

LESSON PLAN

ASTHMA

Please ensure you have adequate first aid knowledge before teaching this lesson.

Please contact us if you need any help or guidance with this.

1. DETAILS OF TEACHER

Name:	Date:	Time:	Class:
-------	-------	-------	--------

2. DETAILS OF LEARNING OBJECTIVES

By the end of the lesson, students will be able to:

- recognise when someone is having an asthma attack
- respond appropriately to someone who is having an asthma attack.

3. DETAILS OF ACTIVITIES, TIMINGS AND RESOURCES REQUIRED

Note: We appreciate that you may not be able to spend a full hour on this topic. Feel free to choose activities to fit the time you have available. For example, you could do one task from each starter, development and plenary category.

Activity	Suggested timing	Resources required
Starter activities		
Ask the students if any of them have asthma. Ask a volunteer to try to tell the class what an attack feels like. Tip: Check with the students that they feel comfortable sharing their experiences.	10 mins	
On the white board, record the responses.	5 mins	Whiteboard
Development activities		
In small groups, ask the pupils to answer the following questions: <ul style="list-style-type: none"> ➤ Draw the part of your body that is affected by asthma ➤ How would you recognise someone is having an asthma attack? ➤ How would you treat an asthma attack? ➤ When would you call an ambulance? 	15 mins	Paper and pens
Share responses and recap correct answers.	10 mins	PowerPoint presentation
Plenary activities		
Complete a quiz.	10 mins	Asthma quiz
Complete the case study activity in small groups.	10 mins	PowerPoint presentation
Suggested additional activities		
<ul style="list-style-type: none"> ➤ Using the word 'asthma' create an acrostic to remember the first aid response for asthma ➤ The students can research the frequency of asthma among their peer age group and investigate the common triggers. 		

4. DETAILS OF ASSESSMENT FOR LEARNING

<input type="checkbox"/> Shared LOs	<input type="checkbox"/> Question/answer	<input type="checkbox"/> Extended question/answer
<input type="checkbox"/> Peer assessment	<input type="checkbox"/> Self assessment	<input type="checkbox"/> Oral feedback
<input type="checkbox"/> Written feedback	<input type="checkbox"/> Reflection/evaluation	<input type="checkbox"/> Group work

5. TEACHER NOTES

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

6. DETAILS OF SUBJECT-SPECIFIC VOCABULARY

Anxiety, asthma, responsiveness, deterioration, distress, exhaustion, inhaler, laboured breathing, wheeziness.

7. CURRICULUM LINKS