

Asthma Art Attack

Lesson Plan 4 Asthma Focused Performance Art

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 4 – Asthma focused Performance Art

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 enact a role play using Forum Theatre, to create awareness about the value of inclusion and support to reduce students feeling excluded or targeted because of their asthma. In creating this role play, we hope this will encourage conversations about the importance of acceptance, supporting peers and raising awareness of the importance of asthma medication such as the puffer and spacer.

Success criteria -In order 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
- Participate in role play through acting and/or discussion to provided ideas to better support someone 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• Print one copy of the KWL chart (A3 Size) (Appendix 1)	<ul style="list-style-type: none">• Review the script• Select students to perform/read the script



STAGE	SUBJECT	UNIT	OUTCOME/S	CONTENT
2	Creative Arts Syllabus (Page 66)	Drama	<p>Making: DRAS2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.</p> <ul style="list-style-type: none"> • sustains and builds belief in their roles • takes on both individual and group roles • makes decisions about role interactions, symbolic representations and the dramatic context at various stages of preparing for the drama and during breaks in the action of the drama <p>Performing: DRAS2.3 Sequences the action of the drama to create meaning for an audience.</p> <ul style="list-style-type: none"> • demonstrates confidence in gesture, movement and voice skills • demonstrates how characters interact with each other <p>Appreciating: DRAS2.4 Responds to, and interprets, drama experiences and performances.</p>	<p>Students Learn to:</p> <ul style="list-style-type: none"> • use the elements of drama to deepen the meaning of the drama and in discussing drama work • devise drama using narrative or episodic sequences in collaboration with others • interpret the meaning of their own drama and that of others <p>Students learn about drama through the experience of:</p> <ul style="list-style-type: none"> • interpreting everyday situations through a range of drama elements (e.g. tension, contrast, symbol, time, space, focus, mood) • making decisions and asking questions which help to develop



			<ul style="list-style-type: none"> engages in drama as a respectful and appreciative audience for live performances, e.g. by watching in silence, participating interactively and clapping at appropriate times forms and exchanges opinions with others about drama experiences and performances. 	
	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 39 and 68)	Drama	Making: DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of	<p>Students learn to:</p> <ul style="list-style-type: none"> develop and sustain greater belief in a variety of roles that challenge character



			<p>movement and voice skills in a variety of drama forms.</p> <ul style="list-style-type: none"> • responds confidently with gesture, movement and voice skills to a range of scripts and other texts to structure the narrative or episodes and build on the action of the drama • interprets a dramatic context through the use of a combination of various drama forms, e.g. improvisation, movement, mime, storytelling, puppetry, mask, video drama and playbuilding <p>Performing: DRAS3.3 Devises, acts and rehearses drama for performance to an audience</p> <ul style="list-style-type: none"> • devises drama in collaboration with others using scripted and unscripted material as resources for drama performances • devises, rehearses and acts in drama using voice and movement skills to convey meaning to an audience. <p>Appreciating : DRAS3.4 Responds critically to a range of drama works and performance styles.</p>	<p>stereotypes as a means of interpreting the world in which they live</p> <ul style="list-style-type: none"> • devise and collaborate on drama works through various combinations of forms • critically appraise drama work as participants and as audience <p>Students learn about:</p> <ul style="list-style-type: none"> • interpreting the personal, social and cultural aspects of everyday situations through a range of drama elements (e.g. tension, contrast, symbol, time, space, focus and mood)
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			<ul style="list-style-type: none"> recognises personal, social and cultural aspects of the human experience and incorporates them in drama works 	
	PDHPE Syllabus (Page 71-72)	Healthy Safe and Active lifestyles	A student investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others PD3-2	How responsible am I for my own and others' health, safety and wellbeing? Students: <ul style="list-style-type: none"> recommend appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community For example <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.




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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>Begin with brainstorming activity by asking the following questions: What do you know about asthma? 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> ASTHMA K-W-L CHART</div> <div><div>K What I know</div><div>W What I want to know</div><div>L What I have learned</div></div> <div><div><hr/><hr/><hr/></div><div><hr/><hr/><hr/></div><div><hr/><hr/><hr/></div></div> <p><small>Asthma Art Attack KWL chart V1 2024</small></p>
	Student	<p>Appendix 1</p> <p>Students to share some of the information they know about asthma and what they would like to know.</p>



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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>To all students : Can you think of a time when you were scared or embarrassed to do something in front of others? What helped you feel better about it?</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. They may mention the puffer and spacer.
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: Today we will use drama to explore the impact of bullying towards students living with Asthma.</p> <p>You will learn about asthma and the importance of understanding why people use asthma medication such as a puffer and spacer.</p> <p>You will also learn how role playing can create understanding about topics and create empathy towards students who might be facing difficulties.</p> <p>Then I will challenge you to act out the script provided. This will help us learn about challenges students who have asthma face and help other students who don't have asthma feel more comfortable about supporting students with asthma at school.</p>



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		<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 a puffer and spacer• Recognise that a puffer and spacer will help someone with asthma breathe better• Participate in the role play through acting and/or discussion.
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.)• 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

Suggested time frame 60 minutes

The Script - The Breath of Courage.

SYNOPSIS

This script addresses the dangers of bullying and the importance of understanding and compassion towards others.

CHARACTERS

Jamie

Alex

Marley – Alex’s friend

Charlie – Alex’s friend

Riley – Classmate

Rory – Classmate

Teacher

Scene 1: The Schoolyard

The scene opens in a schoolyard where kids are playing. JAMIE, a 10-year-old with asthma, is sitting on a bench holding his puffer and spacer.

Riley and Rory are sitting together not far away from Jamie and are eating their lunch together. Alex and his friends Marley and Charlie, other 10-year-olds, approach Jamie.

ALEX: (Mocking) What’s that? Your little magic puff? *(Marley and Charlie laugh behind Alex)*

MARLEY: That’s so sad

CHARLIE: It looks really weird...

JAMIE looks down, embarrassed, holding their puffer and spacer.

JAMIE: It’s for my asthma...

ALEX: (Laughing) Oh, watch out! Jamie’s gonna puff away!

MARLEY: Puff away hahahaha

CHARLIE: That’s a good one – Puff away hahahaha

ALEX: C’mon let’s go!



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Alex, Marley and Charlie walk away, laughing. Jamie looks hurt and puts the puffer and spacer away. Riley and Rory have witnessed what happened. They say the following to the audience.

RILEY: He looks sad, but if I say anything, they might turn on me.

RORY: He's so weird, he deserves to be made fun of.

RILEY: If I don't look over there, it isn't really happening.

RORY: I just want it to stop.

RILEY: Why are they making fun of him?

Scene 2: Classroom

JAMIE is sitting at their desk, breathing heavily. They glance at their bag, where the puffer and spacer are hidden.

JAMIE: (Thinking) I can't use it now... everyone will laugh.

Riley and Rory are sitting next to each other, and they notice Jamie looking at their bag then looking away. They give each other a look and shrug.

Jamie struggles through the day, trying to hide their difficulty breathing – Jamie walks around slowly and takes deep breaths.

Scene 3: The Schoolyard, The Next Day

JAMIE is again sitting alone, trying to catch their breath without using their puffer. Suddenly, JAMIE starts wheezing heavily and collapses.

RILEY: (Panicked) What's wrong with Jamie?!

RORY: (Scared) I don't know! Help!

A Teacher rushes over, wakes Jamie and then gives them their puffer spacer to help them breathe. JAMIE is taken to the hospital.

The end.

Alternative endings to discuss with students and/or rehearse and perform.

Scene 4: Hospital Room

JAMIE is lying in a hospital bed, with their PARENTS and a DOCTOR beside them.

DOCTOR: (Seriously) Jamie, you were lucky this time. You must use your puffer and spacer when you need it, no matter what others say.



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JAMIE: (Nods) I understand now. It's not worth risking my life over what someone else thinks.

Scene 5: Schoolyard, One Week Later

JAMIE is back at school. ALEX approaches, looking sheepish.

ALEX: Hey... I heard what happened. I'm sorry for teasing you about your puffer. It was dumb.

JAMIE: (Bravely) Yeah, it was. But it's okay. I hope now you understand why I need it.

ALEX: (Nods) I do. Can we be friends?

JAMIE: (Smiles) Sure. But let's make sure we're kind friends, okay?

JAMIE and ALEX shake hands, as the scene fades out.



Activity	
Teacher's information	<p>Follow the instructions to create an interactive drama performance using Forum Theatre:</p> <p>What is Forum Theatre? This technique was pioneered by Brazilian director Augusto Boal's Theatre of the Oppressed.</p> <p>Forum Theatre uses theatre to achieve social aims. It is a form of theatre that encourages audience interaction and explores different options for dealing with a problem or issue.</p> <p>It enables participants to try out courses of action which could be applicable to their everyday lives.</p> <p>A play or scene usually indicates issue/struggle/oppression and is shown twice.</p> <p>The first time the play is performed straight through so that the audience becomes familiar with the plot, characters and the issue being explored. After the first performance, the joker (played by teacher) will ask for audience comment:</p> <p>During the second performance, the audience can shout 'FREEZE' or STOP' and is able to intervene, taking on the role of any character in the play to try to modify or de-escalate the conflict or bullying that is occurring. The same part of a scene could be done several times if more than one 'spect-actor' wish to try!</p>
Warm up game	<p>Try out some warm up activities to help students get ready for their role play activity. Here are some suggestions:</p> <p>Movement Silent Whispers</p> <p>Like the verbal silent whispers, you can break the students into groups to play this game.</p> <p>Students line up and the student at the front of the line creates and performs a small movement that they share with the student behind them. All the other students will be looking in the opposite direction. The first student turns to the opposite direction and the second student will tap the shoulder of the student</p>



	<p>behind them and repeat the movement. Repeat this step until it reaches the end of the line and ask the last student to share the movement with the rest of the class. Compare this movement with the original movement created by the first student.</p> <p>Numbered Images</p> <ul style="list-style-type: none"> • Ask the group to move around the room. • Ask participants to get quickly into groups of two, three, four or whatever number you shout out. Then immediately give them all an idea, issue, object or location, which they must express in a frozen picture. For example, say: <ul style="list-style-type: none"> • a parent & child • a wedding • a spider • a table • a teacher and his/her pupils <p>Two by Three by Bradford</p> <ul style="list-style-type: none"> • Invite students to make a pair facing each other. • Assign one person as A and the other as B. • Introduce the activity: In your pair, count from 1-3, with each person saying one number. • Participant A says 'One', B says 'Two,' A says 'Three,' B says 'One,' A says 'Two,' B says 'Three' and so on. • Invite students to try this sequence. • Instead of saying 'One,' A will make up a movement and sound that both players can easily do to replace 'One.' • Invite students to make up their own gestures/sounds and try this sequence. • Instead of saying 'Two,' B will make up a movement and sound that both players can easily do to replace 'Two.' • Students will have a sound/gesture for 'One' and 'Two' and the number 'Three.'
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	<ul style="list-style-type: none"> • Invite students to try this sequence. • Finally, instead of saying 'Three,' A and B will work together to make up a movement and sound that both players can easily do to replace 'Three.' • Invite students to try the full sequence.
Review the script as a class	Read through the script as a class– you may choose to allocate characters for the read through.
Rehearse the script	<p>Ask for 7 volunteers and allocate their characters. Allocate about 5-10 minutes for them to rehearse their performance.</p> <p>During this time ask the other students to review scenes 1-3 and think about what can be done differently to avoid the negative outcome.</p> <p>Suggestion: For a large class you may ask one group to work on the problem one group to work on solutions. The group that works on the solutions becomes the audience.</p>
The performance	<p><u>Act it out (40mins)</u></p> <ol style="list-style-type: none"> 1. The first time the play is performed straight through so that the audience becomes familiar with the plot, characters and the issue being explored. Start with scenes 1 -3. 2. At the end of the performance, applaud the actors and discuss the story. Talk about the role of the characters, bully, bystander, victim? 3. Ask students to reflect on what they just saw and discuss solutions by asking questions: <ul style="list-style-type: none"> • How do you feel about the outcome after scene 3? • What do you think caused Jamie to end up in hospital? • What do you think about the characters and their actions? • Can you think of a time when you were scared or embarrassed to do something in front of other students at school? What helped you or could have helped you feel better about it?



	<ul style="list-style-type: none"> Do you think it's important for friends to support each other? Could Riley/Rory have helped Jamie avoid the hospital? <p>Re-play</p> <ol style="list-style-type: none"> During the second performance, at any time the audience can shout 'FREEZE' or 'STOP' come up on stage and take the place of a character in order to change the series of events (in this way the spectator become the spect-actor!) The same part of a scene could be done several times if more than one 'spect-actor' wish to try! Ask the students (spect-actors) to find a moment in any of the scenes where they can change the outcome so Jamie does not end up in hospital. What role can the friends of Alex play? What can the classmates Rory and Riley do or say? Are there characters missing that can help? <p><i>Note: the students do not have to be experts in drama – what is needed are ideas on how to change the events to effectively resolve the problem.</i></p> <ol style="list-style-type: none"> Students may only swap places with the characters they want to change the circumstances presented. Alternatively, they may introduce new characters to change the outcome of Jamie ending up in hospital. The other actors always remain in character, improvising their responses. Students may feel nervous about getting up in front of their peers – it is only natural! However, if no-one gets up, the performance will continue as it did the first time and therefore the series of events will go unchanged. The joker (teacher) is at hand always to guide and support anyone who is nervous. If a student has an idea for change but does not want to come up on stage, they may still call out 'FREEZE' or 'STOP' and offer their suggestion to the actors who will then perform this suggestion.
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	<p>Alternative: If students are not willing to step into the role of the characters, you can always spend the time discussing the solutions.</p> <p>10. Several alternatives may be explored by different 'spect-actors'.</p> <p>Some rules for the joker!</p> <p>The teacher plays the role of the facilitator (in Forum Theatre they are called the Joker). This role is necessary to enable communication between the players (in this case the students who are acting) and the audience.</p> <p>Examples of freeze options offered by students we have worked with:</p> <ul style="list-style-type: none"> • During Scene 1 Riley and Rory intervene and ask Alex and friends to stop teasing Jamie. Then encourage Jamie to use his medication whenever he needs it. • During scene 1 Jamie confidently respond to Alex stating that the puffer and spacer are cool and continues using them when needed. • During scene 2 Riley/Rory notice that Jamie is feeling unwell and remind them to take their puffer and spacer.
Extra scenes	<p>If you have more time you may choose to review scene 4 and 5.</p> <p>Ask the student's original characters to act out scene 4 and 5 and then ask the class to share some alternative endings and approaches.</p> <p>Examples of alternative endings offered by students we worked with:</p> <ul style="list-style-type: none"> • The class show up to the hospital to show support to Jamie • Alex, Charlie and Marley apologise to Jamie.
Reflection	<p>Teacher to ask students:</p> <p>How did you feel about this activity? Did you enjoy performing and thinking about ways to better support someone with asthma at school?</p>



	<p>Did you enjoy learning about asthma?</p> <p>Do you feel like you understand the importance of creating a supportive environment for people with asthma?</p> <p>Do you feel confident in helping someone with asthma at school?</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: Primary school aged students with asthma have shared with AA 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 • You learnt to Identify a puffer and spacer • You recognise that a puffer and spacer will help someone with asthma breathe better • You participated in the role play through acting and/or discussion and provided ideas to better support someone 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 https://www.research.net/r/AA_teacherfeedback. You may also submit still photos of specific scenes of your 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 parents/guardians of all students in the photograph have filled out the Talent Release Form - Asthma Australia before sending them via email.</p>

