

Asthma Art Attack

Lesson Plan Mixed Media Artwork

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 3 – Mixed Media Artwork

Background: Primary school aged students with asthma have shared with Asthma Australia that they have been teased or feel embarrassed about using their puffer and spacer at school or they have been excluded from participating in sports and social activities.

Learning Intentions: 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 generate discussion and create a mixed media art work that aims to promote empathy, creative expression, and critical thinking, on the topic of inclusion and understanding differences, particularly concerning asthma.

Success criteria - To be successful, students will:

- Identify the signs and symptoms of asthma
- Participate in group discussion about the importance of empathy and understanding others' health challenges
- Actively plan and create an art work
- Demonstrate creativity in mixed media techniques and effort in conveying the message
- Identify when a student is feeling isolated or picked on because they are using a puffer and spacer
- Discuss with group ideas on how to support someone with asthma
- Articulate the importance of empathy and the message behind their artwork

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



STAGE	SUBJECT	UNIT	OUTCOME/S	CONTENT
2	Creative Arts Syllabus (Page 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 • 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– the grace and speed of moving animals, birds, reptiles and fish – contrasts in a streetscape and/or natural environments– interior and exterior views <p>Appreciating: VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.</p>	<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



			<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>	
	PDHPE Syllabus (Page 55-56)	Health, Wellbeing and Relationships	<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>Why are empathy, inclusion and respect important in our relationships?</p> <p>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, 	<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>abstract), and explores how symbols may be used in their interpretation of selected subject matter</p> <ul style="list-style-type: none"> 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 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
	<p>PDHPE Syllabus (Page 71-72)</p>	<p>Healthy Safe and Active lifestyles</p>	<p>A student investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others PD3-2</p>	<p>How responsible am I for my own and others' health, safety and wellbeing?</p> <p>Students:</p> <ul style="list-style-type: none"> recommend appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community <p>For example</p>



Asthma Art Attack

				<ul style="list-style-type: none">○ model behaviour that reflects sensitivity to the needs, rights and feelings of others.○ explore initiatives that challenge stereotypes and create safe and inclusive schools for minority groups, e.g. peer support, modify games or activities to include people with disabilities.
--	--	--	--	---

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	Share the artwork depicting a student's experience with asthma and the related caption. <i>These can be found in the Asthma Art Attack PowerPoint presentation.</i>





Grade 6 student

What don't you like about having asthma?

I painted two girls playing and one girl with asthma is not playing. It represents people not being able to play as much because of their asthma.

Guide a discussion about the artwork linking it to asthma – below are some points to help in your discussion.

1. What do you see in this artwork? Start with open-ended observations to encourage detailed looking.
2. How do you think the child feels in this artwork? Why? *Aimed at developing empathy and understanding of emotions.*
3. Have you ever felt excluded or seen someone being excluded? How did that make you or them feel? *This personalises the discussion, making the theme more relatable.*
4. What can you do to respond to this scene? How can you make the student feel more included? *Moves the conversation towards actionable steps the children can take in their own lives.*

Additional points to guide the discussion:

1. LOOK


Take time to look at the work of art.



		<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> <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 artwork and participate in the discussion.
	Teacher	Move on to brainstorming activity by asking the following question: What do you know about asthma?



Asthma Art Attack

		<p>What would you like to know about asthma? <i>You may choose to fill out a KWL chart as a class as part of this discussion:</i></p> <div style="text-align: center;">  <p>ASTHMA K-W-L CHART</p> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 20%;"> <div style="background-color: #0070C0; color: white; text-align: center; padding: 5px;">K</div> <div style="background-color: #0070C0; color: white; text-align: center; padding: 5px;">W</div> <div style="background-color: #0070C0; color: white; text-align: center; padding: 5px;">L</div> </div> <div style="width: 80%;"> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> </div> </div> <p style="font-size: small; text-align: center;">Asthma Art Attack KWL chart V1 2024</p> <p>(Appendix 1)</p>
	Student	Students to share some of the information they may know about asthma.
	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)	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 with Asthma Australia that they have been teased or feel embarrassed about using their puffer and spacer at school or they have been excluded from participating in sports and social activities.</p>



		<p>Learning Intentions: 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: Students are to generate discussion and create a mixed media art work that aims to promote empathy, creative expression, and critical thinking, on the topic of inclusion and understanding differences, particularly concerning asthma.</p> <p>Success criteria - To be successful, you will be able to:</p> <ul style="list-style-type: none"> • Identify the signs and symptoms of asthma • Participate in group discussion about the importance of empathy and understanding others' health challenges • Actively plan and create an artwork • Demonstrate creativity in mixed media techniques and effort in conveying the message • Learn to identify when a student is feeling isolated or picked on because they are using a puffer and spacer • Discuss with group ideas on how to support someone with asthma • Articulate the importance of empathy and the message behind their artwork
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? • How would you feel if you suddenly couldn't breathe? (scared, worried etc) • What are some images you can think of that show care and support? Think about how you can represent these. • What are some things you can do to help someone with asthma feel included and not isolated? How would you represent this?



Asthma Art Attack

Lesson Plan – Part B

Making the Mixed Media Artwork

Suggested time frame 60 minutes

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>Thinking about the information we learnt about asthma and how some students with asthma feel left out at school-Your challenge today is to make a mixed media artwork showing how you can be more inclusive in your activities for someone living with asthma.</p>
Prompt questions	<p>What do you think is a mixed media artwork? What are some materials we can use to create a mixed media artwork?</p> <p>How would you support someone with asthma? How can you show this on your poster? Think of an activity you enjoy doing during your break at school (e.g. playing soccer, sketching, playing handball, etc.). How can you change this activity to be more inclusive for someone living with asthma? How would you represent these?</p> <p>What are some images you can think of that show care and support? Think about how you can represent these.</p> <p>Now think about your artwork – what resources will you use? Will you create a model, a diorama, mixed media on canvas? <i>(this will depend on the resources available to the school and the recycled resources students may bring in).</i></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>



	Share examples of other artworks found on the Asthma Art Attack PowerPoint.
Suggested Materials	Cardboard, A3 paper, coloured paper, clay, foam clay, recycled boxes, recycled material, paint, paint brushes, glue, markers, scissors, fabric sheets, ribbons, googly eyes, pom pom balls, stickers, buttons, markers, fabric scraps and any other decorative material.
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>Ask some students to share their artwork with the rest of the class and talk about how they made it. Encourage them to explain their design choices, materials used, and the message behind their piece.</p> <p>Ask students to reflect on what they learned about asthma and expressing empathy through art.</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 mixed media artwork? How did you feel while making the artwork? 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 shares: Primary school aged students with asthma have shared that they have been teased or feel embarrassed about using their puffer and spacer at school or they have been excluded from participating in sports and social activities.</p> <p>Recap -</p> <ul style="list-style-type: none"> You learnt to identify the signs and symptoms of asthma.



Asthma Art Attack

	<ul style="list-style-type: none">• You participated in group discussion about the importance of empathy and understanding others' health challenges.• You actively planned and created an artwork• You demonstrated creativity in mixed media techniques and effort in conveying a specific message about asthma• You learnt how to Identify when a student is feeling isolated or picked on because they are using a puffer and spacer• You discussed with group ideas on how to support someone with asthma• You shared the importance of empathy and the message behind your artwork
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>

