

Asthma Art Attack

Asthma Support Poster

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 2 - Asthma Support Poster

Background: Primary school aged students with asthma have shared that if their classmates learnt about asthma and its impact that it would help create a supportive environment for them at school. The students shared that they valued the support they receive by their peers.

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

Task: Students are to create a mixed media poster showcasing support for other students living with asthma. In creating the posters, we hope that this will encourage a supportive environment at school where students with asthma feel safe.

Success criteria - To be successful, students will:

- Identify the signs and symptoms of asthma
- Identify that a puffer and spacer will help someone with asthma breathe better
- Know how to support their classmate with asthma if they do not feel well
- Create a poster showcasing support for students living with asthma

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



Alternative options:

The class may work on one banner together and plan what each student will represent.

You may choose to hang individual posters together to create and represent the same message.

Students may create a collage or poster using traditional materials such as paint and markers.

[Link to NSW Curriculum](#)

STAGE	SUBJECT	UNIT	OUTCOME/S	CONTENT
2	Creative Arts Syllabus* (Page 30 and 50)	Visual Arts	Making: VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter. <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 • focuses on details of subject matter and areas of beauty, interest, awe, wonder and delight, e.g.– facial expressions, body positions and body angles– activities people are involved in. 	Students learn to: <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 Students Learn about:



			<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 <p>Form: Drawing Painting 3D forms (Page 83)</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
	<p>PDHPE Syllabus (Page 55-56)</p>	<p>Health, Wellbeing and Relationships</p>	<p>A student explains how empathy, inclusion and respect can positively influence relationships PD2-3</p> <p>A student demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations PD2-10</p>	<p>Content Why are empathy, inclusion and respect important in our relationships? Students:</p> <ul style="list-style-type: none"> Describe and practice ways respect, empathy and valuing diversity can positively influence respectful relationships, for example: (ACPPS037) <ul style="list-style-type: none"> Identify roles, rights and responsibilities in different relationships. Describe behaviours that show empathy and respect for the rights of others. <p><i>In this case the relationship is focused on relationships between students at school and in the classroom.</i></p>



3	Creative Arts Syllabus* (Page 31 and 52)	Visual Arts	<p>Making: VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world</p> <ul style="list-style-type: none"> • uses different artistic concepts (e.g. colour, tone, light, scale, abstract), and explores how symbols may be used in their interpretation of selected subject matter • explores subject matter of personal and social interest from particular viewpoints including issues, activities and events in the community and global environment, places and spaces, people, objects and fantasies. <p>Appreciating: VAS3.4 Communicates about the ways in which subject matter is represented in artworks.</p> <ul style="list-style-type: none"> • discusses the artist's intention and/or the use of styles and techniques in selected works and considers the possible meanings of these works 	<p>Students learn to:</p> <ul style="list-style-type: none"> • think about their artmaking as a kind of social practice that employs both their own resources and their understanding of art • apply what they have learnt about concepts in the artworld to their artmaking <p>Students learn about:</p> <ul style="list-style-type: none"> • how artworks can be subject to different interpretations by artists and audiences • how audiences can form different opinions about artworks and artists
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Asthma Art Attack

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.

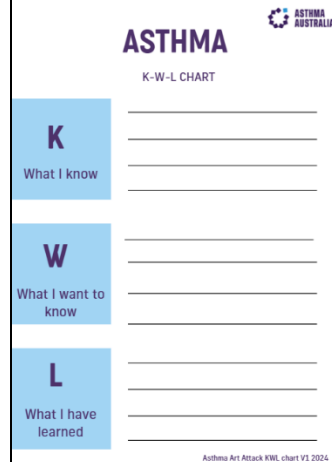
Lesson Section	Roles	Activity
Introduction	Teacher	<p>Share the artworks depicting students' experience with asthma and the related captions. <i>These can be found in the Asthma Art Attack PowerPoint presentation.</i></p> <div></div> <p>Image 1 Grade 6 student with asthma <i>What don't you like about having asthma?</i> I drew a picture of a dragon with short breath. A dragon usually has a strong fiery breath. It shows what it feels like to have short breath, like when I run.</p> <p>Image 2 Grade 6 student with asthma <i>What don't you like about having asthma?</i></p>



	<p>A drawing and painting on canvas showing the inside of the body. The middle grey square represents low battery and that is how I feel when I have asthma.</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> Discuss the following with your students:</p>
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Asthma Art Attack

		<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?
	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 data-bbox="521 622 851 1085">  <p>ASTHMA K-W-L CHART</p> <p>K What I know</p> <p>W What I want to know</p> <p>L What I have learned</p> <p><small>Asthma Art Attack KWL chart V1 2024</small></p> </div> <p>(APPENDIX 1)</p>
	Student	Students to share some of the information they may know about asthma and what they would like to know.
	Teacher	<p>Ask students:</p> <p>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>



Asthma Art Attack

		Note - only encourage this discussion if a student feels comfortable sharing this information.
	Student with asthma (if they volunteer)	Shares their experience with asthma and identifies what helps them feel better.
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 that if their classmates learnt about asthma and its impact that it would help create a supportive environment for them at school. The students shared that they valued the support they receive by their peers.</p> <p>Learning intention: We are learning about the impacts of a chronic lung condition called asthma and how we can support those who have it.</p> <p>Task: Your challenge is to create a mixed media poster showcasing support for other students living with asthma. In creating the posters, we hope that this will encourage a supportive environment at school where students with asthma feel safe.</p> <p>Success criteria -In order to be successful, you will be able to:</p> <ul style="list-style-type: none"> • Identify the signs and symptoms of asthma • Identify that a puffer and spacer will help someone with asthma breathe better • Support your classmate with asthma if they do not feel well • Create a poster showcasing support for students living with asthma
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>



Asthma Art Attack

		<ul style="list-style-type: none"> • Do you have any questions about the content? • How would you feel if you suddenly couldn't breathe? (scared, worried etc.) • What are some words you think about related to asthma? (e.g. cough, wheeze, breathe) • What are some images you can think of that show care and support? Think about how you can represent these.
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Lesson Plan – Part B

Making the Asthma Support Poster

Suggested timeframe 60 mins

Activity	
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>Think about the information we learnt about asthma and how the asthma puffer and spacer are used to help people with asthma breathe better.</p> <p>Your challenge today is to make a 'mixed media' poster to show your support for students living with asthma.</p>
Prompt questions	<p>Teacher to ask a few questions to help encourage student's ideas:</p> <p>What do you think is a mixed media poster? What are some materials we can use to create a mixed media poster?</p> <p>How would you support someone with asthma? How can you show this on your poster?</p> <p>What are some words you think about related to asthma? (e.g. cough, wheeze, breathe)</p>



	<p>What are some images you can think of that show care and support? Think about how you can represent these.</p> <p>What will you use to make the poster? cardboard? A3 paper? coloured paper? What pictures can represent asthma? What are some of the things you can include on the poster to show our support?</p> <p>Share with students that they will also need to fill out an artist card (Appendix 3) that explains what they made. Show them the template they will be using.</p> <p>Share examples of other artworks found on the Asthma Art Attack PowerPoint.</p>
Suggested Materials	<p>Cardboard, A3 paper, coloured paper may be used for the poster.</p> <p>Other materials needed may include: paint, paint brushes, glue, markers, 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 artwork 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 should tease someone with asthma or help and support them? Did you enjoy learning about asthma? Did you enjoy making the poster? How did you feel while making the poster? 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, fill out the last section of the KWL chart.</p>



Asthma Art Attack

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 the role of a puffer and spacer in helping someone with asthma breathe better• You learnt how to support your classmate with asthma if they do not feel well• And you made a poster showcasing support for students living with asthma
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</p> <p>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>

