

# ASTHMA SURVEY

Please answer all of the following questions. If you are not sure, please check "I don't know"

1. We breathe in oxygen.

☐ Yes      ☐ No      ☐ I don't know

2. We breathe out carbon dioxide.

☐ Yes      ☐ No      ☐ I don't know

3. The diaphragm is the main muscle of breathing.

☐ Yes      ☐ No      ☐ I don't know

4. Asthma can make it hard to breathe.

☐ Yes      ☐ No      ☐ I don't know

5. In asthma the airways become smaller, swollen and filled with mucus.

☐ Yes      ☐ No      ☐ I don't know

6. Coughing, wheezing, chest pain, and trouble breathing can happen with an asthma flare-up.

☐ Yes      ☐ No      ☐ I don't know

7. I can catch asthma from a friend.

☐ Yes      ☐ No      ☐ I don't know

8. Cough, headache, and stomach ache can be "early warning signs" of an asthma flare-up.

☐ Yes      ☐ No      ☐ I don't know

9. All asthma medicines work the same way to help breathing get better.

☐ Yes      ☐ No      ☐ I don't know

10. It is good to use a "spacer" with an inhaler or Puffer.

☐ Yes      ☐ No      ☐ I don't know

11. It is good to take Albuterol at the first sign of a cold or asthma flare-up.

☐ Yes      ☐ No      ☐ I don't know

12. It is important to stay calm when someone is having trouble breathing.

☐ Yes      ☐ No      ☐ I don't know

**13. You should call a doctor if breathing does not get better after taking asthma medicine.**

☐ Yes      ☐ No      ☐ I don't know

**14. Smoking is a healthy choice for people with asthma.**

☐ Yes      ☐ No      ☐ I don't know

**15. Smoking is a healthy choice for any person.**

☐ Yes      ☐ No      ☐ I don't know

**16. Exercise, weather, and strong smells can trigger an asthma flare-up.**

☐ Yes      ☐ No      ☐ I don't know

**17. I know what a written asthma action plan is.**

☐ Yes      ☐ No      ☐ I don't know

**18. I am sure I know how to help a friend who is having trouble breathing.**

☐ Not sure at all    ☐ Not very sure    ☐ Somewhat sure    ☐ Pretty sure    ☐ Very sure

**19. I am sure I have the training to help a friend with asthma.**

☐ Not sure at all    ☐ Not very sure    ☐ Somewhat sure    ☐ Pretty sure    ☐ Very sure

**20. I am sure I would know who to ask for help if I saw a friend having trouble breathing**

☐ Not sure at all    ☐ Not very sure    ☐ Somewhat sure    ☐ Pretty sure    ☐ Very sure

## Asthma Awareness Patch

### Girl Scout Information Form

Troop #: \_\_\_\_\_

Zip Code: \_\_\_\_\_

Program Date : \_\_\_\_\_

Age : \_\_\_\_\_

Grade: \_\_\_\_\_

**Girl Scout Level:**
 Daisy ☐      Brownie ☐      Junior ☐      Girls 11 – 14 ☐      Girls 15 – 17 ☐      Leader ☐
**Ethnicity:**
 African-American/Black ☐      Hispanic/Latina ☐      Asian/Pacific Islander ☐  
 Native American/Alaskan Native ☐      Caucasian/White ☐      Other ☐
***Check the correct answer:******Questions about Asthma***

	<b>Yes</b>	<b>No</b>
I live with a family member that has asthma	<input type="checkbox"/>	<input type="checkbox"/>
I know someone that has asthma	<input type="checkbox"/>	<input type="checkbox"/>
I have been told I have asthma	<input type="checkbox"/>	<input type="checkbox"/>

***Questions about my asthma treatment***

I am treated by my family doctor for my asthma	<input type="checkbox"/>	<input type="checkbox"/>
I am treated by a lung specialist for my asthma	<input type="checkbox"/>	<input type="checkbox"/>
I use an inhaler or nebulizer in school	<input type="checkbox"/>	<input type="checkbox"/>
I use a peak flow meter to monitor my asthma	<input type="checkbox"/>	<input type="checkbox"/>
I have an asthma action plan at home	<input type="checkbox"/>	<input type="checkbox"/>
I have an asthma action plan in school	<input type="checkbox"/>	<input type="checkbox"/>
I take medicine for my asthma every day	<input type="checkbox"/>	<input type="checkbox"/>
I take medicine for my asthma only when I have trouble breathing	<input type="checkbox"/>	<input type="checkbox"/>

***Questions about smoking***

I live with someone who smokes	<input type="checkbox"/>	<input type="checkbox"/>
Cigarettes	<input type="checkbox"/>	<input type="checkbox"/>
Cigars	<input type="checkbox"/>	<input type="checkbox"/>
Pipe	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

***Questions about pets***

I have a pet that lives indoors	<input type="checkbox"/>	<input type="checkbox"/>
My pet has Fur (dog, cat, hamster, bunny)	<input type="checkbox"/>	<input type="checkbox"/>
My pet has feathers	<input type="checkbox"/>	<input type="checkbox"/>

ID: \_\_\_\_\_ - \_\_\_\_\_      Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## **Program Agenda**

### **Introduction to the program (40 minutes)**

The introduction orients the participants to program topics, and how the day will proceed. The Girl Scouts and the Leaders will be introduced to the education team, research forms will be reviewed and the team will answer any questions prior to the commencement of the program. Study packets will be distributed and the participants will complete the pre-test.

### **Transition Break (5 minutes)**

Transition breaks will allow the participants' time to assemble into assigned working groups for the interactive sessions.

### **How the Lungs Work With and Without Asthma (20 minutes)**

The first educational session will describe normal airway mechanics and the changes that occur with Asthma. Medical terminology specific to the respiratory system, changes that occur with asthma, and signs and symptoms of an acute exacerbation will be presented.

### **Asthma Triggers**

The environmental, emotional and allergic causes of an acute exacerbation will be explained. The signs and symptoms associated with asthma triggers will be reinforced during this component of the program.

### **Comfort Break (10 minutes)**

### **Medication Use (20 minutes)**

Rescue medications and those used for asthma control will be discussed. Proper technique for metered dose inhaler and small volume nebulizer use will be demonstrated.

### **Exercise and a Healthy Lifestyle (20 minutes)**

The wise lifestyle choices and their benefit to the overall health and well being of the participants will be discussed. Healthy dietary choices such as food and portion size selection will be presented. The importance of exercise and how to exercise properly will be explained. Diaphragmatic breathing, age appropriate movement/exercise as well as warm-up and cool down exercises will be demonstrated.

### **Comfort Break (10 minutes)**

A beverage will be served during this comfort break.

### **Putting It All Together How to Help Yourself or Someone Who Has Asthma (20 minutes)**

How to recognize and manage an acute exacerbation will be reviewed. This session offers participants an opportunity to discuss asthma management strategies and effective interventions.

### **Wrap-up (40 minutes)**

Post-tests will be distributed and completed by participants. Program evaluation forms will be distributed and completed by Girl Scout leaders in attendance. The Asthma Patch and a healthy snack bag will be distributed to all participants at the completion of the program.

## Program Curriculum

Session Topic	Content	Learner Objectives	Activities
How the Lungs Work With and Without Asthma	This session will explain how we breathe, and what changes occur in the lungs that make breathing difficult with asthma. The participants will be introduced to medical terms associated with the anatomy of the respiratory system.	<ol style="list-style-type: none"> <li>1. Name the parts of the airway.</li> <li>2. Show how the lungs work.</li> <li>3. List the three changes that happen in the airways during an asthma attack.</li> </ol>	<p>Felt models will be used to demonstrate how air moves in and out of the lungs normally and with asthma. (Age Groups 3 – 5).</p> <p>Plastic models of the airway will be used to demonstrate how air moves in and out of the lungs normally and with asthma. (Age Groups 1 and 2).</p>
Asthma Triggers	The participants will learn about the environmental, emotional and allergic causes of an asthma attack. How a person with asthma looks and feels during an asthma attack will be presented.	<ol style="list-style-type: none"> <li>1. List three triggers that can cause an asthma attack.</li> <li>2. Describe what it might feel like to have trouble breathing.</li> </ol>	<p>Trigger puzzles and a trigger bucket will be used to teach and reinforce learning. (Age Groups 3 – 5).</p> <p>Trigger bingo will be used to teach and reinforce learning in all age groups.</p>
Medication Use	The types of medications used for asthma and how to use these medications will be discussed and demonstrated.	<ol style="list-style-type: none"> <li>1. Name the medicines that are used with asthma.</li> <li>2. Show how to use an MDI.</li> </ol>	Small volume nebulizers, as well as DPI and MDI placebo inhalers will be used with all age groups.
Exercise and a Healthy Lifestyle	How lifestyle changes affect the overall health and well being of a person will be presented.	<ol style="list-style-type: none"> <li>1. Choose healthy foods from a tray of healthy and junk food.</li> <li>2. Demonstrate how to do diaphragmatic breathing.</li> <li>3. Explain why</li> </ol>	<p>Age appropriate exercises will be used to demonstrate the fitness portion of this module. The Wii Fit will be used with age groups 1 -3.</p> <p>Plastic food models</p>

Session Topic	Content	Learner Objectives	Activities
Exercise and a Healthy Lifestyle cont.		warm-up and cool down exercises are important.	will be used to teach portion sizes and how to select healthy food options.
Putting It All Together How to Help Yourself or Someone Who Has Asthma	How to recognize and manage an acute exacerbation will be reviewed. The participants will discuss asthma management strategies and effective interventions.		<p>A puppet show will be used to demonstrate different asthma management scenarios. The children will interact with the puppets to remove triggers, give medications and assess emergency help if needed. (Age Groups 3 – 5)</p> <p>Roll playing will be used to demonstrate different asthma management scenarios. (Age Groups 1 and 2)</p>