

KS3 Asthma

**1. Details of the teacher**

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| Name:  | Date: | Time: | Class: |

**2. Topic overview**

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| **Suggested timing for session (excluding optional activities) is 45 minutes.** **Teaching staff notes:**Delivery of this session must ensure that all students maintain the safety of themselves and others before administering any first aid. Throughout this topic students should learn to identify when an asthma attack requires treatment and how to act accordingly. In addition, the students should gain an understanding of what can cause asthma and will understand when to call for help. The students must understand an asthma attack can be serious, even life threatening. During this session learning materials will be PowerPoint presentation, video footage and supported teacher demonstration. Students engaging in role play scenarios will allow them to demonstrate first aid skills learnt. |

**3. Key words**

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| * **allergic**
* **airways**
* **respiratory rate**
* **breathing**
* **triggers**
* **inhaler**
* **lungs**
 | * **bronchiole**
* **inhale**
* **exhale**
* **inflate**
* **deflate**
* **diaphragm**
* **alveoli**
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**4. Learning outcomes**

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| **By the end of the lesson, students will be able to:*** Identify a casualty who is having an asthma attack
* Provide first aid for a casualty who is having an asthma attack
* Seek medical help if required
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**5. Details of activities and resources required**

Note: Feel free to choose activities to fit the time you have available. For example, you could do one task from each intro, main input and optional categories.

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| **Introduction** |
| **Activity** | **Resources required** |
| * Use accompanying PowerPoint presentation
 | Asthma PowerPoint |
| * Ask how many of the class have or know somebody who has asthma. What is the ratio of the class?
 | N/A |
| * Explain the learning outcomes of the session
 | Slide 3 |

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| **Main Input** |
| **Activity** | **Resources required** |
| **Asthma and Basic anatomy:*** Use the slide to explain inhalation and how asthma causes airways to narrow. Students can guess the missing words on the pp slide. You can consider using wipe boards to see if students can independently guess the answer or use a show of hands
 | Slide 4 |
| **Create the respiratory system:*** Ask students to use worksheet A29 for instruction
* The students can use research or material provided to create a basic model of the respiratory system
* Ask students to label parts of the model and provide a brief description of the function of each part
 | Slide 5 |
| **What do you see?*** Ask students to look at the slide. Look at the comparison between a normal airway and the airway of someone suffering an asthma attack. Discuss how air enters body and how it travels to the lungs to give our bodies oxygen
* Use open questions to get students to consider the impact of narrow airways, consider what breathing may sound and feel like if the airways were narrow
 | Slide 6 |
| **Asthma questions- group work:** * In small groups students can answer the questions (A9) about how it would feel and what they think they could do to help someone. This can be revisited for role play later and answers checked to demonstrate knowledge. Check learning at end of module by adding any new knowledge to prior knowledge
* Use activity A9a to check answers about triggers, generate a score (these numbers can be altered to increase level of maths). Are there any other answers that students found?
 | Slide 7-8 |
| **What do you think?*** Place students into small groups. Ensure that they understand the difference between a sign and a symptom. The groups must then try to decide what signs and symptoms there would be if they came across a casualty having an asthma attack.
* You can use paper or wipe boards etc. to get students to state what they think the signs and symptoms of an asthma attack would be. S&C: can you group these into categories?
* Ask them to think about what they have learned so far regarding anatomy and see how that would relate to a sign or symptom. S&C:ask them to expand and explain their answers
 | Slide 9-10 |
| **Asthma Video:*** Explain that students should watch this video about asthma and be prepared to use information from the video afterwards, so they should watch carefully
 | Slide 11 |
| **Your turn:*** The teacher should demonstrate the key steps to deliver first aid to a casualty who is having an asthma attack. Use the key steps to guide your actions, you may want to print the your turn sheet as a handout
* Students then have a turn and are given a role play scenario. They are told to imagine that they are playing out in the street with a friend. Ask them to pretend that the friend becomes wheezy and short of breath whilst they are playing. You can alter the scenario to include a variety of triggers. See if students can identify and remove trigger
* Use the steps to simulate looking after a casualty. Ensure that they remember to reassure the casualty and use decision making skills and rationale to decide if their casualty needs to seek medical attention. Teacher to observe and feedback to students
* As an optional, the student could use peer assessment and score their partners
 | Slide 12 |
| **Role play:*** Explain the role play scenario to the students. The class can then be put in to pairs to role play how they would deal with the situation. After learning about how to deal with an asthma attack in the ‘your turn’ section, students should be able to identify that this is how they need to respond. Can the students identify and remove the trigger?
* As an extension, students could score each other on how they dealt with the situation and give feedback on how they could improve – did they miss any key steps?
 | Slide 13 |
| **Asthma quiz:*** Students can answer the questions (A28) on the asthma quiz
* Compare and share answers or use peer asses
 | Slide 14  |
| **Check my learning- asthma:** * Students can revisit the learning outcomes for topic and score their confidence and ability
 | Slide 15  |

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| **Optional Activity** |
| **Activity** | **Resources required** |
| **Create the respiratory system:*** Task the students with bringing to life the respiratory system. They can use the pictures provided, or use their own research, to help make their own model of how oxygen travels around the human body
* Students can use whatever materials they feel necessary. This could be set at a homework task to later show and tell.
 | Slide 17, activity sheet: create the respiratory system |
| **Asthma quiz:*** Students can complete the quiz to demonstrate what they have learnt during this session. Answers to be checked from the sheet also provided
 | Slide 14, activity sheet – asthma quiz |

**6. Check learning**

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| * Ensure the learning outcomes have been met using slide 15
* Teacher to ask open questions about safety, asthma, signs and symptoms and complications
* Students to think of a question to ask their peers about asthma
* What have you learned today?
* Score yourself – how confident would you now be if you came across someone having an asthma attack?
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**7. Details of assessment for learning**

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| * shared learning objectives
* peer assessment
* written feedback
 | * questions/answers
* self-assessment
* reflection/evaluation
 | * extended questions/answers
* oral feedback
* group work
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**8. Teacher notes**

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| **Use this space for differentiation notes, the role of any classroom support, evaluation notes, etc.** |

**9. Curriculum links**

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