She took her medicine at 9 p.m.</p> <p><i>How long ago was that if it's 10 p.m. in the story?</i> One hour ago</p> <p><i>How long did it take for medicine to work?</i> Five to 10 minutes for a quick reliever.</p> <p><i>What should Sandra's parents do?</i></p>	<p>Slide 34: Story of Sandra Discussion</p> 



	<p>Her parents should call a doctor or take her to the emergency room right away. This is important because she is having trouble breathing and the medicine doesn't seem to be working. Giving another dose of medicine is also a good idea as long as you don't delay getting medical help.</p>	
Summarize Lesson 3.	<p><i>Great job, everybody!</i></p> <p><i>Today, we learned about your asthma medicines and how to solve to problems with medicine. Knowing which asthma symptoms need medical help is another step toward becoming an asthma expert.</i></p> <p><i>We've also developed a plan to get to a doctor if there's a real emergency. Having a plan is also part of being an asthma expert.</i></p> <p><i>You have now completed Lesson 4. Excellent!</i></p>	<p>Slide 35: Progress Report</p> 
Give students a preview of the next lesson.	<p><i>Next time we meet, we are going to talk about asthma triggers and how to avoid or control them.</i></p>	
Dismiss the students.	<p><i>I will see you next (day and time).</i></p>	

Tips for Facilitators

Activity A: Discussion —Solving Problems with Medicines

Inhalation technique can be confusing, especially with all the different asthma medication devices available in the marketplace. Taking the right medicine, at the right time and in the right way, can make a difference in the overall health and well-being of a child with asthma. Return demonstration of the MDI with spacer is recommended for each student. Invite a co-Facilitator or another person trained in asthma medicines to assist you with this activity. For videos on asthma medicines and devices, please visit Lung.org/asthma-meds.



If students say they're afraid to take medicine because it's addictive, ask if anyone else feels that way. Give the health message that asthma medicines are not addictive.

To use a metered-dose inhaler:

- Remove the cap and hold the inhaler upright.
- Shake the inhaler.
- Keep your chin level to the floor and breathe out (try to empty your lungs).
- Close your mouth around the mouthpiece of the inhaler. Begin to take a breath in slowly and deeply through your mouth while you press down on the inhaler to release a puff of medicine. Continue to breathe in slowly and deeply until your lungs feel full.
- Hold your breath for 10 seconds to allow the medicine to reach deep into your lungs. Slowly breathe out through your mouth.
- Repeat puffs as directed. Wait about a minute between puffs to make the medicine most effective.

To use a spacer:

- Attach the inhaler to the spacer and shake vigorously.
- Put your lips around the spacer.
- Press down on the inhaler to release a puff of the medicine into the spacer.
- Take a slow, deep breath through your mouth.
- Hold your breath for about 10 seconds; breathe back into the spacer, keeping your lips sealed around the mouthpiece. Breathe in again slowly.
- Repeat puffs as directed. Wait about a minute between puffs to make the medicine most effective.

Activity B: Discussion – Deciding How Bad Symptoms Are

It's often difficult to elicit signs that indicate a child should go to the doctor. You may have to ask leading questions. Here are some examples:

- Suppose you just have a little wheezing. What should you do? What if you have a lot of wheezing or a cough that doesn't get better after you take your medicine?
- If your chest hurts, what has happened to your breathing? (It's hard to breathe.)
- What might happen to your posture? (You're hunched over.)

- Can you normally play, walk and talk? How do you feel when you have to stop playing because of asthma? (So tired you can hardly walk or talk.)
- What might happen to the skin color on certain parts of your body? (Red = fever; blue or purple = dangerous.)
- Why is blue or purple or gray an emergency sign? (Not enough oxygen in the body: call 911 or go to the emergency room right away.)

Lesson 5: Finding and Controlling Asthma Triggers

Learning Objectives


The purpose of Lesson 5 is to help students identify things that trigger their asthma, and then to find ways to remove them or reduce their impact. A second goal is to help students develop confidence in their ability to discuss solutions with parents and others who have control over their physical environment. To do this, students will:

- Identify triggers (things that initiate asthma symptoms) using slides with common triggers in the home and school.
- Find solutions to remove triggers or reduce their impact.
- Perform a role-play activity on how to talk to parents or others about finding and eliminating asthma triggers.

Activities	Materials	Time (35 Minutes)
Review	Asthma Medicines	5 Minutes
Discussion: Locating Triggers	Poster 10: Find Your Asthma Triggers at Home Child Handout 7: Find My Asthma Triggers at Home Poster 11: Find Your Asthma Triggers at School Child Handout 8: Find My Asthma Triggers at School	15 minutes
Discussion: Role play Talking to Parents and Others about Triggers and Solutions		10 minutes
Closing & Take-Home Assignments	Parent Letter 4: Common Asthma Triggers Talk about your triggers and solutions with family- use completed Child Handouts Next Lesson Topic	5 Minutes



Review: Lesson 4

Instructions	Discussion Script	Materials
<p>Show Slide 37. Review asthma medicines.</p>	<p><i>Who remembers the asthma medicines we discussed last week?</i></p> <p><i>Wonderful! Do you remember what will happen if you take too little medicine (less than the doctor says to take)?</i></p> <p><i>That's right! The medicine won't work to stop symptoms or keep symptoms from getting worse.</i></p> <p><i>What could happen if you take too much medicine (more than the doctor says to take)?</i></p> <p><i>Too much medicine could make you sick. It's important to take the medicine exactly the way the doctor tells you. If it's making you sick, you should call your doctor.</i></p> <p><i>What should you do if the medicines don't seem to work?</i></p> <p><i>If the medicines don't seem to work, tell your doctor. Your doctor might change the dose or the type.</i></p> <p><i>Great job remembering! Today we are going to learn more about asthma triggers.</i></p>	<p>Note: Lesson 5 begins with Slide 36</p> <p>Slide 37: Review Asthma Medicines</p> 

Activity A: Discussion – Locating Triggers

Instructions	Discussion Script	Materials
<p>Discuss Triggers. See notes to facilitators for examples of asthma triggers.</p>	<p>Ask students:</p> <p><i>Who remembers what asthma triggers are? What is the definition of an asthma trigger?</i></p>	



Give students lots of positive reinforcement for their knowledge of triggers.

Asthma triggers are things that make you wheeze or cough or make it hard for you to breathe.

Who remembers some common asthma triggers? Who else?

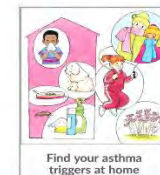
Various types of things can trigger asthma symptoms such as:

- Things you are allergic to, such as pets, dust mites, cockroaches, rodents, mold, weeds, food, pollen from trees or grass.
- Things that bother the lungs (irritants) such as air pollution, perfume, hair spray, paint, pesticides, dust, and cleaning products.
- A cold or sinus infection or similar illness.
- Vigorous exercise.
- Smoke from tobacco (cigarette, pipes), car exhaust, and wood burning
- Changes in weather (especially cold weather)
- Strong emotions (anger, sadness)

Show Slide 38. Ask students to identify triggers they see on the screen.

Here is a picture of a house. Let's be detectives. What triggers do you see?

Slide 38: Poster of Find Your Asthma Triggers at Home

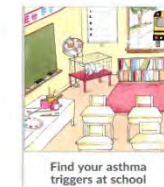


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Show Slide with School Asthma Triggers. Ask students to identify triggers they see on the screen.

Here is a picture of a school. We can be detectives here as well. What triggers do you see?

Slide 39: Poster of Asthma Triggers at School



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Discuss triggers. Ask each child to say his or her worst trigger

Ask each student:

*What are your triggers at home?
What is your worse trigger at home?
What can you do get rid of it or control it?*

Slide 40: Asthma Triggers at Home



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Ask who else has the same trigger.

Ask each student:

*What are your triggers at school?
What is your worse trigger at school?
What can you do get rid of it or control it?*

Slide 41: Asthma Triggers at School




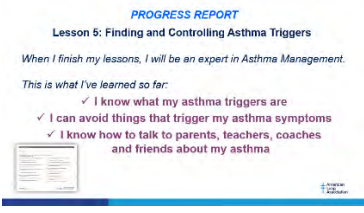
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Ask students who are affected by a specific trigger how to manage the trigger.

*What can you do about (trigger)?
What else?
Have you ever tried managing your trigger in this way?
Has anyone else tried this?*

<p>Emphasize thing students can do to prevent exposure to triggers.</p>	<p><i>Did it work? What else might work?</i></p> <p>There are ways you can avoid asthma triggers. If you plan ways to avoid or manage triggers ahead of time, you will have more confidence in dealing with them.</p> <p><i>For some kids, cold air can trigger asthma. If that's your trigger, what can you do?</i></p> <p>When the weather is snowy or windy, dressing warmly is important. You might try putting a scarf over your nose and mouth to warm the air you're breathing.</p> <p><i>For a lot of kids, Secondhand smoke is a trigger. What can you do about that?</i></p> <p>Most kids should try to avoid places where people might be smoking. If someone who lives with you smokes, you should ask them if they can smoke outside.</p>	
<p>Summarize Activity A</p>	<p><i>For some kids, their asthma symptoms are Triggered by exercise. What can you do about that?</i></p> <p><i>Ask your doctor about taking your quick-relief medicine before exercise.</i></p> <p><i>You are all becoming experts on asthma. You know what things trigger your asthma and how to deal with them. Now that you know so many ways to manage the triggers of asthma, you can work with parents and other adults in your life. You can help them understand what triggers wheezing and coughing and what steps can be taken to control these triggers.</i></p>	

Activity B: Role Play- Talk to Parents and Others About Triggers and Solutions

Instructions	Discussion Script	Materials
<p>Ask for a volunteer for the role-play.</p> <p>Use slides “Find My Asthma Triggers at Home” and “Find My Asthma Triggers at School” to prepare students to talk to their family members and teachers.</p> <p>See Tips for Facilitators on page 47.</p> <p>Ask the volunteer to read the slide.</p> <p>Repeat role-play using another volunteer. This time, you should play the role of an adult smoker who does not want to quit.</p> <p>Have students find solutions to the volunteer’s problem. Get input from the group.</p> <p>Show slide 43. Congratulate students for completing Lesson 5.</p> <p>Give students a preview of the next lesson.</p>	<p><i>Who would like to help me read the slide?</i></p> <p><i>Let’s pretend I’m the mother (or father) and you are the child. You come home from school and say, “Hi Mom (dad). Today I learned all about the things that give me asthma symptoms and what I can do about them. My worst trigger is _____. The way to control this trigger is to _____. Can you help me with this?</i></p> <p><i>You have completed Lesson 5. Congratulations! I’m very proud of you all. You’re learning so much about taking care of your asthma.</i></p> <p><i>Next time we meet we are going to talk about ways to stay active and how to keep your battery charged.</i></p>	<p>Slide 42: Asthma Trigger Discussion with Family Members</p>  <p>Slide 43: Progress Report</p> 



Tips for Facilitators

Activity A: Discussion – Locating Triggers (Things That Start Asthma Symptoms)

This is a lively and fun lesson. It gives students the chance to exchange some unique and inventive ideas about how to cope with triggers.

Here is an extensive list of asthma triggers:

Allergens (things a person might be allergic to): Dust mites; Pets with fur or feathers: dogs, cats, rabbits, rats, horses, birds; Pollen from trees, grass, weeds; Molds; Cockroaches; Rodents and their droppings; Food: peanuts, eggs, strawberries, milk, etc.

Irritants: Perfume, Hairspray, Paint fumes, Cleaning products

Smoke-related Irritants: Cigarette smoke, Cigar smoke, Pipe smoke, Wildfires, Wood burning, Car exhaust, Air pollution.

Strong Emotions: Anger, Anxiety, Upset, Fear, Excitement, Sadness, Laughter

Illness: Colds, Influenza, Sinus infection, Other respiratory illnesses

Exercise: Running, Playing hard, Swimming

Changes in Weather: Snow, Wind, Extreme cold, Extreme heat

Activity B: Role Play- Talk to Parents and Others About Triggers and Solutions

- This discussion can instill a sense of mastery for the students that is unequalled by any other lesson because the problems and solutions are so concrete and so individualized.
- Some problems are very complex (adults who smoke or families who won't give up a pet). Encourage other students to suggest alternative solutions.
- Don't pose an impossible solution ("just have your dad quit smoking"). Instead, find a practical compromise ("ask him to smoke only outside").
- It's okay to let the kids know that the solutions may have to be compromises.

Lesson 6: Getting Enough Exercise

Learning Objectives


The purpose of Lesson 6 is to increase students' confidence in their ability to engage in physical activities and to help them find practical ways to increase their activity levels. To do this, students will:

- Recognize physical activity is good for children with asthma.
- Identify six ways to stay active.
- Solve problems related to teachers, coaches and peers who show lack of understanding about asthma.
- Play a game that demonstrates the way intermittent exercise can help children stay active.
- Practice breathing, tensing and relaxing exercises as a way of taking a break during physical activity.

Activities	Materials	Time (40 Minutes)
Review	Asthma Triggers Success stories of take-home assignment	5 Minutes
Discussion and Role-Play – Ways to Stay Active	Child Handout 9A: Story of George, Part 1 Child Handout 9B: Story of George, Part 2	15 minutes 10 Minutes
Post-program Questionnaire	Post-Program Questionnaire	5 minutes
Share the link with students	**Make sure to check in with your local American Lung Association contact regarding your evaluation protocol, as this may differ from region to region.**	
Closing	Child Handout 10: Tensing and Relaxing Exercise Parent Letter 5A: Six Ways to Stay Active	5 Minutes



Review: Lesson 5

Instructions	Discussion Script	Materials
<p>Review Asthma Triggers.</p> <p>See Tips for Facilitators on page 58.</p>	<p><i>Who remembers what an asthma trigger is?</i></p> <p>Asthma triggers are things that cause your asthma symptoms like wheezing or coughing.</p>	<p><i>Note: Lesson 6 begins with Slide 44</i></p> <p>Slide 45: Review Asthma Triggers</p> 
<p>Have students define and identify asthma triggers. Give lots of positive reinforcement for correct answers.</p> <p>Ask the children for examples.</p>	<p><i>What are some types of triggers?</i></p> <p>Types of triggers include smoke, fumes and strong scents, molds, dust mites, colds and other illnesses, vigorous exercise, weather, and strong emotions.</p>	

Activity A: Discussion and Role-Play –Ways to Stay Active

Instructions	Discussion Script	Materials
<p>Review the ways to stay healthy from Lesson 1</p>	<p><i>Who remembers the ways to keep yourself healthy?</i></p>	



To stay healthy, you need to eat the right foods—more fresh fruits and vegetables, less junk food; get the right amount of sleep (at least eight hours); exercise regularly; and stay calm and relaxed.

Just like we talked about back in lesson 1:
We can also make sure to wear our masks when not at home. Stay at least 6 feet from people we don't live with. Make sure to wash our hands often and to cough or sneeze into a tissue or our elbow.

You have great memories! All children need to do things to stay healthy, especially kids with asthma. We like to call it “keeping your battery charged.” A charged battery means having the energy to do what you'd like to do.

Sometimes parents push kids with asthma to do too much. Then the kids get asthma symptoms and have trouble breathing. Other times parents don't let kids do enough things (like sports) or kids stop themselves because they're afraid they'll get asthma symptoms. Teachers and friends may act this way too. Then kids can feel mad or sad because they aren't getting enough exercise, or they get left out of fun activities.

Today we'll find ways parents and children can work together to help kids stay active. Let's get started.

Review slide 45: Story of George.

Ask for volunteers to be George and his mom. Let the students read and role-play.

Kids, meet George and his mom. George wants to play basketball, but his mother doesn't want him to because he might start wheezing or coughing.

Slide 46: The Story of George

The Story of George: Part 1

George and his mom are walking home from the store.

George: Mom, I'll see you later. I'm going to play basketball with the guys for a while.

Mom: George, what's the matter with you? You know how basketball can bring on your asthma symptoms. You are coming home with me.

George: Oh, mom, you never let me do anything.



Ask the student actors to provide solutions to the conflict between George and his mom.

See Tips for Facilitators on page 58.

Ask each student:

What can George say to his mom so that he can play basketball?

Slide 47: Story of George Discussion

What can George say to his mom so he can play basketball?

What can George do?



Encourage the group to help if the actors can't think of solutions. Ask questions to generate discussion and help the children along.

Give the actors a loud round of applause.

What can he do?

What else?

What can George's mom say to him so he can go play?

What can she tell him to do?

What can she do?

That was great. You found some really good ways to help George do the things he wants to do without getting asthma symptoms.

Find six ways to stay active. Use a whiteboard function (if available) to capture responses.

Now let's make a list of ways to stay active.

In Part I of the Story of George, how did George and his mom solve the disagreement?

They talked it over and found a solution together.

First Way to Stay Active

Talk to your parents about an activity you want to do.

What did George tell his Mom?

George asked his mom to let him try the activity and see if he could do it without wheezing or coughing.

What did he ask her?



Any other suggestions not mentioned.

See Tips for Facilitators on page 58.

He asked her to let him show her that he could do it.

Second Way to Stay Active

What can you do if you want to try a new activity and your parents don't want you to? Who here has tried a new activity?

Try the activity. Ask your parents to let you try the activity. Remember to premedicate (if your doctor says it's okay) and warm up first. Start slowly and gradually increase activity level.

How did you go about doing it? What happened? How long could you do the activity when you first started? How long can you do it for now?

Third Way to Stay Active

Practice. When you start any new activity, you may not be good at it. But if you practice, you will improve.

What can you do when you get your warning sign for asthma in the middle of an activity? What can George do?


Fourth Way to Stay Active

Take a break from the activity if you feel any asthma symptoms starting. Take your medicine if needed, then rest and relax.

What if you try these ways to stay active and still have warning signs or asthma symptoms such as wheezing?

Fifth Way to Stay Active

Tell your doctor if you have symptoms or warning signs when you exercise. Ask your doctor about premedicating before

	<p>exercise or using a controller medicine to keep your asthma under control.</p> <p><i>There are many famous athletes who take asthma medicine and premedicate to control their asthma symptoms. Can anyone name some?</i></p> <p>Sixth Way to Stay Active</p> <p>Talk to your teachers and coaches about asthma. Tell them that many people, even Olympic athletes, have asthma. As long as they have learned to control their asthma, people with asthma can exercise just like anyone else. It's very important for kids to get enough exercise – even kids with asthma.</p>	
<p>Display Slide 48.</p> <p>Role Play Part 2 of the Story of George. Find two more volunteers to read the parts for George and Coach Baker, his P.E. Teacher.</p>	<p><i>Now let's see what happens when George talks to his P.E. teacher. What can George say to the coach to convince him that he can play? What can he do to convince the coach that he can play?</i></p>	<p>Slide 48. The Story of George Part 2.</p> 
<p>Ask the actors for solutions to the conflict between George and his PE teacher. Ask the audience to give input as well. Link the</p>	<p>Sample responses:</p> <p><i>“Even though I have asthma, I can play basketball just like the other kids.”</i></p> <p><i>“I am not having any asthma symptoms right now.”</i></p>	

students' responses to the six ways to stay active.

"I know the warning signs of asthma, and I know what to do if I get them."

"I took my medicine before the game started and I am feeling fine."

"If I feel a warning sign, or any symptoms, I will stop, take my medicine in tell the coach or another adult about my asthma trouble. I'll also do a breathing and relaxation exercise."

Give lots of positive reinforcement for all the things they've learned.

And how have you learned to control your asthma?

By being watchful of warning signs, by taking your medicine when you should, by pre-medicating before exercise if your doctor prescribes it and by taking a break when you need it.

That's terrific! You've really learned a lot about taking care of your asthma.

What can you do if other kids make fun of you because you have asthma?

Explain that: "Everybody gets sick at times. I do too, but I know how to take care of my asthma and stay healthy almost all the time."

Find a special friend who will not make fun of you. This is a good person to talk to about your asthma.

Summarize Activity A.

Today we've learned six ways to keep active without getting warning signs or asthma symptoms.

We also learned what to say about asthma when talking to doctors, parents, teachers and friends so they'll help us stay active.



Show slide 53. Lead the students in the tensing and relaxing exercise.

Summarize Activity B.

Here's an exercise you can do when you need to take a break from physical activity. It uses your muscles but leaves you relaxed and calm. You can try it out at home this week.

OR

You could substitute a review of Belly Breathing.

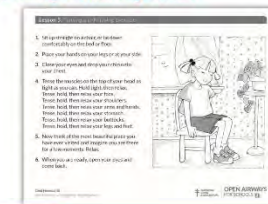
It's important for parents to know that doctors and health educators want kids with asthma to stay active.

All children need daily, regular exercise, especially those with asthma. "Stop and start" exercises are especially good because you can take a break in between exercises, do belly breathing and then go back to the game.


Moving forward, use the six ways to keep active.

Slide 53: Tensing and Relaxing Exercise

Handout: Tensing and Relaxing Exercise



Activity B: Post Program Questionnaire

Instructions	Discussion Script	Materials
<p>Review the Progress Report.</p>	<p>This is wonderful. You've completed all of the lessons on how to take care of asthma.</p>	<p>Slide 54: Progress Report</p> 
<p>Provide the link to the post-program questionnaire using the platform tools, such as a chat box.</p> <p><i>**Make sure to check in with your local American Lung Association contact regarding your evaluation protocol, as this may differ from region to region.**</i></p>	<p>Now that you've completed Open Airways For Schools, here is a way for you to show how you deal with having asthma.</p> <p>Remember, there are no right or wrong answers on the post-program questionnaire.</p>	<p>Share the link to the OAS Participant Evaluation Form.</p> <p>Post-Program Questionnaire</p>

Activity C: Closing

Instructions	Discussion Script	Materials
<p>Make sure all the graduation certificates have the students' names on them and your signature. Distribute via email at the end of the program.</p>	<p>Congratulations! You have become a real expert in taking care of your asthma. I am going to send each of you a Certificate of Good Asthma Management.</p>	



See Tips for Facilitators on page 58.

Congratulate each student. Tell them that you will email their Certificates.

Show slide 55. Certificate of Good Asthma Management

I am going to read a list of some of the things you have learned about taking care of your asthma. As I read them, you can check them off on your graduation certificate.

You:

- Know when asthma affects your lungs.
- Can do belly breathing for relaxation.
- Know your asthma warning signs.
- Can take your asthma medicines at the right time and in the right way.
- Know when to ask for an adult for help.
- Know how to solve problems with your medicines.
- Know when you need to get medical help.
- Know what your asthma triggers are.
- Can avoid things that trigger your asthma symptoms.
- Know hoe to talk to parents, teachers, coaches and friends about your asthma.
- Know how to keep calm and relaxed.
- Know how to stay active.
- Know when you're okay to go to school and when you need to stay home.
- Know how to make up missed schoolwork.

Slide 55: Certificate of Good Asthma Management



Express your feelings about the children's success and reaching the end of the program.

Did you know you had learned so much? You are a great group, and I'm going to miss all of you. But I'm so happy to know that you have become experts in managing your asthma. Keep up the good work!

Tips for Facilitators

Activity A: Discussion and Role-Play –Ways to Stay Active

- Help students find appropriate solutions for George’s problem. Don’t judge inappropriate solutions (such as lying to your mother or sneaking out of the house) as good or bad. Instead, find out what would happen if the child’s suggested solution were carried out. Ask if something else could be tried that would not end up causing a problem or hurting George or someone else.
- Explain to students many top athletes have asthma. Identify some top athletes to share during this lesson or have students research top athletes and report back.

Activity C: Closing

- This is a special occasion for the children. Generate as much enthusiasm as possible for all of their accomplishments during the six lessons. Leave the students with the final message that they are now experts in asthma management. Tell them to keep practicing to remain experts. Suggest the students try to tell other people who have asthma how they can take care of it.