

**CAN YOU CONTROL
ASTHMA?**

Essential Standard

- 6.PCH.1 - Understand wellness, disease prevention, and recognition of symptoms.

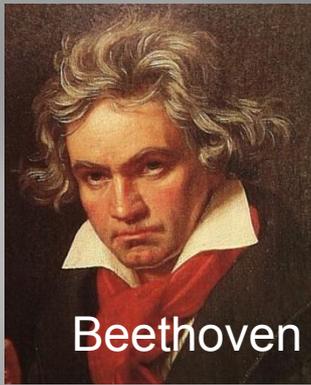
Clarifying Objectives

- 6.PCH.1.7 - Summarize the triggers and symptoms for asthma and strategies for controlling asthma

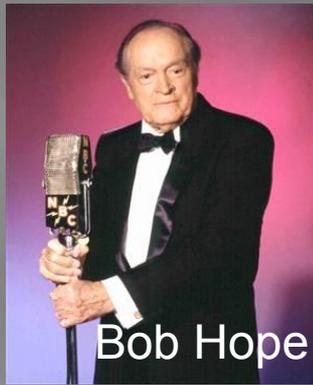
**WHAT DO THESE PEOPLE
HAVE IN COMMON?**



JKF



Beethoven



Bob Hope



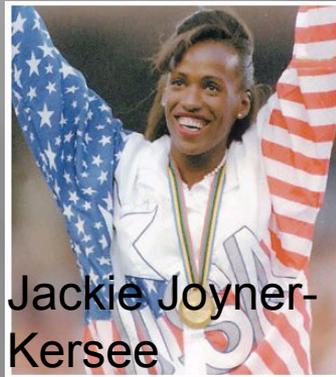
Jerome Bettis



Alice Cooper



Coolio



Jackie Joyner-Kersey



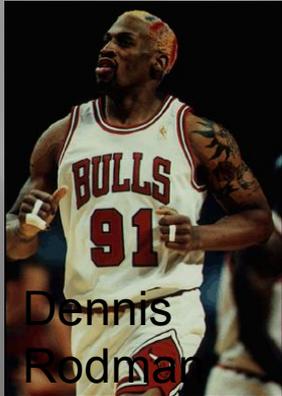
Jason Alexander



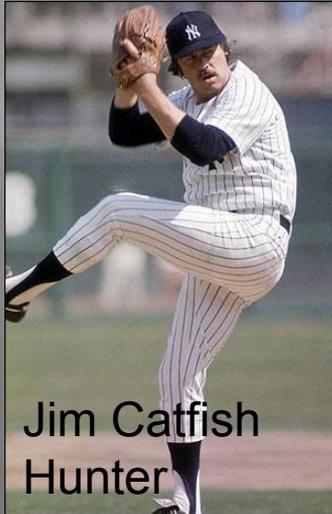
Amy Van Dyken



Dominique Wilkins



Dennis Rodman



Jim Catfish Hunter



Diane Keaton

Asthma

Statement of Objectives:

- *Today we are going to learn how people with asthma learn to recognize the symptoms and reduce their episodes or make them less severe. By the end of the lesson, you will be more familiar with the variety of measures used to control asthma.*

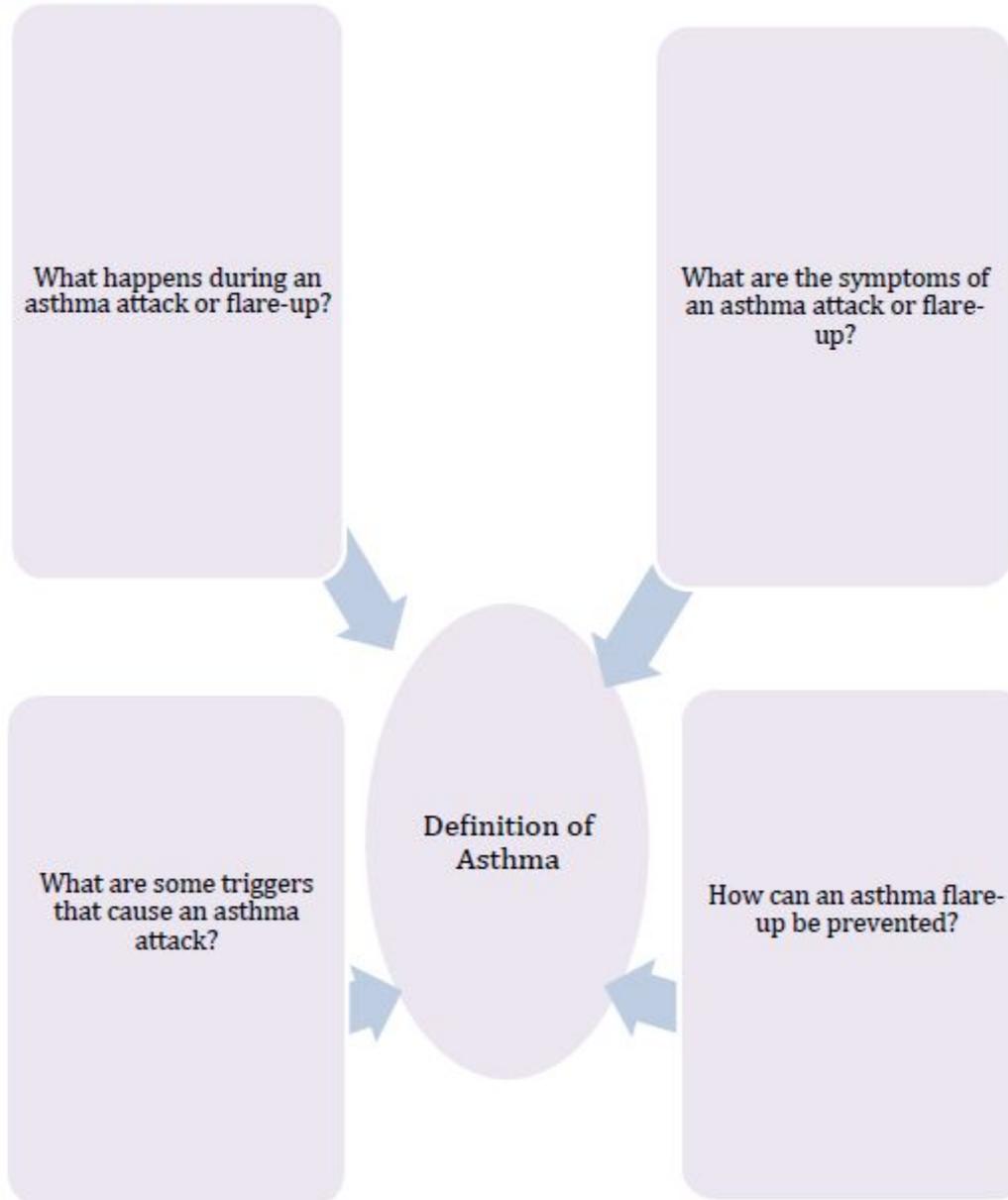
Teacher Input:

- *There are many triggers which can lead to an asthma attack. The triggers will vary for each person with asthma. When a trigger results in an asthma attack, changes take place in the lungs:*
 - *Cells in the air tubes make more mucus than normal. This mucus is very thick and sticky. It tends to clog up the tubes.*
 - *The air tubes tend to swell, just as skin swells when you get a scrape.*
 - *The muscles in your air tubes tighten.*

- *These changes cause the air tubes to narrow. This makes it hard to breathe. Asthma attacks may start suddenly, or they may take a long time to develop. Attacks can be severe, moderate or mild.*
- *Physicians can perform a series of tests to identify the triggers that cause asthma attacks, or a person can keep a diary and learn to identify some of their own triggers. It is always recommended that people with asthma avoid the known triggers or take the appropriate medication when they know they will be exposed to triggers.*

Asthma Facts

In the chart below, fill in the information requested. You may write above and below the titles in each box or shape.



ASTHMA FACTS KEY INFORMATION

During an asthma attack:

- The cells in the air tubes make more mucus than normal. This mucus is very thick and sticky. It tends to clog up the tubes.
- The air tubes tend to swell, just as skin swells if it is cut or scraped.
- The muscles in the air tubes to tighten.
- These changes cause the air tubes to narrow making it very difficult to breath.

Signs of Asthma

- Coughing – can be weak or vigorous.
- Wheezing – a whistling or musical sound heard when exhaling. An asthma attack is caused by the narrowing of air passages from the lungs. May be mild and only heard with the help of a stethoscope or it may be severe and able to detect from across the room.
- Night time coughing.
- Difficult breathing – use of the front of the neck with each breath, lifting or barreling of the chest, tripod positioning to breath (leaning forward with hands on knees)

Subtle signs of an asthma attack

- Breathing changes
- Chin or throat itching
- Watery eyes
- Dark circles under eyes
- Feeling tired or weak
- Heart rate increases
- Stuffy nose
- Getting excited
- Funny feeling in the chest
- Restlessness
- Sweatiness
- Sneezing
- Headache
- Coughing
- Getting out of breath easily
- Paleness
- Becoming unusually quiet
- Dry Mouth

Signs of as Severe Attack

- ❑ Difficulty finishing a sentence
- ❑ Grayish blue tint around fingers and lips
- ❑ Severe coughing/wheezing
- ❑ Wheezing that stops even though other symptoms are still present
- ❑ Flared nostrils
- ❑ Head bobbin

What's an Asthma Action Plan?

- An asthma action plan, or management plan, is a written plan that you develop with your doctor.
- It is designed to help you take control of your asthma, so it doesn't get in the way of playing sports, working out, going to parties, or doing whatever you want to do.
- Following an asthma action plan will help you prevent flare-ups and deal with the ones you can't prevent.
- Knowing how to deal with flare-ups can keep you from having to visit the emergency department.
- Your doctor may give you an action plan, or you can print out a sample one and ask him or her to help you complete it.
- Having a written, step-by-step plan means that you don't have to memorize everything your doctor said.
- You can keep a copy with you at all times or choose to memorize key parts of it.

Your asthma action plan will give you clear instructions so you can:

- avoid triggers that worsen your asthma
- notice early symptoms of a flare-up and treat them
- take the right steps to deal with an asthma flare-up
- know when to seek emergency care

Action Plans Are Individual

- Asthma varies from person to person, so there isn't a one-size-fits-all asthma action plan.
- Each plan will be somewhat different, but a key part of any action plan will detail what you need to do during a flare-up.
- It will tell you when you need to take your rescue medication, how much to take in different circumstances, and when it's time to call the doctor or go to the emergency department for care.

Many action plans use the "zone system," which is based on the colors of a traffic light.

- This is the same color system used on peak flow meters.
- Action plans use symptoms, peak flow readings, or both to help you determine what zone your asthma is in:
 - The green zone, or safety zone, explains how to manage your asthma on a daily basis, when you're feeling good.
 - The yellow zone, or caution zone, explains how to look for signs that your asthma is getting worse.
 - It also instructs you on which medications to add to bring your asthma back under control.
 - The red zone, or danger zone, explains what to do when a flare-up is severe.
- The color system makes it easy to figure out which instructions apply to you based on your peak flow meter reading.
- Your "personal best" peak flow reading is an important measurement to include on the plan, so you'll have something to compare the new numbers to.

How to Control Asthma Triggers

Guided Practice:

- *Let's see what we can find out about some of the more common triggers and what to do about them.*

- *Students will become detectives to see how much they can find out about triggers.*
- *Form small groups and assign each a trigger.*
- *Instruct each group to investigate through library resources or Internet information to find the answers to the following questions:*
 - *What is it? Where do you find it? How can it be avoided or reduced?*

COMMON TRIGGERS-

- Respiratory infections (cold, flu, sinusitis)
- Dust mites
- Mold & Mildew
- Pollen
- Cockroaches
- Pet hair or dander
- Pollutants (smoke, strong perfumes, aerosol cleaners, paint fumes)
- Exercise (Suggest interviewing the physical education specialist.)

Guided Practice:

- Divide the students into small groups to design a pamphlet for children that will teach small children about asthma and help them recognize triggers and symptoms.
- You should also include information about how a child can help manage his own asthma.
- Include appropriate illustrations and charts.

Independent Practice:

- Since many of the common triggers for asthma are allergens that can irritate anyone's respiratory system, ask students to identify how many of these are present in their home and think of ways they might limit their exposure.

POST-TEST

1. What are the basic functions of the respiratory system?
2. Describe five symptoms of asthma.
3. How can asthma be controlled?
4. What are some common asthma triggers?

Closure:

- *We have learned a lot about the things that often trigger asthma episodes at home or at school. You should be able to explain some of the ways people can manage their exposure to these triggers. By doing so, they can reduce the frequency or severity of asthma episodes. This is important for those of you who have asthma but also for all students to understand what their classmates deal with on a daily basis.*