

# Asthma Art Attack

## Lesson Plan e-book

### 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.





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





STAGE	SUBJECT	UNIT	OUTCOME/S	CONTENT
2	<b>Creative Arts Syllabus</b> (Page 30 and 50)	Visual Arts	<p><b>Making:</b>  <b>VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Appreciating:</b>  <b>VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.</b></p> <ul style="list-style-type: none"> <li>• discusses reasons why artists make artworks focusing on who, where, when, why and how</li> <li>• 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, the artist's intentions and skill, and what the work is about.</li> </ul> <p><b>Form:</b> 3D Forms (Page 83)</p>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• develop their artistic intentions in artmaking and consider how these affect the look of the work, its details and an audience's response</li> <li>• 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)</li> <li>• interpret the meaning of artworks by taking into account relationships between the artwork, the world and the artist</li> </ul> <p><b>Students Learn about:</b></p> <ul style="list-style-type: none"> <li>• how artists, including themselves, have intentions that affect the look of the work and its details</li> <li>• how pictures and other artworks invite interpretations from audiences</li> </ul>






## 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 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="692 713 1135 960"></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><b>1. LOOK</b>  <i>Take time to look at the work of art.</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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?</li> </ul> <p><b>2. DESCRIBE</b>  <i>Talk about what you see in the work of art.</i></p> <ul style="list-style-type: none"> <li>• Encourage students to describe all the things that they see. Explore line, shape, colour, composition, material, and subject matter.</li> <li>• 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”.</li> </ul> <p><b>3. THINK</b>  <i>Interpret and assign meaning to the work of art.</i>            Discuss the following with your students:</p> <ul style="list-style-type: none"> <li>• What story is taking place? What is the setting, or the time and place depicted?</li> <li>• What is the mood of the work? How do you know?</li> <li>• What is this work of art about?</li> <li>• What do you think the artist was trying to communicate through the creation of this work of art?</li> </ul> <p><b>4. CONNECT</b>  <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"> <li>• What does this work of art remind you of? Why?</li> </ul>
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## Asthma Art Attack

		<ul style="list-style-type: none"> <li>• How does this work of art relate to an aspect of your own life?</li> <li>• 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?</li> </ul>
	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="584 687 920 1165">  <p><b>ASTHMA</b></p> <p>K-W-L CHART</p> <div> <div>K</div> <div>What I know</div> <div>_____</div> <div>_____</div> <div>_____</div> </div> <div> <div>W</div> <div>What I want to know</div> <div>_____</div> <div>_____</div> <div>_____</div> </div> <div> <div>L</div> <div>What I have learned</div> <div>_____</div> <div>_____</div> <div>_____</div> </div> <p><small>Asthma Art Attack KWL chart V1 2024</small></p> </div> <p>(Appendix 1)</p>
	Student	Students share some of the information they may know about asthma and what they would like to learn about asthma.
	Teacher	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?





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		<b>Note</b> - only encourage this discussion if a student feels comfortable sharing this information.
	Student with asthma (if they volunteer)	Student 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><b>Background:</b> 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><b>Learning Intentions:</b> We are learning about a chronic lung condition called asthma and how we can support those who have it.</p> <p><b>Task:</b> 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><b>Success criteria:</b> To be successful, students will:</p> <ul style="list-style-type: none"> <li>• Identify the signs and symptoms of asthma</li> <li>• Identify a puffer and spacer</li> <li>• Recognise that a puffer and spacer will help someone with asthma breathe better</li> <li>• Create a model of a puffer or spacer</li> </ul>
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 <a href="#">How To Explain Asthma To Kids - Asthma Australia</a></p> <p>Ask the students and guide the discussion:</p> <ul style="list-style-type: none"> <li>• Do you have any questions about the content?</li> <li>• How would you feel if you suddenly couldn't breathe? (scared, worried etc.)</li> </ul>





## Asthma Art Attack

		<ul style="list-style-type: none"> <li>• 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?</li> </ul>
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### Lesson Plan – Part B

#### Making the model of the Asthma puffer or spacer

Suggested timeframe 60mins

<b>Activity</b>	Create a model of a puffer or spacer.
<b>Instructions for students</b>	<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>
<b>Prompt questions</b>	<p>Teacher to ask the following:            Will you be making a model of the puffer or spacer today?            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>
<b>Suggested Materials</b>	<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>





<b>The Making</b>	<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>
<b>Reflection</b>	<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>
<b>Conclusion</b>	<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"> <li>• You learnt about the signs and symptoms of asthma</li> <li>• You learnt about asthma puffers and spacers</li> <li>• You learnt that a puffer and spacer will help someone with asthma breathe better</li> <li>• You created a model of a puffer or spacer and shared them with the class</li> </ul>
<b>Photos</b>	<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  <a href="https://www.research.net/r/AA_teacherfeedback">https://www.research.net/r/AA_teacherfeedback</a>. 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 <a href="mailto:info@asthma.org.au">info@asthma.org.au</a> with the subject heading "Student Artwork". Please ensure a parent/guardian has filled out the <a href="#">Talent Release Form - Asthma Australia</a> before sending them via email.</p>





## 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.

### 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.





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

### [Link to NSW Curriculum](#)

STAGE	SUBJECT	UNIT	OUTCOME/S	CONTENT
2	<b>Creative Arts Syllabus*</b> (Page 30 and 50)	Visual Arts	<b>Making:</b> <b>VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.</b> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>	<b>Students learn to:</b> <ul style="list-style-type: none"> <li>develop their artistic intentions in artmaking and consider how these affect the look of the work, its details and an audience’s response</li> <li>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)</li> <li>interpret the meaning of artworks by taking into account relationships between the artwork, the world and the artist</li> </ul> <b>Students Learn about:</b>





			<p><b>Appreciating:</b>  <b>VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.</b></p> <ul style="list-style-type: none"> <li>discusses reasons why artists make artworks focusing on who, where, when, why and how</li> </ul> <p><b>Form:</b>  Drawing  Painting  3D forms (Page 83)</p>	<ul style="list-style-type: none"> <li>how artists, including themselves, have intentions that affect the look of the work and its details</li> <li>how pictures and other artworks invite interpretations from audiences</li> </ul>
	<p><b>PDHPE Syllabus</b>  (Page 55-56)</p>	<p>Health, Wellbeing and Relationships</p>	<p>A student explains how empathy, inclusion and respect can positively influence relationships <b>PD2-3</b></p> <p>A student demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations <b>PD2-10</b></p>	<p><b>Content</b>  <b>Why are empathy, inclusion and respect important in our relationships?</b>  Students:</p> <ul style="list-style-type: none"> <li>Describe and practice ways respect, empathy and valuing diversity can positively influence respectful relationships, for example: (ACPPS037) <ul style="list-style-type: none"> <li>Identify roles, rights and responsibilities in different relationships.</li> <li>Describe behaviours that show empathy and respect for the rights of others.</li> </ul> </li> </ul> <p><i>In this case the relationship is focused on relationships between students at school and in the classroom.</i></p>





3	<b>Creative Arts Syllabus*</b> (Page 31 and 52)	Visual Arts	<p><b>Making:</b>  <b>VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul> <p><b>Appreciating:</b>  <b>VAS3.4 Communicates about the ways in which subject matter is represented in artworks.</b></p> <ul style="list-style-type: none"> <li>• discusses the artist's intention and/or the use of styles and techniques in selected works and considers the possible meanings of these works</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• think about their artmaking as a kind of social practice that employs both their own resources and their understanding of art</li> <li>• apply what they have learnt about concepts in the artworld to their artmaking</li> </ul> <p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>• how artworks can be subject to different interpretations by artists and audiences</li> <li>• how audiences can form different opinions about artworks and artists</li> </ul>
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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 <b>Grade 6 student with asthma</b> <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 <b>Grade 6 student with asthma</b> <i>What don't you like about having asthma?</i></p>



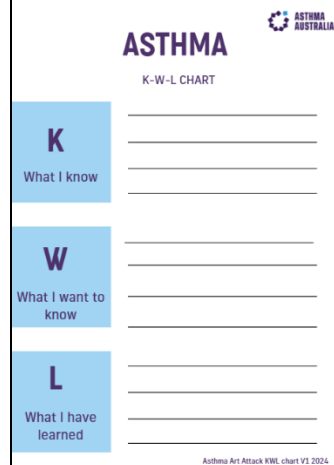


	<p>A drawing and painting on canvas showing the inside of the body. The middle grey square represents low battery and that is how I feel when I have asthma.</p> <p>Guide a discussion about the artworks linking it to asthma – below are some points to help in your discussion.</p> <p><b>1. LOOK</b>  <i>Take time to look at the work of art.</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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?</li> </ul> <p><b>2. DESCRIBE</b>  <i>Talk about what you see in the work of art.</i></p> <ul style="list-style-type: none"> <li>• Encourage students to describe all the things that they see. Explore line, shape, colour, composition, material, and subject matter.</li> <li>• 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”.</li> </ul> <p><b>3. THINK</b>  <i>Interpret and assign meaning to the work of art.</i>          Discuss the following with your students:</p> <ul style="list-style-type: none"> <li>• What story is taking place? What is the setting, or the time and place depicted?</li> <li>• What is the mood of the work? How do you know?</li> <li>• What is this work of art about?</li> <li>• What do you think the artist was trying to communicate through the creation of this work of art?</li> </ul> <p><b>4. CONNECT</b>  <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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		<ul style="list-style-type: none"> <li>• What does this work of art remind you of? Why?</li> <li>• How does this work of art relate to an aspect of your own life?</li> </ul>
	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="521 619 853 1085">  <p><b>ASTHMA</b> K-W-L CHART</p> <p><b>K</b> What I know</p> <p><b>W</b> What I want to know</p> <p><b>L</b> 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>





		<b>Note</b> - 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><b>Background:</b> 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><b>Learning intention:</b> We are learning about the impacts of a chronic lung condition called asthma and how we can support those who have it.</p> <p><b>Task:</b> 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><b>Success criteria</b> -In order to be successful, you will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the signs and symptoms of asthma</li> <li>• Identify that a puffer and spacer will help someone with asthma breathe better</li> <li>• Support your classmate with asthma if they do not feel well</li> <li>• Create a poster showcasing support for students living with asthma</li> </ul>
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 <a href="#">How To Explain Asthma To Kids - Asthma Australia</a></p> <p>Ask the students and guide the discussion:</p>





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

### Making the Asthma Support Poster

Suggested timeframe 60 mins

Activity	
<b>Instructions for students</b>	<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>
<b>Prompt questions</b>	<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>
<b>Suggested Materials</b>	<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>
<b>The Making</b>	<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>
<b>Reflection</b>	<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>





<b>Conclusion</b>	<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"><li>• You learnt about the signs and symptoms of asthma</li><li>• You learnt about the role of a puffer and spacer in helping someone with asthma breathe better</li><li>• You learnt how to support your classmate with asthma if they do not feel well</li><li>• And you made a poster showcasing support for students living with asthma</li></ul>
<b>Photos</b>	<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 <a href="https://www.research.net/r/AA_teacherfeedback">https://www.research.net/r/AA_teacherfeedback</a>. 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 <a href="mailto:info@asthma.org.au">info@asthma.org.au</a> with the subject heading "Student Artwork". Please ensure a parent/guardian has filled out the <a href="#">Talent Release Form - Asthma Australia</a> before sending them via email.</p>





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





STAGE	SUBJECT	UNIT	OUTCOME/S	CONTENT
2	<b>Creative Arts Syllabus</b> (Page 50)	Visual Arts	<p><b>Making:</b>  <b>VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> <p><b>Appreciating:</b>  <b>VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.</b></p>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• develop their artistic intentions in artmaking and consider how these affect the look of the work, its details and an audience’s response</li> <li>• 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)</li> <li>• interpret the meaning of artworks by taking into account relationships between the artwork, the world and the artist</li> </ul> <p><b>Students Learn about:</b></p> <ul style="list-style-type: none"> <li>• how artists, including themselves, have intentions that affect the look of the work and its details</li> <li>• how pictures and other artworks invite interpretations from audiences</li> </ul>





			<ul style="list-style-type: none"> <li>discusses reasons why artists make artworks focusing on who, where, when, why and how</li> </ul> <p><b>Form:</b> Drawing Painting 3D forms (Page 83)</p>	
	<b>PDHPE Syllabus</b> (Page 55-56)	Health, Wellbeing and Relationships	<p>A student explains how empathy, inclusion and respect can positively influence relationships <b>PD2-3</b></p> <p>A student demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations <b>PD2-10</b></p>	<p><b>Why are empathy, inclusion and respect important in our relationships?</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>Describe and practice ways respect, empathy and valuing diversity can positively influence respectful relationships, for example: (ACPPS037) <ul style="list-style-type: none"> <li>Identify roles, rights and responsibilities in different relationships.</li> <li>Describe behaviours that show empathy and respect for the rights of others.</li> </ul> </li> </ul> <p><i>In this case the relationship is focused on relationships between students at school and in the classroom.</i></p>
3	<b>Creative Arts Syllabus*</b> (Page 31 and 52)	Visual Arts	<p><b>Making:</b> <b>VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world</b></p> <ul style="list-style-type: none"> <li>uses different artistic concepts (e.g. colour, tone, light, scale,</li> </ul>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>think about their artmaking as a kind of social practice that employs both their own resources and their understanding of art</li> <li>apply what they have learnt about concepts in the artworld to their artmaking</li> </ul>





			<p>abstract), and explores how symbols may be used in their interpretation of selected subject matter</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Appreciating:</b>  <b>VAS3.4 Communicates about the ways in which subject matter is represented in artworks.</b></p> <ul style="list-style-type: none"> <li>discusses the artist's intention and/or the use of styles and techniques in selected works and considers the possible meanings of these works</li> </ul>	<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>how artworks can be subject to different interpretations by artists and audiences</li> <li>how audiences can form different opinions about artworks and artists</li> </ul>
	<p><b>PDHPE Syllabus</b>            (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 <b>PD3-2</b></p>	<p><b>How responsible am I for my own and others' health, safety and wellbeing?</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>recommend appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community</li> </ul> <p>For example</p>





## Asthma Art Attack

				<ul style="list-style-type: none"><li>○ model behaviour that reflects sensitivity to the needs, rights and feelings of others.</li><li>○ 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.</li></ul>
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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	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"> <li>• 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.</li> <li>• 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?</li> </ul> <p><b>2. DESCRIBE</b>  <i>Talk about what you see in the work of art.</i></p> <ul style="list-style-type: none"> <li>• Encourage students to describe all the things that they see. Explore line, shape, colour, composition, material, and subject matter.</li> <li>• 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”.</li> </ul> <p><b>3. THINK</b>  <i>Interpret and assign meaning to the work of art.</i>            Discuss the following with your students:</p> <ul style="list-style-type: none"> <li>• What story is taking place? What is the setting, or the time and place depicted?</li> <li>• What is the mood of the work? How do you know?</li> <li>• What is this work of art about?</li> <li>• What do you think the artist was trying to communicate through the creation of this work of art?</li> </ul> <p><b>4. CONNECT</b>  <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"> <li>• What does this work of art remind you of? Why?</li> <li>• How does this work of art relate to an aspect of your own life?</li> </ul>
	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><b>ASTHMA</b></p> <p>K-W-L CHART</p> <div style="display: flex; justify-content: space-around;"> <div style="background-color: #0070C0; color: white; padding: 5px; text-align: center;"> <b>K</b>  <small>What I know</small> </div> <div style="border-bottom: 1px solid black; width: 100px;"></div> </div> <div style="display: flex; justify-content: space-around;"> <div style="background-color: #0070C0; color: white; padding: 5px; text-align: center;"> <b>W</b>  <small>What I want to know</small> </div> <div style="border-bottom: 1px solid black; width: 100px;"></div> </div> <div style="display: flex; justify-content: space-around;"> <div style="background-color: #0070C0; color: white; padding: 5px; text-align: center;"> <b>L</b>  <small>What I have learned</small> </div> <div style="border-bottom: 1px solid black; width: 100px;"></div> </div> <p style="font-size: small; margin-top: 10px;">Asthma Art Attack KWL chart V1 2024</p> </div> <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><b>Note</b> - 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><b>Background:</b> 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><b>Learning Intentions:</b> We are learning about the impacts of a chronic lung condition called asthma and how we can support those who have it.</p> <p><b>Task:</b> 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><b>Success criteria</b> - To be successful, you will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the signs and symptoms of asthma</li> <li>• Participate in group discussion about the importance of empathy and understanding others' health challenges</li> <li>• Actively plan and create an artwork</li> <li>• Demonstrate creativity in mixed media techniques and effort in conveying the message</li> <li>• Learn to identify when a student is feeling isolated or picked on because they are using a puffer and spacer</li> <li>• Discuss with group ideas on how to support someone with asthma</li> <li>• Articulate the importance of empathy and the message behind their artwork</li> </ul>
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 <a href="#">How To Explain Asthma To Kids - Asthma Australia</a></p> <p>Ask the students and guide the discussion:</p> <ul style="list-style-type: none"> <li>• Do you have any questions about the content?</li> <li>• How would you feel if you suddenly couldn't breathe? (scared, worried etc)</li> <li>• What are some images you can think of that show care and support? Think about how you can represent these.</li> <li>• What are some things you can do to help someone with asthma feel included and not isolated? How would you represent this?</li> </ul>





## 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?</p> <p>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.
<b>Suggested Materials</b>	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.
<b>The Making</b>	<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>
<b>Reflection</b>	<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>
<b>Conclusion</b>	<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"> <li>You learnt to identify the signs and symptoms of asthma.</li> </ul>





## Asthma Art Attack

	<ul style="list-style-type: none"><li>• You participated in group discussion about the importance of empathy and understanding others' health challenges.</li><li>• You actively planned and created an artwork</li><li>• You demonstrated creativity in mixed media techniques and effort in conveying a specific message about asthma</li><li>• You learnt how to identify when a student is feeling isolated or picked on because they are using a puffer and spacer</li><li>• You discussed with group ideas on how to support someone with asthma</li><li>• You shared the importance of empathy and the message behind your artwork</li></ul>
<b>Photos</b>	<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 <a href="https://www.research.net/r/AA_teacherfeedback">https://www.research.net/r/AA_teacherfeedback</a>. 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 <a href="mailto:info@asthma.org.au">info@asthma.org.au</a> with the subject heading "Student Artwork". Please ensure a parent/guardian has filled out the <a href="#">Talent Release Form - Asthma Australia</a> before sending them via email.</p>





## 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"><li>• Review the Activity Resource Kit</li><li>• Download and print the Asthma Information sheet for students</li><li>• Print one copy of the KWL chart (A3 Size) (Appendix 1)</li></ul>	<ul style="list-style-type: none"><li>• Review the script</li><li>• Select students to perform/read the script</li></ul>





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





			<ul style="list-style-type: none"> <li>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</li> <li>forms and exchanges opinions with others about drama experiences and performances.</li> </ul>	
	<b>PDHPE Syllabus</b> (Page 55-56)	Health, Wellbeing and Relationships	<p>A student explains how empathy, inclusion and respect can positively influence relationships <b>PD2-3</b></p> <p>A student demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations <b>PD2-10</b></p>	<p><b>Why are empathy, inclusion and respect important in our relationships?</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>Describe and practice ways respect, empathy and valuing diversity can positively influence respectful relationships, for example: (ACPPS037)               <ul style="list-style-type: none"> <li>Identify roles, rights and responsibilities in different relationships.</li> <li>Describe behaviours that show empathy and respect for the rights of others.</li> </ul> </li> </ul> <p><i>In this case the relationship is focused on relationships between students at school and in the classroom.</i></p>
3	<b>Creative Arts Syllabus</b> (Page 39 and 68)	Drama	<b>Making:</b> <b>DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of</b>	<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>develop and sustain greater belief in a variety of roles that challenge character</li> </ul>





			<p><b>movement and voice skills in a variety of drama forms.</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> <p><b>Performing:</b>  <b>DRAS3.3 Devises, acts and rehearses drama for performance to an audience</b></p> <ul style="list-style-type: none"> <li>• devises drama in collaboration with others using scripted and unscripted material as resources for drama performances</li> <li>• devises, rehearses and acts in drama using voice and movement skills to convey meaning to an audience.</li> </ul> <p><b>Appreciating :</b>  <b>DRAS3.4 Responds critically to a range of drama works and performance styles.</b></p>	<p>stereotypes as a means of interpreting the world in which they live</p> <ul style="list-style-type: none"> <li>• devise and collaborate on drama works through various combinations of forms</li> <li>• critically appraise drama work as participants and as audience</li> </ul> <p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>• 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)</li> </ul>
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			<ul style="list-style-type: none"> <li>recognises personal, social and cultural aspects of the human experience and incorporates them in drama works</li> </ul>	
	<b>PDHPE Syllabus</b> (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 <b>PD3-2</b>	<b>How responsible am I for my own and others' health, safety and wellbeing?</b> Students: <ul style="list-style-type: none"> <li>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"> <li>model behaviour that reflects sensitivity to the needs, rights and feelings of others.</li> <li>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.</li> </ul> </li> </ul>






## 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>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 data-bbox="719 697 1088 1222">  <p><b>ASTHMA</b></p> <p>K-W-L CHART</p> <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> <p>Appendix 1</p>
	Student	Students to share some of the information they know about asthma and what they would like to know.





## Asthma Art Attack

	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><b>Background:</b> 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><b>Learning Intentions:</b> We are learning about the impacts of a chronic lung condition called asthma and how we can support those who have it.</p> <p><b>Task:</b> 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>





## Asthma Art Attack

		<p><b>Success criteria</b> -In order to be successful, you will be able to :</p> <ul style="list-style-type: none"> <li>• Identify the signs and symptoms of asthma</li> <li>• Identify a puffer and spacer</li> <li>• Recognise that a puffer and spacer will help someone with asthma breathe better</li> <li>• Participate in the role play through acting and/or discussion.</li> </ul>
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 <a href="#">How to Explain Asthma to Kids - Asthma Australia</a></p> <p>Ask the students and guide the discussion:</p> <ul style="list-style-type: none"> <li>• Do you have any questions about the content?</li> <li>• How would you feel if you suddenly couldn't breathe? (scared, worried etc.)</li> <li>• 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?</li> </ul>





## Asthma Art Attack

### 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!





## Asthma Art Attack

*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.





## Asthma Art Attack

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><b>What is Forum Theatre?</b></p> <p>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><b>Movement Silent Whispers</b></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 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><b>Numbered Images</b></p> <ul style="list-style-type: none"> <li>• Ask the group to move around the room.</li> <li>• 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"> <li>• a parent &amp; child</li> <li>• a wedding</li> <li>• a spider</li> </ul> </li> </ul>





	<ul style="list-style-type: none"> <li>• a table</li> <li>• a teacher and his/her pupils</li> </ul> <p><b>Two by Three by Bradford</b></p> <ul style="list-style-type: none"> <li>• Invite students to make a pair facing each other.</li> <li>• Assign one person as A and the other as B.</li> <li>• Introduce the activity: In your pair, count from 1-3, with each person saying one number.</li> <li>• Participant A says 'One', B says 'Two,' A says 'Three,' B says 'One,' A says 'Two,' B says 'Three' and so on.</li> <li>• Invite students to try this sequence.</li> <li>• Instead of saying 'One,' A will make up a movement and sound that both players can easily do to replace 'One.'</li> <li>• Invite students to make up their own gestures/sounds and try this sequence.</li> <li>• Instead of saying 'Two,' B will make up a movement and sound that both players can easily do to replace 'Two.'</li> <li>• Students will have a sound/gesture for 'One' and 'Two' and the number 'Three.'</li> <li>• Invite students to try this sequence.</li> <li>• 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.'</li> <li>• Invite students to try the full sequence.</li> </ul>
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><b>Suggestion:</b> 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><b><u>Act it out (40mins)</u></b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. At the end of the performance, applaud the actors and discuss the story. Talk about the role of the characters, bully, bystander, victim?</li> <li>3. Ask students to reflect on what they just saw and discuss solutions by asking questions: <ul style="list-style-type: none"> <li>• How do you feel about the outcome after scene 3?</li> <li>• What do you think caused Jamie to end up in hospital?</li> <li>• What do you think about the characters and their actions?</li> <li>• 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?</li> <li>• Do you think it's important for friends to support each other? Could Riley/Rory have helped Jamie avoid the hospital?</li> </ul> </li> </ol> <p>Re-play</p> <ol style="list-style-type: none"> <li>4. 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!</li> <li>5. 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?</li> </ol>





	<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"> <li>6. 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.</li> <li>7. The other actors always remain in character, improvising their responses.</li> <li>8. 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.</li> <li>9. 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.</li> </ol> <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> <ol style="list-style-type: none"> <li>10. Several alternatives may be explored by different 'spect-actors'.</li> </ol> <p><b>Some rules for the joker!</b></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>
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## Asthma Art Attack

	<ul style="list-style-type: none"> <li>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.</li> <li>During scene 1 Jamie confidently respond to Alex stating that the puffer and spacer are cool and continues using them when needed.</li> <li>During scene 2 Riley/Rory notice that Jamie is feeling unwell and remind them to take their puffer and spacer.</li> </ul>
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"> <li>The class show up to the hospital to show support to Jamie</li> <li>Alex, Charlie and Marley apologise to Jamie.</li> </ul>
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"> <li>You learnt to Identify the signs and symptoms of asthma</li> </ul>





## Asthma Art Attack


	<ul style="list-style-type: none"><li>• You learnt to Identify a puffer and spacer</li><li>• You recognise that a puffer and spacer will help someone with asthma breathe better</li><li>• You participated in the role play through acting and/or discussion and provided ideas to better support someone with asthma</li></ul>
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 <a href="https://www.research.net/r/AA_teacherfeedback">https://www.research.net/r/AA_teacherfeedback</a>. 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 <a href="mailto:info@asthma.org.au">info@asthma.org.au</a> with the subject heading “Student Artwork”. Please ensure parents/guardians of all students in the photograph have filled out the <a href="#">Talent Release Form - Asthma Australia</a> before sending them via email.</p>





## Appendix (downloadable resources)

### 1. KWL Poster



# ASTHMA

## K-W-L CHART

<b>K</b> What I know	<hr/>
	<hr/>
	<hr/>
	<hr/>
<b>W</b> What I want to know	<hr/>
	<hr/>
	<hr/>
	<hr/>
<b>L</b> What I have learned	<hr/>
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	<hr/>

Asthma Art Attack KWL chart V1 2024





## 2. Asthma Information Sheet for Year 3-6

### What is asthma?

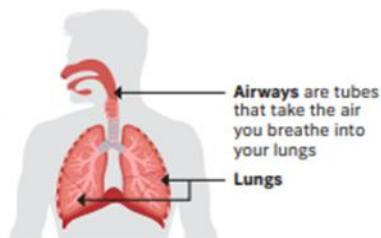
When you breathe, the air travels in and out of your **lungs** through tubes called **airways**.

Having asthma means your **airways** are extra sensitive.

Lots of people in Australia have asthma, **1 in every 9 people**.



How many people in your class have asthma?



### What does asthma feel like?

Things your lungs don't like are called **triggers**. These are things like smoke, pollen, dust or cold air.

When you breathe something in that your airways don't like, they start to **squeeze tight**. This makes it **hard to breathe**! You might cough, wheeze or feel very puffed out.



### What medicine do you need?

There are two main types of asthma medicine.

**Relievers** and **Preventers**.



**Relievers** relax the muscles in your airways to make it easier to breathe. Most kids with asthma have a **blue** puffer called Asmol, Ventolin or Zempreon.



**Preventers** calm down the airways to make them less sensitive. Preventers come in all sorts of different **colours**.

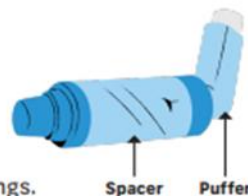


### What else do you need?

The best way to use a **puffer**, is by connecting it to a **spacer**.

A **spacer** is a big plastic tube.


It stops the medicine ending up all in the mouth instead of in the lungs.





### 3. Artist Card

# ARTIST CARD



Title of the artwork: \_\_\_\_\_

Artist Name: \_\_\_\_\_

Artwork Description: \_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ASTHMA  
AUSTRALIA**





## ABOUT ASTHMA AUSTRALIA

Asthma Australia is a for-purpose, consumer organisation which has been improving the lives of people with asthma since 1962. Asthma affects one in nine Australians or 2.7 million people. Asthma is an inflammatory condition of the airways, restricting airflow and can be fatal. There is no cure, but most people with asthma can experience good control.

Our purpose is to help people breathe better so they can live freely.

We operate across New South Wales, Victoria, Queensland, Tasmania, South Australia, and the Australian Capital Territory to deliver evidence-based prevention and health strategies to more than half a million people each year. Asthma Australia works in partnership with the Asthma Foundations of Western Australia and the Northern Territory to deliver consistent services across the nation.

Asthma has various degrees of severity (mild to severe) and affects people of all ages, from childhood to adulthood, and it can appear at all ages and stages of life. To ensure people can access effective treatments and best practice healthcare for their asthma, we work directly with people with asthma, their family and friends, health professionals, researchers, schools and governments. This way, we can ensure people with asthma are supported with education, access to high-quality information and care where they live, work and play in all stages of life.





## CONTACT

If you have any questions regarding this resource please contact Kawsar Elmir

e: [kelmir@asthma.org.au](mailto:kelmir@asthma.org.au)

t: 02 9018 0501

**1800 ASTHMA**  
(1800 278 462)  
**[asthma.org.au](http://asthma.org.au)**



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