

# Between Life and Breath

## Teacher guidelines to accompany secondary students' video

Asthma Australia produced the video, *Between Life and Breath*, for use in secondary schools. A focus group of students and teachers informed the process working collaboratively with the media group *Louder Than Words* and Asthma Australia staff.

The video can be used in combination with these guidelines to maximize education outcomes. Although there is a clear emphasis on asthma, the impacts explored in the video are applicable to chronic medical conditions generally. Themes also explore positive and negative interactions between students, allowing for robust discussion on student behavior and its social and emotional impacts.

These guidelines are applicable to working with students in a health and well-being context, providing discussion points for supporting students with chronic conditions, using asthma as an example (the most prevalent chronic condition for adolescents). The video could also be integrated into health related units of work.

Curriculum links mapping this resource to the Australian National Curriculum / Health and Physical Education for years 7 and 8, and years 9 and 10, under the Personal, Social and Community Health strand and sub-strands are provided at the end of these guidelines.

### 1. WHAT WE KNOW ABOUT ASTHMA

Before showing the video we recommend that some discussion occur that provides opportunity to explore what the group already knows (or believes they know) about asthma. This creates a context for showing the video.

#### LEARNING OBJECTIVES:

Share information about asthma using a consensus approach and arrange into categories.

Develop understanding of the impacts of chronic conditions on individuals.

#### Small group / whole class brainstorm

Ask students to work in small groups and consider "What we know about asthma". Have them record all responses.

There are myths about asthma that may be amongst their responses (eg people with asthma cannot play sports). Working as a whole class group, organise the responses into headings of;

- Know to be true
- Believe to be true
- Myth
- Not sure

Having developed a knowledge base of asthma, explore its impacts by discussing,

- Who is affected?
- When does asthma occur?
- How does asthma affect a person?
- What is the physical impact of asthma?
- What is the medical impact of asthma?
- What is the social impact of asthma?

Add any new responses to the [know / believe / myth / not sure](#) record.

Asthma is one of many chronic conditions that affect people of all ages, and the most prevalent for school aged students. Discuss the concept of 'chronic' disease and what 'conditions' might fit in this medical category.



## 2. BETWEEN LIFE AND BREATH – VIDEO

Pre-video discussion: ask students what they expect to see in a video about asthma developed for their age-group. This can then be compared with their thoughts after seeing the video.

### LEARNING OBJECTIVES:

Identify and critically analyse the key messages in the video.

Apply the concepts presented in the video to broader social contexts.

Show the Between Life and Breath video, available via the Asthma Australia YouTube channel [www.youtube.com/user/asthmansw](http://www.youtube.com/user/asthmansw)

The video runs for six and a half minutes, showing a series of incidents around an adolescent male student with asthma, some occurring at school. The seriousness of asthma is highlighted and decision making around medication management is explored.

At the conclusion of the video you could ask the students some general questions to probe their reactions.

#### Whole class discussion

- What feelings did this video generate for you?
- How was it the same as what you expected?
- How was it different to what you expected?
- What do you think are the key messages from the video?
- Has this changed the way you think about asthma before the main set of scenes around going camping.

Split the class into 4 small groups, each looking at one scenario (shopping; basketball; toilet; bus stop) and all looking at the going camping scenes.

#### Small group discussion

##### For scenarios:

- What do you think triggered Josh's asthma?
- How did what happened make Josh feel?
- How did others around him react?
- Was anyone helping Josh in this scene?
- Did Josh use a spacer with his puffer? If not, should he have?

##### For going camping scenes:

- Why do you think Josh decided not to take his asthma meds with him?
- Was his mum being helpful reminding him?
- What do you think triggered Josh's asthma?
- What might have happened if there was no phone coverage at the campsite?
- How could this potential life threatening situation have been avoided? (e.g. if friends knew about Josh's asthma, they could have checked he had his meds before leaving; know about asthma triggers and not have a campfire, or not sit so close to it)
- If the same thing happened when Josh did take his asthma meds with him, would you know how to help if he had an asthma attack? Describe what you think you should do.

Whole class discussion of considerations from groups, including,

- Do you think Josh 'fits in' with his peer group? Why / why not?
- List medical conditions that the class know of that affect young people around their age
- Discuss what it must be like for young people with these conditions and trying to 'fit in' (Concepts: Diversity; Tolerance; Peer group pressure; Denial; Youth culture)

## 3. WHAT CAN YOU DO?

This provides a chance for the class to decide on any further action they would like to pursue after clarifying the facts and myths of asthma. Options include: visit from an Asthma Trainer; learning Asthma First Aid; Researching aspects of asthma specific to young people, including social media.

### LEARNING OBJECTIVES:

Research asthma facts and myths to clarify the categorised information collated in 1.

Collectively identify any follow-up-actions to pursue about asthma.

Either ask class to research asthma facts or provide these key facts,

- 1 in 9 people in Australia have asthma
- Over 400 people a year die in Australia from asthma (most of these deaths are preventable)
- Asthma is the main cause of child and young people hospitalisations
- Over a million school days a year are lost to asthma related absences
- On average about 3 students in each class in Australia will have asthma
- Asthma cannot be cured but it can be managed effectively for most people with good medication adherence

You can use the initial 'what we know about asthma' responses to further develop the facts and myths about asthma (research any remaining 'unsure' responses).

Asthma Australia is funded by the Australian Government Department of Health to deliver asthma training to staff in schools and to provide support for young people with asthma. One service offered is for an Asthma Trainer, where available, to attend a school and address student groups.

An Asthma Trainer could provide Asthma First Aid training for the students and cover 'How to help a mate' when having an asthma attack. If this is of interest, contact your local Asthma Foundation on 1800 ASTHMA (1800 278462) and ask for the school coordinator.

Online resources include our Facebook page, Young People and Asthma – Australia, and the Asthma Australia website (see 'Young people and asthma' under the About Asthma / Resources menu). Here you can also find links to the evaluation report, National Young People and Asthma Survey, commissioned by Asthma Australia.

## 4. EXTENSION

This section provides opportunity to broaden the scope of the subject matter from the video and to explore concepts around chronic conditions and the elements that accompany these at individual, community and population levels.

### LEARNING OBJECTIVES:

Increase health literacy around the concept of chronic conditions.

Through research, examine the population health impacts of chronic conditions.

Develop understanding of charities and the provision of community services for chronic health issues.

Find out more about other chronic conditions, their prevalence in the adolescent demographic, what support there is in schools and the community, and importantly, what can all students do to help someone with such a condition. Also include the concept of comorbidities so students understand that there can be more than one condition for some students (e.g. 80% of people with asthma also have allergic rhinitis/hay fever). Look into the medical, physical, social and emotional impacts of these for young people.

Here is a list of chronic conditions and the national organisations for information and management:

#### Asthma

- Asthma Australia [www.asthmaaustralia.org.au](http://www.asthmaaustralia.org.au)

#### Mental Health

- Reach Out
- Beyond Blue
- Lifeline
- Kids Helpline

#### Cancer

- Cancer Council
- Kids with Cancer

#### Anaphylaxis

- Allergy and Anaphylaxis Australia
- ASCIA

#### Arthritis

- Arthritis Australia

#### Heart Disease

- Heart Foundation
- Heart Kids

#### Diabetes

- Diabetes Australia

**Also:** cerebral palsy, epilepsy, cystic fibrosis, eczema, dermatitis, chronic acne, obesity, anaemia, kidney failure, migrane, chrohns and colitis, chronic pain.

You could also consider physical disabilities and conditions that affect sight, hearing and the musculoskeletal system.

#### Areas of focus can include,

Prevalence (particularly for children 0-11years and young people 12-25years); Impacts – medical, physical, mental and psychological, social and emotional; Management; Morbidity and mortality; Risk factors; Personal costs and health system costs; Burden of disease; Genetic and environmental factors; Demographics – socio-economic data.

Researching these conditions can also focus students' attention on the work of charities and not-for-profit organisations, their reliance on funding (government and philanthropic) and the concepts of donations and bequests.





# Australian National Curriculum references (v8.3)

## Health and Physical Education Years 7 and 8

**From Band Description:** Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

Years 7 and 8 / Personal, Social and Community Health / Being healthy, safe and active

### **Practise and apply strategies to seek help for themselves or others (ACPPS072).**

ACPPS072 Elaborations:

- examining scenarios to highlight how emotions, dispositions and decision-making can affect outcomes (S, MH, FN, RS, AD, HBPA)
- collaborating with peers to suggest strategies they could use in emergencies (AD, RS, S, MH)
- practising different communication techniques to persuade someone to seek help (MH, S, AD, RS)
- exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation (RS, FN, AD, MH, S)
- demonstrating basic first-aid principles and strategies (AD, S, MH)



## Years 7 and 8 / Personal, Social and Community Health / Communicating and interacting for health and wellbeing

### Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075).

#### ACPPS075 Elaborations:

- exploring the impact of different ways of communicating, how these impact on emotions and can show respect (or not) for self and others

### Evaluate health information and communicate their own and others' health concerns (ACPPS076).

#### ACPPS076 Elaborations:

- analysing the credibility of health messages conveyed by different sources in terms of bias, reliability and validity and applying credible information to health-related decisions (AD, MH, FN, RS, S, HBPA)
- practising ways to communicate concerns about their health to a variety of support people (S, RS, FN, AD, HBPA, MH)
- proposing ways to support others who are going through a challenging time (FN, AD, HBPA, RS, MH, S)
- developing health literacy skills while exploring and evaluating online health information that is aimed at assisting young people to address health issues

## Years 7 and 8 / Personal, Social and Community Health / Contributing to healthy and active communities

### Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077).

#### ACPPS077 Elaborations:

- investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices

## Health and Physical Education Years 9 and 10

**From Band Description:** Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

## Years 9 and 10 / Personal, Social and Community Health / Communicating and interacting for health and wellbeing

### Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094).

#### ACPPS094 Elaborations:

- analysing interactions where emotional responses may not be immediately apparent and reflecting on the possible consequences of not recognising the emotions involved (RS, MH)

### Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095).

#### ACPPS095 Elaborations:

- examining actions to take greater responsibility in relation to their own health (AD, S, HBPA, FN, MH, RS)
- critiquing services that provide advice and support on health-related issues, and investigating ways to store and share contact information of these services with other young people (RS, MH, FN, S, AD)



Years 9 and 10 / Personal, Social and Community Health / Being healthy, safe and active

**Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACPPS091).**

ACPPS091 Elaborations:

- planning and practising responses to emergencies where they may be required to administer first aid to a friend, including CPR (S)
- critiquing the appropriateness and effectiveness of help and support services available for young people in the local community (MH, HBPA, FN, RS, S, AD)

Years 9 and 10 / Personal, Social and Community Health / Contributing to healthy and active communities

**Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096).**

ACPPS096 Elaborations:

- developing and implementing proposals to enhance the wellbeing of staff and students in the school (MH, FN, S, RS, AD, HBPA)

## Letters following elaborations

**Refer to these key focus areas excerpts (as relevant to this resource).**

**S (Safety):** addresses safety issues that students may encounter in their daily lives. The content supports students to develop knowledge, understanding and skills to make safe decisions and behave in ways that protect their own safety and that of others.

- first aid and emergency care

**MH (Mental Health):** addresses how mental health and wellbeing can be enhanced and strengthened at an individual and community level. The content supports students to develop knowledge, understanding and skills to manage their own mental health and wellbeing and to support that of others.

- the impact of physical, social, spiritual and emotional health on wellbeing
- body image and self-worth and their impact on mental health and wellbeing
- coping skills, help-seeking strategies and community support resources

**AD (Alcohol and Other Drugs):** addresses a range of drugs, including prescription drugs, bush and alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs. The content supports students to explore the impact drugs can have on individuals, families and communities.

- safe use of medicines
- the effect of drugs on the body



# Overview of Personal, Social and Community Health strand and sub-strands and threads in the Australian Curriculum: Health and Physical Education

<b>Sub-strands and threads</b>	<b>Personal, social and community health</b>
	<b>Being healthy, safe and active</b> <ul style="list-style-type: none"><li>• Identities</li><li>• Changes and transitions</li><li>• Help-seeking</li><li>• Making healthy and safe choices</li></ul>
	<b>Communicating and interacting for health and wellbeing</b> <ul style="list-style-type: none"><li>• Interacting with others</li><li>• Understanding emotions</li><li>• Health literacy</li></ul>
	<b>Contributing to healthy and active communities</b> <ul style="list-style-type: none"><li>• Community health promotion</li><li>• Connecting to the environment</li><li>• Valuing diversity</li></ul>

## SUB-STRANDS

### 1. Being healthy, safe and active.

The content focuses on supporting students to make decisions about their own health, safety and wellbeing. It develops the knowledge, understanding and skills to support students to be resilient. It enables them to access and understand health information and empowers them to make healthy, safe and active choices. In addition, the content explores personal identities and emotions, and the contextual factors that influence students' health, safety and wellbeing. Students also learn about the behavioural aspects related to regular physical activity and develop the dispositions needed to be active individuals.

### 2. Communicating and interacting for health and wellbeing

The content develops knowledge, understanding and skills to enable students to critically engage with a range of health focus areas and issues. It also helps them apply new information to changing circumstances and environments that influence their own and others' health, safety and wellbeing.

### 3. Contributing to healthy and active communities

The content develops knowledge, understanding and skills to enable students to critically analyse contextual factors that influence the health and wellbeing of communities. The content supports students to selectively access information, products, services and environments to take action to promote the health and wellbeing of their communities.

