

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.  Before delivering any first aid skills, teachers must feel confident that they have the relevant knowledge and competency to safely teach techniques.  It is advised that students are taught the topic on basic life support skills prior to this session. A casualty with asthma could deteriorate and basic life support may be the appropriate action required. (see recommended KS3 first aid pathway)  **Session timings**: Recommended timings for this topic are identified as an hour in duration, however delivery time can vary according to group size and the learner’s prior subject knowledge. There are a range of optional activities that are excluded from these timings.  The optional content may be used within session to extend the duration or even as a separate learning session aimed at recap or extended learning.  Approximate timing guides are provided for each optional activity to assist with planning and preparation of sessions.  **For this session learning materials will be:**   * PowerPoint presentation * A4 Paper * Pens * Coloured pens for pupils to amend own work * See optional activities for specific resources required for each activity |

**3. Key words**

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

**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 * Understand how and when to seek medical help if required |

**5. Details of activities and resources required**

Note: Should you have less than an hour available, you may choose to select key activities from the lesson plan. As a minimum, students should complete the first aid steps activity at the start and end of the lesson to monitor progress and have the chance to complete at least one ‘Your turn’ activity with a video to provide guidance on how to perform the first aid skill relevant to this topic.

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| **Introduction** | |
| **Activity** | **Resources required** |
| * Use accompanying PowerPoint presentation | Asthma PowerPoint |
| **First aid steps: (5 min)**   * Ask the students to use their existing first aid knowledge to see if they can complete any of the missing steps. Students should write in the boxes any actions that they feel would fit into a sequence of events that would allow them to help someone who is having an asthma attack. * At end of session you can revisit this and see if students can make any amends or add further information (using a different colour pen) | Slide 1 |
| * Explain the learning outcomes of the session * Establish ground rules for the session, using additional advice sheet provided | Slide 4 |

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| **Main Input** | |
| **Activity** | **Resources required** |
| **Asthma and basic anatomy: (5 min)**   * Use the slide to explain inhalation and how asthma causes airways to narrow. Students can guess the missing words on the PowerPoint slide. You can consider using wipe boards to see if students can independently guess the answer or use a show of hands | Slide 5 |
| **What do you see? (5 min)**   * 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: (10 min)**   * 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? | Slides 7-8  Activity A9 |
| **What do you think? (10 min)**   * 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 | Slides 9-10-11 |
| **Asthma Video: (5 min)**   * 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 12 |
| **Your turn: (10 min)**   * The teacher should demonstrate to the group the key steps to assisting a casualty who is having an asthma attack. Students can then be placed into pairs/small groups and have a turn to practice * Use the your turn sheet to help recall the steps to assisting a casualty who is having an asthma attack. Ensure students remember to communicate with the casualty (even if unresponsive) 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 option the student could use peer assessment and score their partners. * Scenario cards are available which the teacher can use to make the practical activity relevant in a certain context for students. | Slide 13 |
| **Role play: (5 min)**   * Explain the role play scenario to the students. The class can then be put in to pairs to role play how they would advise to 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 s first aider would need to respond. Can the students identify and remove the trigger? * As an extension, students could score each other on how they would advise a first aider to deal with the situation and give feedback on how they could improve – did they miss any key steps? | Slide 14 |
| **Asthma quiz: (5 min)**   * Students can answer the questions (A28) on the asthma quiz * Compare and share answers or use peer asses | Slide 15  Activity A28 |
| **Casualty care:**   * This slide offers an opportunity for students to discuss how casualty care skills link to this topic. This allows for contrast and comparison against other topics, whilst also showing how topics are linked. | Slide 16 |
| **Check my learning:**   * Students can revisit the learning outcomes for topic and score their confidence and ability * Students could revisit starter activity to assess progress made against baseline assessment. | Slide 17-18 |

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| **Optional Activity** | |
| **Activity** | **Resources required** |
| **Create the respiratory system: (20 min)**   * 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 20, activity sheet A29: create the respiratory system |
| **Asthma quiz: (10 min)**   * Students can complete the quiz to demonstrate what they have learnt during this session. Answers to be checked from the sheet also provided | Slide 15, activity sheet A28 asthma quiz |

**6. Check learning**

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| * Ensure the learning outcomes have been met using slide 17 * 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? * Revisit your starter activity. Using a different colour pen, can students now complete this task more accurately than they could before? |

**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 |

**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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