

Asthma Art Attack

Lesson Plan 1 Model of a Puffer or Spacer

ABOUT THE RESOURCE

Using innovative art processes Asthma Australia has been working with primary school aged students from Culturally and Linguistically Diverse Backgrounds in Western and South Western Sydney to gain a better understanding of how we can support students living with asthma. Key insights from this work include the following:

- Children with asthma rely on their blue reliever to help them manage their asthma
- Children with asthma felt that having asthma meant they missed out on playing with friends or physical activity
- Children with asthma had been bullied or were embarrassed to have asthma symptoms or take their medicine in front of others
- Children enjoyed artistic ways of learning about how to better support their peers living with asthma

As a result, Asthma Australia has developed this Asthma Art Attack Activity resource book for teachers to deliver in their classroom to help create a safe and supportive space for children living with asthma at school. These activities have been tested with students from CALD backgrounds in Western Sydney who have given their tick of approval.

The workbook includes a range of art and creative activities to implement in the classroom with your students from year 3 – 6 to help them learn about asthma and how to support their friends living with asthma at school.

Asthma Australia encourages all school staff to complete the [Asthma First Aid Training For Schools](#) 1 hour online training to help support the students in their learning about asthma.



ACTIVITY OPTION 1- Model of an Asthma Puffer or Spacer

Background: Primary school aged students with asthma have shared with Asthma Australia that they have been teased or feel embarrassed about using their asthma puffer and spacer at school.

Learning Intentions: We are learning about a chronic lung condition called asthma and how we can support those who have it.

Task: Students are to create a model of an asthma puffer or spacer to create awareness about the value of asthma medication and devices to reduce the stigma around using them at school. In creating the models, we hope this will encourage conversations about the puffer and spacer among students and encourage their peers with asthma to use them when needed.

Success criteria: To be successful, students will:

- Identify the signs and symptoms of asthma
- Identify a puffer and spacer
- Recognise that a puffer and spacer will help someone with asthma breathe better
- Create a model of a puffer or spacer

Teachers note: You may choose to deliver this over two sessions. With Part A focused on asthma theory and Part B focused on making the artwork.

PART A – Teacher’s Preparation	PART B – Teacher’s Preparation
<ul style="list-style-type: none">• Review the Activity Resource Kit• Download and print the Asthma Information sheet for students• Access to smartboard/projector to share artworks• Print one copy of the KWL chart (A3 Size) (Appendix 1)	<ul style="list-style-type: none">• Access to smartboard/projector to share artworks• Print out Artist cards for each student• Provide Art materials• Remind the students to bring in any recycled material to use for their artwork



[Link to NSW Curriculum](#)

STAGE	SUBJECT	UNIT	OUTCOME/S	CONTENT
2	Creative Arts Syllabus (Page 30 and 50)	Visual Arts	<p>Making: VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.</p> <ul style="list-style-type: none"> • talks about and thinks about their intentions for artmaking and recognises how these affect their selection of ideas, materials, tools and techniques and methods of working <p>Appreciating: VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.</p> <ul style="list-style-type: none"> • discusses reasons why artists make artworks focusing on who, where, when, why and how • recognises that people have different views about artworks and their meanings that are informed by their understanding of such things as the circumstances of the work, 	<p>Students learn to:</p> <ul style="list-style-type: none"> • develop their artistic intentions in artmaking and consider how these affect the look of the work, its details and an audience's response • use particular artistic traditions guided by the teacher's instruction in artmaking and experiment with techniques, tools and graphic schema (e.g. in drawing, painting, sculpture, printmaking and digital works) • interpret the meaning of artworks by taking into account relationships between the artwork, the world and the artist <p>Students Learn about:</p> <ul style="list-style-type: none"> • how artists, including themselves, have intentions that affect the look of the work and its details • how pictures and other artworks invite interpretations from audiences



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			the artist's intentions and skill, and what the work is about. Form: 3D Forms (Page 83)	
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Lesson Plan – Part A

Asthma Theory

Suggested timeframe (30- 60mins) – this will depend on the detail you wish to teach about asthma and the time spent on the discussions with your students.

Lesson Section	Roles	Activity
Introduction	Teacher	<p>Share the artworks depicting student's experience with asthma and the related captions. <i>These can be found in the Asthma Art Attack PowerPoint presentation.</i></p> <div data-bbox="692 831 1133 1080" data-label="Image"> </div> <p>Image 1 Grade 5 Student What helps you with your asthma? Image of me holding my puffer.</p> <p>Image 2 Grade 3 Student What helps you with your asthma? I drew a puffer human as I use my puffer when I need it. The puffer makes me feel calm.</p>



		<p>Guide a discussion about the artworks linking it to asthma – below are some points to help in your discussion.</p> <p>1. LOOK <i>Take time to look at the work of art.</i></p> <ul style="list-style-type: none"> • Encourage students to take in the entire work of art, paying close attention to details. Ask the question, “What do you notice?” and encourage students to take inventory of everything they see. • Instruct students to look at a work of art for 30 seconds, and then to turn around and try to remember everything they observed. When they are looking at the work of art again, ask them about the details that they remember. What did they overlook? <p>2. DESCRIBE <i>Talk about what you see in the work of art.</i></p> <ul style="list-style-type: none"> • Encourage students to describe all the things that they see. Explore line, shape, colour, composition, material, and subject matter. • Instruct students to use expressive language to describe what they see in detail. For example, instead of saying, “I see the sky,” they could say, “I see a dark, foreboding sky full of heavy clouds”. <p>3. THINK <i>Interpret and assign meaning to the work of art.</i> Discuss the following with your students:</p> <ul style="list-style-type: none"> • What story is taking place? What is the setting, or the time and place depicted? • What is the mood of the work? How do you know? • What is this work of art about? • What do you think the artist was trying to communicate through the creation of this work of art? <p>4. CONNECT <i>Relate what you see to your own life, or to other works of art or images you have seen.</i></p>
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		<p>Discuss the following with your students:</p> <ul style="list-style-type: none">• What does this work of art remind you of? Why?• How does this work of art relate to an aspect of your own life?• Compare this work of art to other images/objects that you have seen, either in a museum or in your everyday life. How are they similar? How are they different?
	Student	View the artworks and participate in the discussion.
	Teacher	<p>Move onto brainstorming activity by asking the following questions:</p> <p>What do you know about asthma?</p> <p>What would you like to know about asthma?</p> <p><i>You may choose to fill out a KWL chart as a class as part of this discussion:</i></p> <div><div><div><div>ASTHMA</div><div>ASTHMA AUSTRALIA</div></div><div><div>K</div><div>What I know</div></div><div><div>W</div><div>What I want to know</div></div><div><div>L</div><div>What I have learned</div></div></div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div> <p><small>Asthma Art Attack KWL chart V1 2024</small></p>
	Student	Students share some of the information they may know about asthma and what they would like to learn about asthma.



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	Teacher	<p>Ask students: Would anyone who has asthma like to share how they feel when they have asthma? What do you use to help make you feel better?</p> <p>Note - only encourage this discussion if a student feels comfortable sharing this information.</p>
	Student with asthma (if they volunteer)	<p>Student shares their experience with asthma and identifies what helps them feel better. They may mention the puffer and spacer.</p>
Lesson objectives	Teacher	<p>Share the background information, learning intentions, task and objectives of the activity:</p> <p>Background: Primary school aged students with asthma have shared with Asthma Australia that they have been teased or feel embarrassed about using their asthma puffer and spacer at school.</p> <p>Learning Intentions: We are learning about a chronic lung condition called asthma and how we can support those who have it.</p> <p>Task: Students are to create a model of an asthma puffer or spacer to create awareness about the value of asthma medication and devices to reduce the stigma around using them at school. In creating the models, we hope this will encourage conversations about the puffer and spacer among students and encourage their peers with asthma to use them when needed.</p> <p>Success criteria: To be successful, students will:</p> <ul style="list-style-type: none"> • Identify the signs and symptoms of asthma • Identify a puffer and spacer • Recognise that a puffer and spacer will help someone with asthma breathe better • Create a model of a puffer or spacer
Asthma content	Teacher	<p>Review the Asthma Information Sheet for Students (Appendix 2)</p> <p>You may also refer to the information on our website to help with this How To Explain Asthma To Kids - Asthma Australia</p> <p>Ask the students and guide the discussion:</p> <ul style="list-style-type: none"> • Do you have any questions about the content?



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		<ul style="list-style-type: none"> • How would you feel if you suddenly couldn't breathe? (scared, worried etc.) • Would you tease someone if they needed to take medication to feel better? Would you tease someone if they were using their puffer and spacer?
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Lesson Plan – Part B

Making the model of the Asthma puffer or spacer

Suggested timeframe 60mins

Activity	Create a model of a puffer or spacer.
Instructions for students	<p>Teacher to guide the students in a discussion about what they previously learnt about in the theory lesson about asthma.</p> <p>Thinking about the information we learnt about asthma and how the asthma puffer and spacer are used to help people with asthma breathe better - Your challenge today is to make a model of the puffer or spacer.</p>
Prompt questions	<p>Teacher to ask the following:</p> <p>Will you be making a model of the puffer or spacer today?</p> <p>What materials will you be using?</p> <p>Teacher to share with students that they will also need to fill out an artist card that explains what they made. Show them the template they will be using (Appendix 3).</p> <p>Share examples of other artworks – <i>these can be found on the Asthma Art Attack PowerPoint presentation for Activity option 1.</i></p>
Suggested Materials	<p>Teachers may ask students to bring any of the following recycled materials to help them create their model: bottles, cardboard packaging, tissue box, glad wrap rolls, fabric scraps.</p> <p>Other materials needed include: paint, paint brushes, glue, scissors, fabric sheets, ribbons, googly eyes, pom pom balls, stickers and any other decorative material.</p>



The Making	<p>Ask students to collect the materials they would like to use and let them know the time they have allocated to make their artwork.</p> <p>Remind students to fill out the artist card before the time allocated for making the artwork expires.</p>
Reflection	<p>Teachers to ask some students to share their models with the rest of the class and talk about how they made it.</p> <p>Teacher to check in with the students: Do you feel like you understand why a puffer and spacer is important for someone living with asthma? Did you enjoy learning about asthma? Did you enjoy making the model? How did you feel while making the model? Is there anything else you would like to share about this activity/lesson?</p> <p>Ask students to reflect on what they have learned and as a class work to fill out the last section of the KWL chart.</p>
Conclusion	<p>Teacher to share: children with asthma shared that they feel better supported if other students learned about asthma. As a class we learnt about asthma which is a chronic lung condition.</p> <p>Recap</p> <ul style="list-style-type: none"> • You learnt about the signs and symptoms of asthma • You learnt about asthma puffers and spacers • You learnt that a puffer and spacer will help someone with asthma breathe better • You created a model of a puffer or spacer and shared them with the class
Photos	<p>Asthma Australia would love to hear about your experience in delivering this activity. The following link will take you to a survey to provide feedback about the activity https://www.research.net/r/AA_teacherfeedback. You may also submit photos of your student's artworks along with the artist card to be displayed on Asthma Australia's digital art gallery. Send these via email to info@asthma.org.au with the subject heading "Student Artwork". Please ensure a parent/guardian has filled out the Talent Release Form - Asthma Australia before sending them via email.</p>

