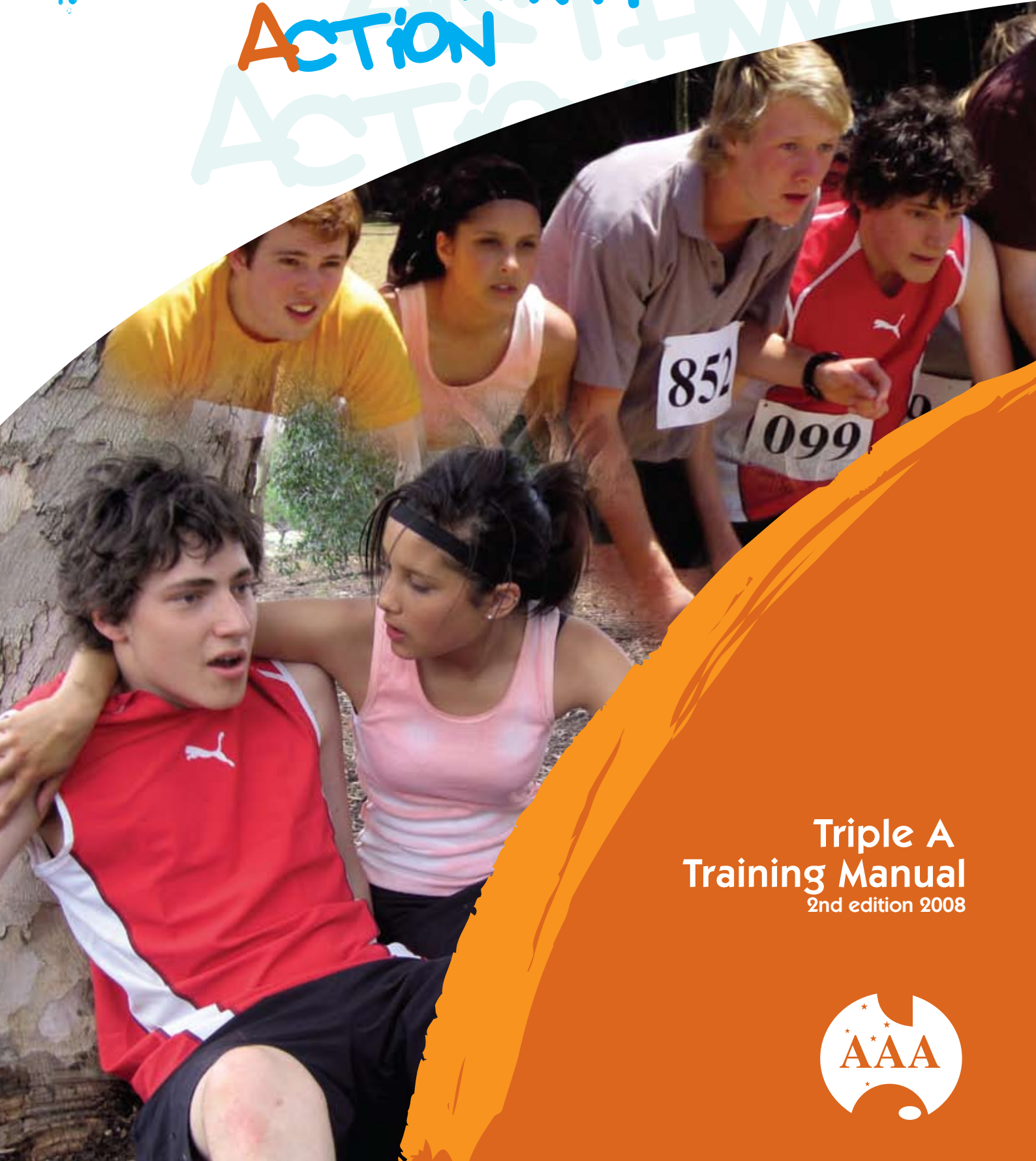


ADOLESCENT ASTHMA ACTION



Triple A
Training Manual
2nd edition 2008



Triple A Training Manual

2nd edition 2008

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The Triple A program is an evidence-based program to improve the health and wellbeing of students with asthma in a supportive school environment. Any changes or modifications to the program may not achieve the same results.

This manual is available on www.asthma.org.au and is one component of the *Triple A Kit*.

The kit contains:

- Disk 1 - DVD
- Disk 2 - CD ROM
- Triple A Kit Booklet

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Disclaimer

This manual is published for information only. Any person with asthma should seek medical advice.

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**Professor
Susan Sawyer**

The Adolescent Asthma Action (Triple A) program is a breath of fresh air. Rather than relying on traditional approaches that have been developed for adults, this program uses an innovative peer-led model of asthma education and self-management. This approach empowers young people to make healthy decisions about asthma and its management and provides significant opportunities for leadership within school communities. The opportunity for participating university students to enhance their leadership and communication skills is an added benefit.

The context within which this program operates is just as important as its content. Too often health and education are seen to have little in common. The Triple A program is an exciting example of how health, education, and non-government sectors can work collaboratively within schools to improve both health and education outcomes.

Since its introduction, the findings of rigorous evaluation have shown that the Triple A program improves knowledge and attitudes about asthma within school communities. It assists students with asthma to take control of their own health and has improved their quality of life. Importantly, participation in this program has resulted in students experiencing fewer school absences due to asthma, which is the most common reason for school absenteeism in Australia.

In 2008 the Australian Learning and Teaching Council awarded program founder Dr Smita Shah the prestigious Carrick Citation for her work with Triple A. The program has also received significant international recognition, including citation as an exemplary program in the Canadian National Asthma Guidelines and in the Asthma Health Outcomes Project, University of Michigan, USA.

Professor Susan Sawyer

*Director, Centre for Adolescent Health, Royal Children's Hospital
Chair of Adolescent Health, Department of Paediatrics,
the University of Melbourne*



**Professor
Noreen M Clark**

Health and education professionals, university students, counsellors, and community health organisation leaders now have available to them an easy-to-follow, clearly planned guide for developing a school-wide asthma education program for secondary school students. The Triple A program, developed by Dr Smita Shah and the large number of students with whom she has worked, engages the whole school community and provides opportunities to acquire new knowledge and practice asthma management skills. Following this guide – given its thoroughness, its overview of the learning process, and its links to all necessary materials for training Triple A Educators and Triple A Peer Leaders – should enable you to implement an involving and lively program in your school.

Professor Noreen M Clark

*Myron E Wegman Distinguished University Professor
Director, Center for Managing Chronic Disease
University of Michigan, Ann Arbor, Michigan USA*



Dr Smita Shah

Asthma is a significant health problem for many young people in Australia. The Triple A program is the first peer-led program to improve the health and wellbeing of students with asthma. By using an innovative student-centred approach, students become the drivers of both the teaching and learning processes. Using hands-on activities, videos and games, the program is informative and participatory with an element of fun being central to all aspects of learning.

The standardised Triple A Kit has been updated, to make it easily transferable and user friendly. The program resources, including the three new videos, are available on the website of the Asthma Foundations of Australia.

Training university students from the fields of health and education as Triple A Educators to teach adolescents, the program offers them valuable practical experience in community action, education and prevention. University students not only bring their energy and enthusiasm to the program, they relate well to the high school students. This interaction has encouraged adolescents to aspire to a university education and has been found to be especially valuable for students from rural, Indigenous and disadvantaged communities.

I am sure you will really enjoy being involved in this program as it gives you the opportunity to make a tremendous difference to the many young people who have asthma.

Dr Smita Shah
Founder of the Triple A program

*Director, Primary Health Care Education and Research Unit,
Clinical Senior Lecturer, Faculty of Medicine University of Sydney, Associate,
Center for Managing Chronic Diseases, University of Michigan, USA*

A word from our patron



Mrs June Hayes OAM

"I believe the Triple A program is one of the most inspiring health education programs ever introduced into high schools. ...My dearest wish is for every high school in Australia to have the opportunity to participate in this exciting and challenging program. Together we can take action to help reduce the increasing incidence of asthma in high schools. I would like to thank each one of you who helps to make my son Matthew's dream come true."*

Mrs June Hayes OAM
Patron of the Triple A program &
Life Governor of Asthma NSW

*Matthew Hayes had the foresight to believe that adolescents with asthma would take health advice from their peers more readily than from older people. Tragically, he died from asthma at age 23 before he could help organise peer education in high schools.

The *Triple A Training Manual* is designed to assist health and educational professionals planning to implement the Triple A program in schools. It can also be introduced as a community activity for tertiary health science students at universities. The manual should be used in conjunction with the Triple A Kit and will be most useful to individuals who have completed training as a Triple A Educator.

The manual is divided in four sections.

Section 1.

About the Triple A Program

This section provides background information on the Triple A program and how it works in schools.

Section 2.

The Triple A Educators' Workshop

This section contains information required for training the Triple A Educators. It details the components of the training workshop, facilitator notes and useful tips for conducting a successful educators' workshop.

Section 3.

Implementation of Triple A in Schools

This section provides information for Triple A Educators. It includes a sample presentation for school staff and suggestions for recruitment of peer leaders. It details the three-steps of the program: the Triple A Peer Leaders' workshop, peer-led lessons and student performances.

Section 4.

The Triple A Kit

This section lists the resources in the Triple A Kit available on the Asthma Foundation of Victoria website <http://www.asthma.org.au>.

Icons used in this manual



Suggested script



Slide show



Handout



Video



Our experience

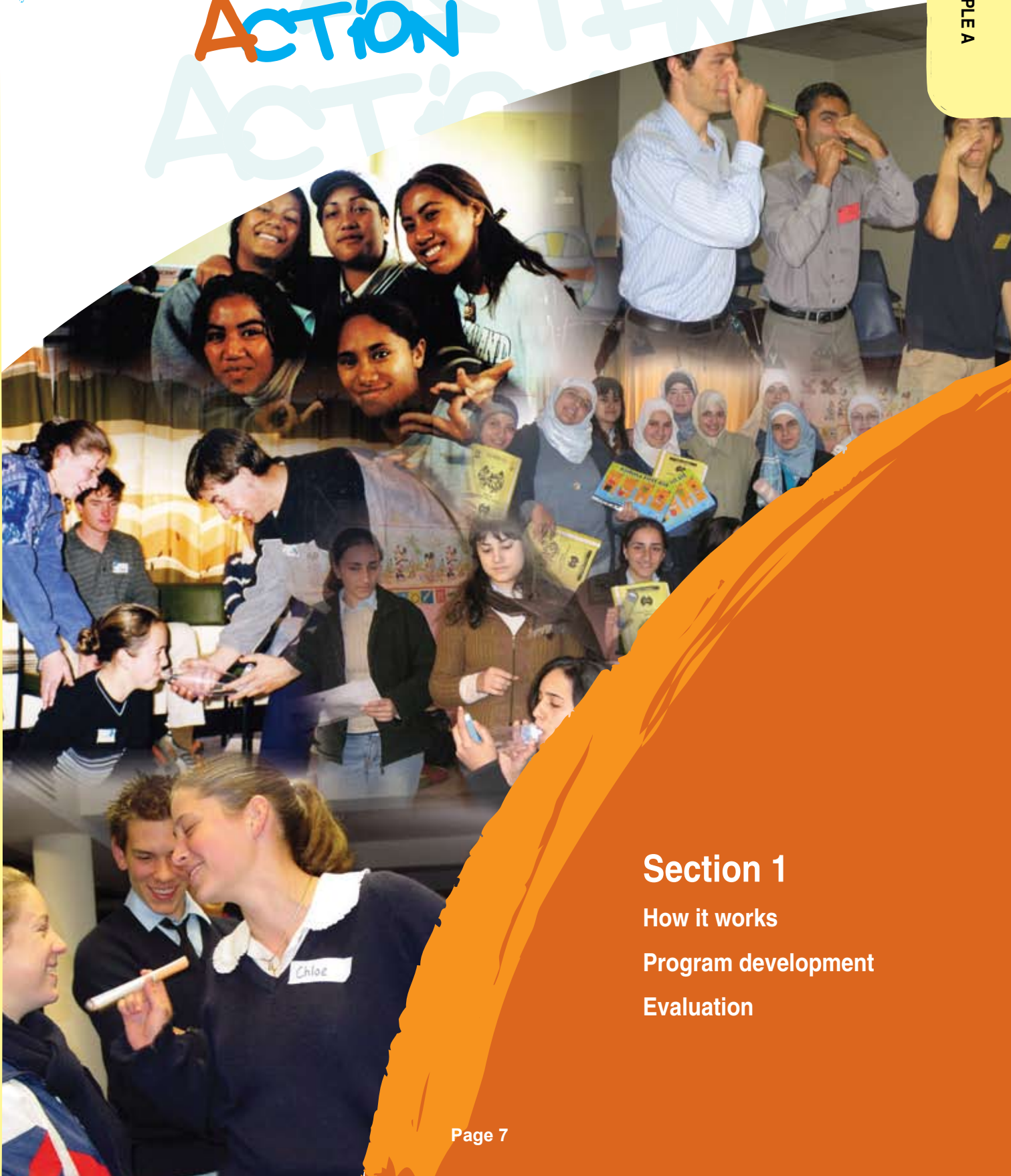
Abbreviations

APL Asthma Peer Leader

PLM Peer Leader's Manual

ADOLESCENT ASTHMA ACTION

ABOUT TRIPLE A



Section 1

How it works

Program development

Evaluation

How it works

The Triple A program improves the health and wellbeing of students with asthma in a supportive school environment.

Objectives

The program has been designed to operate within a school environment that supports both students with asthma and the efforts of students to promote health messages.

Educational objectives

- Increase knowledge of asthma and its management
- Promote positive attitudes towards asthma
- Promote avoidance of at-risk behaviour
- Improve recognition of asthma in students
- Have students take appropriate action in an asthma emergency.

Program objectives

- Use asthma medications correctly when required
- Take action to avoid exercise-related asthma
- Recognise the signs of worsening asthma
- Visit a doctor regularly for their asthma.

3-Steps model

The main components of the Triple A program are as follows:

Outside school	Triple A Educators' workshop
In school	Peer Leaders' workshop
	Peer-led lessons
	Student performances

Triple A Champions are individuals who have prior experience with the program and are best qualified to train the **Triple A Educators**. Information for champions is in **Section 2**.

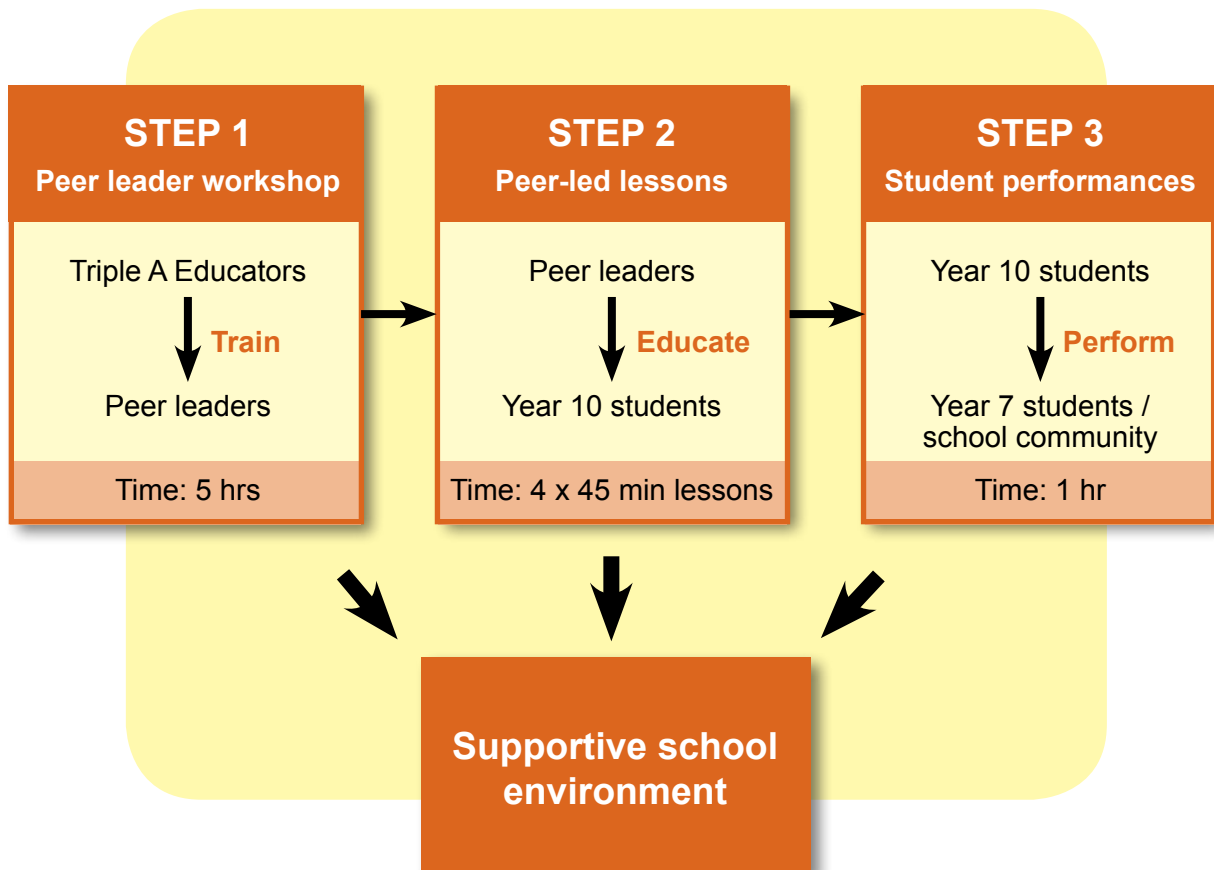
Educators for the Triple A program have included university students (medicine, pharmacy and nursing), doctors, pharmacists, nurses, asthma educators, physiotherapists, youth workers, teachers and lay educators working with the Asthma Foundations. Information for educators is in **Section 3**.

The Triple A program is implemented in schools as a three-step process (Figure 1). The program is relatively easy to integrate into the school's timetable. It complements the school's Personal Development, Health, and Physical Education curriculum.

To facilitate implementation of the Triple A program, a **School Asthma Action Committee** involving students, staff and parents should be formed to advise on the implementation of the Triple A program in the school.

About the Triple A Program

Figure 1. The 3 Steps of the Triple A program



In 9 hours you can create a supportive school environment for students with asthma.

Step 1

Triple A Educators coach volunteer Year 11 students to be Triple A Peer Leaders for the program, during a one-day workshop. The peer leaders learn about asthma and its management and acquire skills in group facilitation and leadership.

Step 2

Peer leaders deliver three lessons to Year 10 students using the peer leader's manual as a guide. Students learn about asthma through videos, games and activities and are guided by the peer leaders to critically analyse the challenges faced by adolescents with asthma and propose strategies to address these barriers.

Step 3

Wider dissemination of asthma information occurs when students from the Year 10 classes relay what they have learnt to Year 7 students and members of the school community, through creative and entertaining performances such as songs, dances, music, debates or drama.



Asthma Song

(To the tune of "My grandfather's clock")
Auburn Girls High School

Our story today is to tell
you how we breathe
Through your nose, down your
throat, to your lungs.
Oh, the air feels so good as you
breathe it in with ease
And there's enough energy for all your fun.
But there's times when it's hard to take a
real good breath
And your chest feels like it's tied in a knot.
If you cough [cough], wheeze [wheeze],
when you're breathing out,
then it could be asthma you've got.



In Denial

Christian Community High School

Are you choking on air?
Do you really give a care?
About your life
About your breath
It may lead to death
Do you smoke?
Will you choke?
That is what I'm asking.

(Chorus)

In denial
Without any breath
In denial
Running from death

You think it's not cool
Because you have to use a tool
It's unreal
Because it's the way you feel
It's called prevention
Divine intervention
Could you live without your lungs?

(Chorus)

Tell your friends
Tell the world
Admit you have it
It's not going to go
Prevent it and look after it
You can live a normal life.



Year 10 Student
Christian Community High School, 1996

Program development

Background

Asthma is one of the most common chronic diseases in adolescents.¹ Suboptimal disease management and poor understanding of asthma are likely in this age group.² Adolescence can also be a time of health-related risk-taking and poor adherence to medications, which often leads to frequent school absences³ and hospital admissions⁴ – affecting education, social skills⁵ and physical activity.⁶

Asthma self management takes on an additional dimension during adolescence, as the responsibility for health care shifts from parents to the adolescent. During this time, adolescents experience many biological, cognitive, and psychosocial changes that are strongly influenced by their socio-cultural context. Changes in the parent–child relationship occur as the adolescent gradually develops more autonomy and assumes more responsibility within the family. This shift is commonly mediated through external influences, with an increase in the importance of peer friendships during these years. Peer attitudes and behaviours therefore have important implications during adolescence.

Case Study

Launceston Church Grammar School

Where

Northern Tasmania

How

Program introduced and championed within the school by a teacher of health and personal development. At the beginning of the school year, Year 10 students are invited to apply for the position of peer leader. Workshops are conducted by the personal development teacher and an asthma nurse educator.

What has been achieved?

“This knowledge was paramount in saving a life during a school camp, when a student had an asthma attack. ... a trained peer leader was confident enough to take control and manage the crisis by following the four steps of the asthma first aid plan.” – JL, asthma nurse educator, Launceston, Tasmania.



Dr Shah with the 1st group of Triple A Peer Leaders Auburn Girls High, 1992

Rationale for peer-led education

Adolescents commonly turn to their peers for advice.⁷ Peer educators can therefore be a powerful resource for teaching and learning and can help to channel peer pressure in a positive direction.⁵ In addition, behaviour change is more likely to occur when a peer or someone perceived as a role model relays the health message.⁷

Rationale for peer education

Peers

- are a credible and acceptable source of information
- are often more successful than adult caregivers
- can reinforce learning through ongoing contact
- can be positive role models.

Peer-led education

- ensures messages are relevant
- reaches large numbers
- changes social and community norms
- empowers those involved
- enhances leadership skills
- is relatively inexpensive.

Case Study

Yanco Agricultural High School

Where

Riverina District, Southern NSW

How

The program was introduced in response to frequent asthma emergencies among students. Recruitment and training of peer leaders and Peer-led lessons are integrated into school calendar.

What has been achieved?

“Since the introduction [of the Triple A program], there have been no asthma emergencies. All of the staff and students are aware of emergency procedures.” – LM, Matron, Yanco Agricultural High School.

“The Triple A program has been carefully developed, trialled and evaluated. It demonstrates an excellent collaborative approach to asthma management in the school setting.”



Peer leaders training at Corryong Secondary College, 2000

Theoretical basis

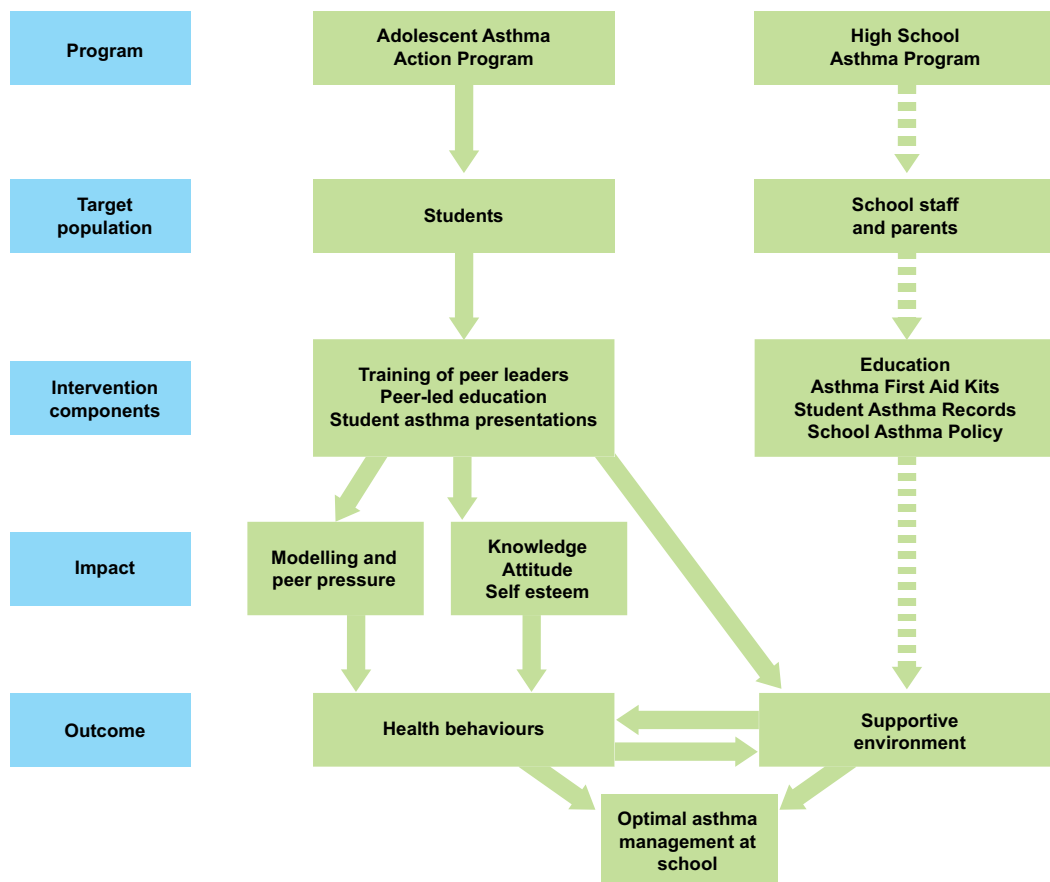
The PRECEDE–PROCEED health planning model⁸ was used in developing the program model and objectives. The Triple A model assumes that the factors that influence adolescent asthma management in schools are knowledge, self esteem, attitudes towards asthma, role modelling and peer pressure, and that these factors are reinforced by a supportive school environment (Figure 2).^{9,10} Accordingly, the program was founded on the hypothesis that the intended asthma self-management behaviours would occur if students saw these behaviours as desirable, had the skills and resources to practise the

behaviour, and were supported by the school community.^{9,11}

The theoretical framework of the program draws on Social Cognitive Theory,¹² which explains how people think and which factors determine their behaviour. According to the theory, individuals are more likely to take action if they (1) observe and imitate the behaviours of others; (2) see positive behaviours modelled and practised; (3) develop new skills and gain the confidence to utilise them; (4) have positive attitudes and (5) utilise their new skills in a supportive environment.

Figure 2.

Theoretical basis of Triple A



The intervention strategies are based on environment. the 'empowerment education' approach, wherein students gain knowledge through group sharing and understanding of the social influences that affect their lives, set their own priorities and decide on group action in order to change conditions or resolve problems.¹³ Accordingly, the program blends social influence with active learning methods that are relevant to young people.

The program sequence is structured around multiple opportunities for both teaching and learning, which effectively create a 'ripple' effect beginning with the champions and educators and spreading the message through school students to the whole school community (Figure 3).



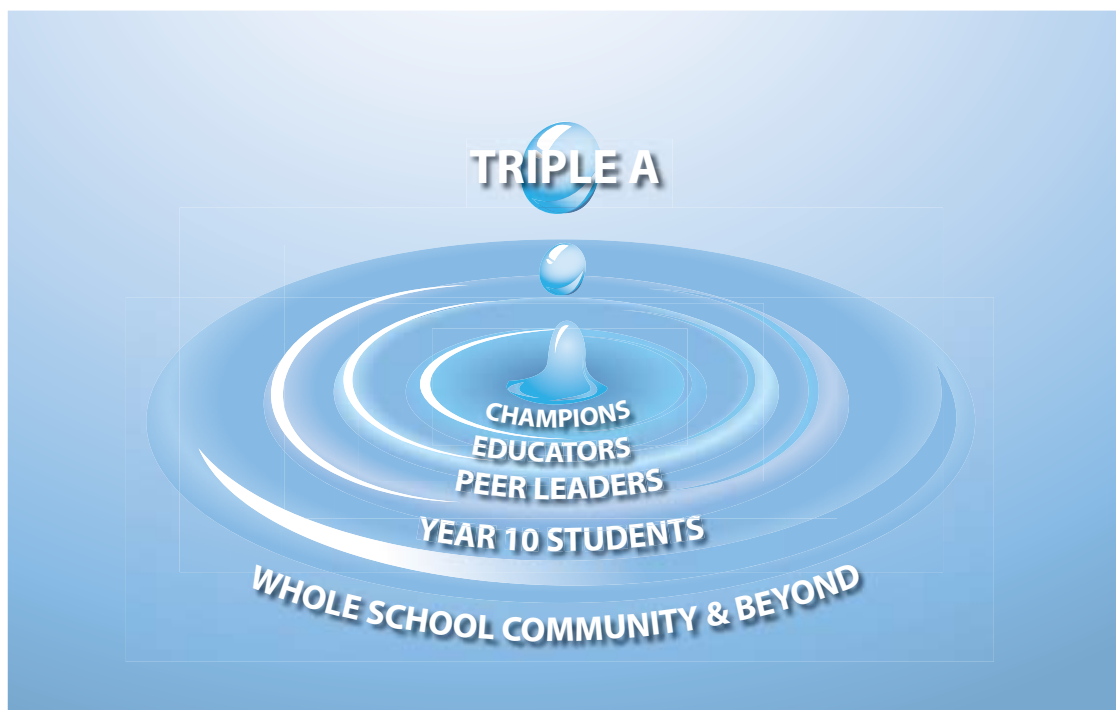
Asthma Song

(To the tune of "Eye of the tiger")

Corryong Secondary College

Speak on up, you're just one of us
If you have asthma, don't you worry
You're just normal, there
is nothing wrong
It's only a bad thing in your mind.
You should take your preventer,
take it every day
And please take your reliever
when you need it.
Because asthma's a thing that
happens every day
And we all need to know
how to ... control it.

Figure 3. The Ripple Effect



Program History

In the 1980s, asthma among school students was a significant problem in Auburn, an area of western Sydney with a culturally and linguistically diverse community. In response to requests from schools and the community, a high school asthma program (Figure 2) was initiated, in which all local schools were provided with asthma first aid kits, student asthma record cards and asthma workshops for school staff and parents.¹⁴ However, continuing concerns from high school staff regarding the high frequency of asthma attacks in their students highlighted the need for a program to educate high school students. Following a literature review and consultation with students, staff and parents, the Triple A program was developed to link in with the schools' PD, Health and PE curricums.⁹

Triple A is the first peer-led program to address asthma self-management among adolescents.¹¹ The program uses an innovative student-centred approach, in which students are the drivers of both the teaching and learning processes. This makes the program more relevant and acceptable for adolescents, who are recognised as being difficult to engage using traditional health educational approaches.¹⁵ Moreover, the Triple A program uses a variety of strategies including videos, games, role-plays and quiz shows, to ensure that the program is informative, participatory and fun.¹¹

In 1999, following Triple A's success in 18 high schools in Australia, a training program for Triple A Educators and a Triple A Kit were developed to widen the scope of the program.¹¹ As appropriate medical management and doctor-patient relationship are critical for asthma self-management, it seemed fitting to involve medical students as educators for the program. It was envisaged

that medical students would also benefit, as they would gain practical experience and knowledge in asthma management and working with adolescents. The opportunity to participate in the Triple A Educators' training and then deliver the program to high school students was offered as an optional subject for medical students at the University of Sydney and the University of New South Wales.¹⁶

Funding

The Triple A program has received funding support from the Asthma Foundation of NSW and the Vincent Fairfax Family Foundation. The main funding source for development of program resources and evaluation was the Australian Government Department of Health and Ageing.

“As someone who has asthma, I know how difficult it can be. At last, a program that has young people teaching other young people how to overcome the barriers to asthma has arrived, in the form of the Triple A program. Having been involved with the program, I have no hesitation in recommending the program to young people to become involved.”

Susie Maroney
Champion marathon swimmer



Dr Shah, Susie Maroney and staff at Auburn Girls High, 1996

Evaluation

The Triple A program has undergone rigorous scientific review and testing. This included a randomised controlled trial in schools in Tamworth, NSW and impact evaluation¹⁷ in Auburn schools. The results have demonstrated that participation in the program leads to clinically significant improvements in quality of life and reductions in asthma attacks and school absenteeism. On average, eight students would need to receive peer-led education, to achieve clinically significant improvement in the quality of life in one student with asthma.^{18,19} Furthermore, Triple A leads to significant improvement in students' asthma knowledge,¹⁸ encourages a sense of personal responsibility and is highly rated by participating students and staff from both urban and rural schools. Schools with significant proportions of Indigenous students or students from ethnic minorities have particularly benefited from the tangible outcomes for the school community (Figure 4). The results of the evaluations have been presented at national and international conferences and published in peer reviewed journals.



“ The Triple A program has focused on the richest resource of our community, namely the students themselves. The simple premise is that the children of today can learn from each other about how to manage asthma and their lives. ”

Professor Peter Gibson
Director of Airways Research Centre
John Hunter Hospital

Program outcomes

The Triple A program

- Improves quality of life in students with asthma
- Results in less school absences due to asthma
- Reduces asthma attacks at schools
- Increases knowledge and confidence about asthma and its management
- Fosters positive attitudes towards asthma
- Fits easily into the school's curriculum.

Program sustainability

The common themes that have emerged from schools include:

- Commitment from the school
- Positive feedback from students, staff and parents
- A persistent campaigner (usually the local asthma educator)
- Local ownership
- Community support
- Availability of the Triple A Kit and resources.



Kristine Whorlow
CEO National
Asthma Council

“The Triple A program has been carefully developed, trialed and evaluated. It demonstrates an excellent collaborative approach to asthma management in the school setting.”



Peer leaders from Canobolas Rural Technology High

“The Triple A program has had a significant positive impact on asthma in our school because students have been given knowledge and training to manage their asthma in a highly effective way. It has also encouraged student leadership and enhanced student confidence, self-esteem and an increased sense of care and understanding for others. I recommend the program to you as a very worthwhile initiative.”

Brian Ralph
Principal, Auburn Girls High School

Case Study

Corryong Secondary College

Where

Upper Murray region, Victoria

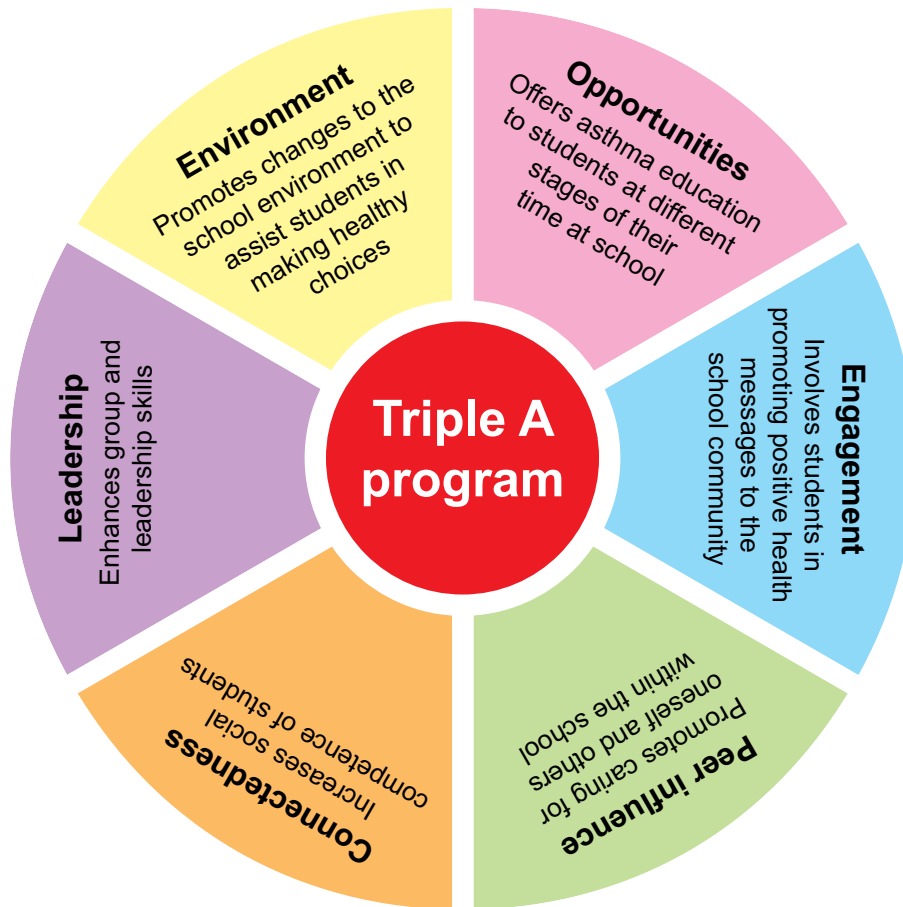
How

Peer leaders' training takes place at education facility within local health service, where students are invited to use the library. Peer-led training sessions are run during personal development classes. Students apply in writing for the position of peer leader by stating their motives.

What has been achieved?

- Program is extremely well received by school and students.
- Trainee Triple A Peer Leaders enjoy attending off-campus training. Many ask about careers in health.
- Teachers have been surprised at the high quality of Triple A Peer Leaders' work, particularly by students previously seen as underachieving.
- Feedback from students, teachers and parents clearly indicates that the asthma messages are reaching students' homes.
- “After three years, I am now seeing a real retention of knowledge on asthma management and believe this is because the students find the program fun and exciting, and easily retain knowledge imparted to them by their peers in such an interactive way.” – KW, Asthma Educator, Upper Murray Health and Community Services, Victoria.

Figure 4. Tangible outcomes of the Triple A program

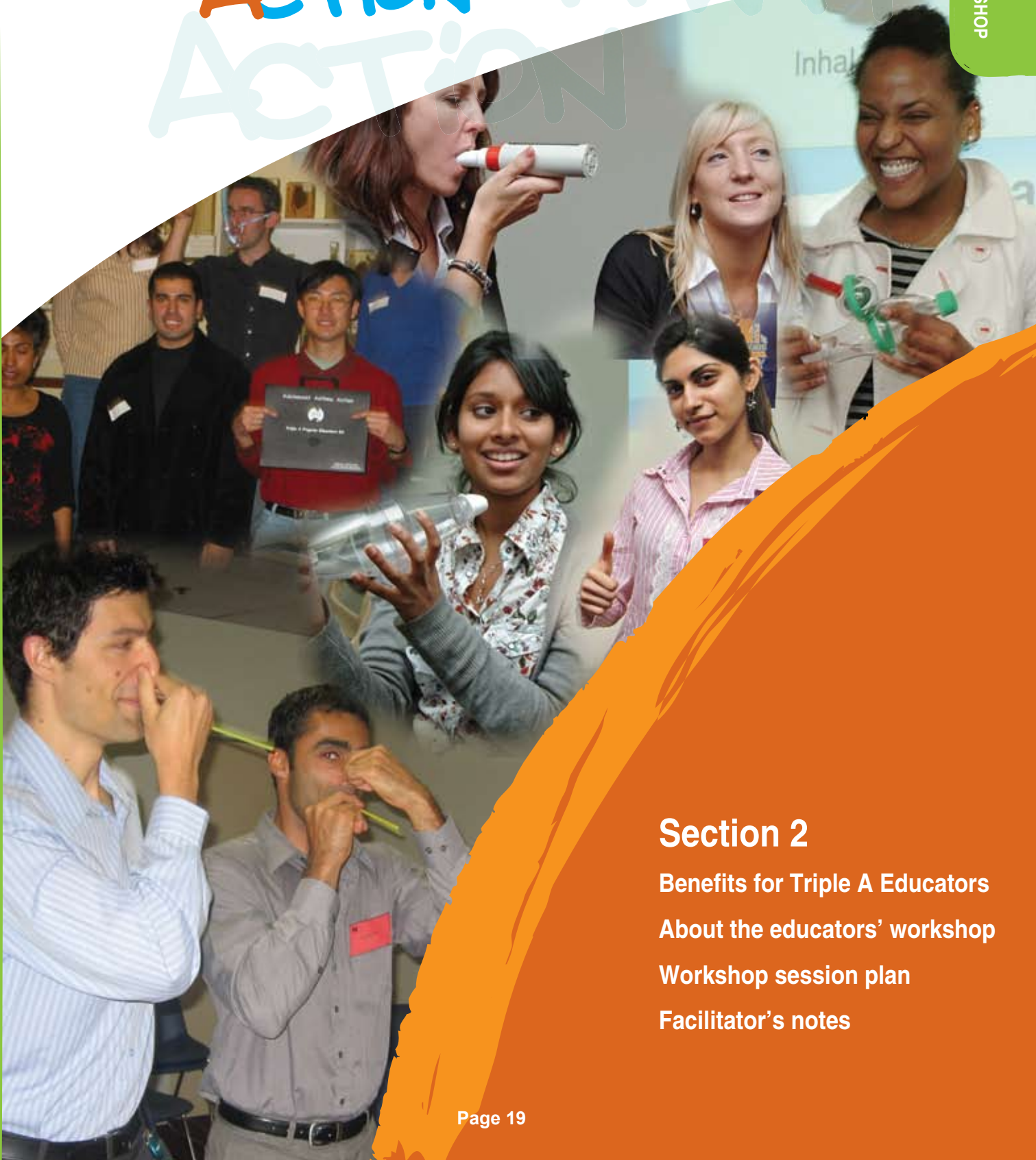


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ADOLESCENT ASTHMA ACTION

THE TRIPLE A
EDUCATORS' WORKSHOP



Section 2

Benefits for Triple A Educators
About the educators' workshop
Workshop session plan
Facilitator's notes

Benefits for educators

This section contains information on the train-the-trainer workshop for educators, who will go into schools to train peer leaders. This material replaces the Triple A Champions guide.

Participation in the Triple A program as an educator provides practical experience in working with adolescents and, at the same time, helps consolidate knowledge about asthma and its management.

Triple A Educators have found their experience with the high school students both valuable and rewarding

Benefits for educators

Triple A

- Consolidates knowledge about asthma and its management in adolescents
- Builds confidence and skills in educating adolescents about asthma
- Enhances presentation and communication skills
- Develops connections with educational and health services.



Triple A Educators workshop, 2007



“ I believe this program to be vital in raising the awareness of asthma in high schools, with far-reaching benefits to students, parents and the community as a whole. Furthermore, as an option offered to university students, it is an excellent, hands-on teaching experience. ”

Professor Carol Armour
Acting Pro-vice-Chancellor (Research)
The University of Sydney

“ I felt as if I had given something back to my high school community, after all that it had given me. ”

“ The Triple A program was able to deliver all of my expectations. My medical education has definitely been enriched by the experience. ”

“ It is an effective way to consolidate knowledge about asthma and further develop presentation and communication techniques. ”

“ I learnt the value of a well organised, well-run health prevention program and the place and purpose of these types of community programs. ”

About the educators' workshop

The training for Triple A Educators is based on adult learning principles and is structured around three sessions that can be conducted in one day. The workshop is modelled closely on the Triple A Peer Leaders' workshop. The process involves having educators experience each activity they will be conducting in the workshop (Table 1)

Learning outcomes

- Explain the principles of peer education
- Describe the 3 steps of Triple A identify the issues for students with asthma
- Employ a variety of strategies when educating adolescents
- Describe the processes for obtaining feedback from program participants.

Conducting a successful workshop

The aim of the educators' workshop is to build the capacity of participants to be able to implement the Triple A program in secondary schools.

Use the planning checklist (Table 2) to ensure the logistics are well organised. Working with a co-facilitator helps to maintain the pace of the workshop as well as the interest of the group. Ensure that each facilitator's role is defined, and that there is back-up support from the second person if problems arise. After each activity, ask the group what they think is the purpose of each activity and discuss how to deliver the activity in the Asthma Peer Leaders' workshop. Evaluation is vital to ensure the training is effective.

Tips for a successful workshop

Planning

- Make sure you are familiar with all the components of the Triple A Kit.
- Meet your co-facilitator/s before the workshop and agree on individual roles.
- Check to ensure that you have all the resources for the workshops.
- Arrive 30 minutes early to set up.
- Decide who will take responsibility for keeping workshop leaders on time.
- Make it fun! Use rewards as incentives, where possible.

Managing group interaction

- Create a friendly atmosphere where participants are able to state their ideas.
- Present alternate viewpoints tactfully and praise useful comments
- Re-focus the discussion when necessary.
- Respond to questions or topics outside the scope of the workshop by offering to discuss them during the breaks.

Table 2. Planning checklist for educators' workshop

Planning checklist	
To do	Check
Book a suitable venue, with capacity for audiovisual material and seating of participants in a circle.	
Arrange for refreshments.	
Resources for the workshop:	
<i>The following items are available on the Triple A Kit CD ROM or can be downloaded from www.asthma.org.au</i>	
■ Section 2. Training Triple A Educators	
■ Program brochures	
■ Educators' certificates	
■ Educators' evaluation questionnaires	
■ Smoking Statements sheet	
■ Asthma Triggers sheet x 2	
■ Charades activity sheet x 2	
■ Running Short questionnaire x 2	
■ Peer leaders' workshop outline x 3	
■ Triple A Educators' workshop slides	
Sign-in sheet	
Name tags	
Straws	
Dummy cigarette	
Model airways*	
Pens/markers	
Spacers, placebo inhalers, asthma devices*	
Asthma medication chart (available at www.nationalasthma.org.au)	
TV and DVD player/laptop and data projector	

* Available from the Asthma Foundations

Table 1. Outline of the training workshop for educators

Suggested time

9.00 am – 5.00 pm (*with breaks for morning and afternoon tea and lunch*)

Session 1: About Triple A and asthma

- Welcome and introductions
- Group agreements
- Introductory exercise
- Why asthma?
- What is asthma?
- Signs and symptoms
- Trigger factors
- Asthma medications and devices
- Asthma first aid

Session 2: Barriers faced by young people










- Issues for students with asthma
- Peer pressure and smoking
- Communicating with your doctor
- Key asthma messages

Session 3: Key information & leadership training





- Student performances
- Asthma quiz show
- Triple A Kit
- Preparation for peer leaders' workshop
- Working as a team
- Taking Triple A into schools
- Questions
- Evaluation





Ideally, the workshop numbers should be between 8–20 participants.





Workshop session plan





Session 1: (130 mins)			
Item (time)	Activity	Purpose	Resources
Welcome and introductions (10 mins)	<ul style="list-style-type: none"> ● Introduce yourselves. ● 'Housekeeping' announcements. ● Ask each participant to introduce themselves. 	You get to know your group.	Sign-in sheet Name tags  1
Group agreements (5 mins)	<ul style="list-style-type: none"> ● Establish the 'group agreements' for the workshop. 	Gives control to the group and helps the group to work cohesively.	White board  2
Introductory exercise (10 mins)	<ul style="list-style-type: none"> ● Play 'Changing chairs' as a warm up exercise. 	Mixes the group and helps to relax participants.	 3
Why asthma? (5 mins)	<ul style="list-style-type: none"> ● Ask the group which 3 things they can't live without. ● Highlight the facts about asthma. 	Emphasises the need for asthma education.	 4–6
Overview (20 mins)	<ul style="list-style-type: none"> ● Show DVD Part 1: <i>Breath of Life</i>. ● Outline the workshop. ● Explain peer education. ● Describe the Triple A program using the 3-Steps model. 	Informs the group about the Triple A program and clarifies their role.	 7–23  Part 1
What is asthma? (10 mins)	<ul style="list-style-type: none"> ● Show DVD Part 2: <i>Breathe Easy</i>. ● Use model airways to reinforce understanding asthma. 	Provides factual information about asthma and its management.	 24–26  Part 2 Model Airways
Signs and symptoms (10 mins)	<ul style="list-style-type: none"> ● Conduct the straw activity. ● Discuss with the group the symptoms and signs of asthma. 	Participants experience what it feels like to have asthma.	 27–28

Note: PLM refers to the Triple A Peer Leader's Manual; Slide numbers refer to the Triple A Educators' workshop presentation.

Item (time)	Activity	Purpose	Resources
Trigger factors (20 mins)	<ul style="list-style-type: none"> ● Ask participants to define an asthma trigger. ● Divide the group up and ask each subgroup to complete the Asthma Triggers sheet. ● Charade Activity: Exercise-related asthma. 	You get to know your group.	Asthma Triggers x 2 Asthma Triggers answers PLM (22) Charade Activity  29–36
Asthma medications and devices (25 mins)	<ul style="list-style-type: none"> ● Brainstorm: What adolescents should know about asthma medications. ● Describe the medications used in asthma management. ● Briefly discuss the effects of inhaled steroids. ● Demonstrate the correct use of a spacer device and how to clean the spacer. ● Give participants an opportunity to practise with spacers and placebo inhalers. ● Teaching of other devices will depend on availability and time. 	Increases awareness about the asthma medications and devices.	Asthma Medication Chart Spacers and placebo inhalers Asthma devices  37–45
Asthma first aid (15 mins)	<ul style="list-style-type: none"> ● Demonstrate the 4 steps of the asthma first aid plan. ● Have the group practise how to manage an asthma episode in groups of four. ● Have one group demonstrate the 4 steps. 	Enhances confidence and skills to manage an asthma episode.	 46 Spacers and placebo inhalers
Break (15 mins)	<ul style="list-style-type: none"> ● Tell participants when to return for Session 2. 		 47

Session 2: (80 mins)			
Item	Activity	Purpose	Resources
Welcome (5 mins)	<ul style="list-style-type: none"> Review the key points from the last session. Brainstorm understanding of the term empowerment. 	Explains the use of the empowerment strategies.	White board
Issues for students with asthma (30 mins)	<ul style="list-style-type: none"> Show DVD Part 3: <i>Running Short</i>. Divide into two groups to complete the question sheet. Have both groups present their responses to the whole group. 	<p>Improves knowledge of the challenges faced by students with asthma.</p> <p>Enhances confidence and presentation skills.</p>	 48  Part 3 Running Short Questionnaire x 2
Peer pressure and smoking (25 mins)	<ul style="list-style-type: none"> Distribute the <i>Smoking Statements</i> and allow 2 mins to complete them. Get participants to form a circle and have them think of a way to say 'no' if they are offered a cigarette. Ask participants for ideas about how to stop others from smoking around them. 	<p>Increases awareness of the damaging effects of smoking.</p> <p>Develops confidence and skills for managing peer pressure.</p>	Smoking Statement PLM (27) Dummy cigarette  49–51
Communicating with your doctor (10 mins)	<ul style="list-style-type: none"> Ask the group to identify when should a student with asthma visit their doctor. Ask participants to share their experiences of visiting a doctor. 	Emphasises the need for students with asthma to see their doctor.	 52
Key asthma messages (10 mins)	<ul style="list-style-type: none"> Get participants to form three groups. Ask each group to identify key messages they consider important and have them prepare a short performance for Session 3. 	Develops decision-making and presentation skills.	
Lunch break (45 mins)	<ul style="list-style-type: none"> Tell the participants when to return after the break. 		

Session 3: (120 mins)			
Item (time)	Activity	Purpose	Resources
Welcome (5 mins)	<ul style="list-style-type: none"> Review key points from last session. 		
Student performances (15 mins)	<ul style="list-style-type: none"> Have each group present their asthma message from the previous session. 	Develops team work skills and builds confidence about presenting in front of a group.	 55
Asthma quiz show (20 mins)	<ul style="list-style-type: none"> Run the quiz show with the group. Read out the rules, and prepare the teams. 	Reinforces asthma knowledge.	PLM (32–34)  56
Triple A Kit (10 mins)	<ul style="list-style-type: none"> Show and explain each component of the kit. 	Acquaints group with the different components of the kit.	Triple A Kit  57
Preparation for peer leaders' workshop (30 mins)	<ul style="list-style-type: none"> Have the participants form 3 groups. Allocate each group 1 section of the training workshop for Triple A Peer Leaders for them to present to the whole group. Allow 10 minutes for the teams to prepare their presentation. Have each team present their section as a mock rehearsal in 5 minutes. Ask the participants for comment on what worked well and what could be improved for next time. 	Develops skills in team work and builds capacity to conduct the peer leaders workshop.	Peer leaders' workshop outline, session plans and notes (Section 3)  58

Item (time)	Activity	Purpose	Resources
Working as a team (10 mins)	<ul style="list-style-type: none"> ● Discuss the Do's and Don'ts of team work. ● Discuss tips for training peer leaders. 	Provides tips for working effectively as a team and with high school students.	PLM (14–15)  59–60
Taking Triple A into schools (10 mins)	<ul style="list-style-type: none"> ● Explain that schools can be approved via Asthma Friendly Schools program. ● Have participants form teams to go into schools. 	Offers suggestions about how to introduce the program to school staff.	Section 3  61  Program brochure
Questions (10 mins)	<ul style="list-style-type: none"> ● Invite the group to ask questions about any aspect of the program. 	Allows participants to clarify any outstanding issue.	 62–63
Evaluation (10 mins)	<ul style="list-style-type: none"> ● Ask for feedback about the workshop and something new they learnt in the workshop. ● Have participants complete the evaluation questionnaires. 	Models how to request and receive feedback.	Educators' Questionnaires



Triple A educators' workshop, 2006

Facilitator's notes

This section provides details of each of the activities of the workshop. The suggested script can be used as a guide. After each activity, discuss its purpose with the group.

Section 1.

Welcome (10 minutes)



Slide 1

- Welcome all participants to the workshop. Introduce yourself and share your prior experience or connection with the program.



We are delighted that you have made time to take part in the Triple A Educators' Workshop. I am... The fact you are here shows that you too are interested in working with young people and asthma...

- Go through the 'housekeeping' matters, including break times, finishing time, the location of toilets and refreshments.
- Ask participants to introduce themselves by name, area of work and a word that describes them e.g. "sporty", "fun", "organised" etc.

Group agreements (5 minutes)



Slide 2

- Explain the need for group agreements. Establish a set of agreements by asking the group to suggest ideas. (e.g. speak one at a time; respect what others have to say; switch off mobile phones)
- Ask for a volunteer to record the suggestions on the board.
- Get everyone to agree to the rules.
- Explain that group agreements provide an effective way of getting participants to work together well as a group and to maintain focus.

Introductory exercise (10 minutes)



Slide 3

- Arrange chairs in a circle. Set out one less chair than the number of participants in the group. Whoever is the leader at any time stands in the centre.



We're going to play "changing chairs" and get you moving. The person in the centre of the circle says something like "everyone who is right-handed, change chairs" or "everyone who has brown eyes". If the statement relates to you, you must change seats. The person in the centre will find a vacant chair, so someone will miss out. The person missing out on a seat stands in the middle for the next round.

Why asthma? (5 minutes)



Slide 4–6



Let's look at the reasons why it is important to learn about asthma. What are the three things we can't live without?

- Ask for a volunteer to write the answers on the whiteboard.



*How long can we live without food?
How long can we live without water?
How long can we live without air?*

- Record the correct answers: FOOD – weeks; WATER – days; AIR – minutes.
WITHOUT AIR THERE IS NO LIFE.
- Next, ask the group how many people know someone with asthma. Use the “Asthma facts” slide to discuss the common facts of asthma.

Overview (20 minutes)



Slide 7–23



Show DVD Part 1: **Breath of life.**

- Explain that this workshop will give educators a chance to experience all components of the training workshop they will be conducting at school.
- Outline the workshop plan.



In this workshop we'll focus on three areas: key facts about asthma, empowering students to take responsibility for their own health, and leadership skills.

- Describe the Triple A program using the 3-step diagram. Emphasise the importance of the educator's role. (use the 'ripple effect analogy').

What is asthma? (10 minutes)



Slide 24–26

- Ask students what they know about asthma.
- Give a definition of asthma.



Asthma is a medical condition affecting the air passages in the lungs. People with asthma have sensitive airways, and various things can trigger their airways to become abnormally narrow, making it very difficult to breathe.



Show the DVD Part 2: **Breathe Easy**

- Use the model airways to reinforce the students' understanding.



Airways narrow when:

- *The lining of the airways becomes inflamed and swollen*
 - *The muscles around the airway tighten and constrict*
 - *Excess mucus is produced, which clogs the airway*
- All these factors reduce the flow of air in and out of the lungs.*

Symptoms and signs (10 minutes)



Slide 27–28

- Conduct the “straw activity” to enable participants to experience how it feels to have asthma.
- Distribute the straws. Get participants to stand up, hold their nose with one hand and jog on the spot for 45 seconds, whilst breathing through the straw.



Do not let anyone breathe through the straw for more than 45 seconds or at all if they have asthma or are pregnant.

- Ask “how was the experience?” The answers may include “scared”, “anxious”, “frightened”.
- Ask the group to list the symptoms and signs that might suggest that a student has asthma, and write the answers on the whiteboard. Circle the key signs and symptoms and make sure all have been identified (wheezing, breathlessness, chest tightness, and coughing – particularly at night or in the early morning).

Trigger factors (20 minutes)



Slide 29–36 PLM Page 22

- Form two groups. Use the Asthma Trigger sheet, and have them name the triggers in the diagram.
- Give each group a summary of the prevention of exercise-related asthma sheet, and tell them their task will be to act out this advice to the group. Each person in the group must act out at least one step, so everyone gets a turn.

Asthma medications (25 minutes)



Slides 37–45

- Use the medication chart and slides to discuss the role of the medications. For information check the Asthma Management Handbook 06 www.nationalasthma.org.au
- Discuss why medications are needed for people with asthma. Explain the two main groups of medications: preventers and relievers and emphasise the difference between the two. (For the purpose of this program, this information is deliberately kept simple).
- Discuss side effects of medications—in particular inhaled steroids.
- Demonstrate the correct use of the spacer device and how to clean the device.
- Have participants practise with spacers and placebo inhalers. Briefly discuss the availability of other devices.

Asthma first aid (15 minutes)



Slide 46

- Demonstrate the 4 steps of the asthma first aid plan to manage an asthma episode. Get the group to practise the four steps in groups of four.
- Choose one group to demonstrate how they would manage an asthma attack.

Break (15 minutes)



Slide 47

Section 2.

Welcome (5 minutes)

- Inform the group that this session will focus on some of the challenges faced by students with asthma and will address how to avoid behaviours that harm health

Issues for students with asthma (30 minutes)



Slide 48



Show DVD Part 3: *Running Short*



This is an award winning short story about challenges faced by young people with asthma.

- After the video, divide participants into two groups and ask them to work through the five questions in the video questionnaire sheet.
- Get the members of the group to take turns in reading out the questions and record all ideas on the sheet. It is important everyone in the group contributes to the discussion.
- Form pairs, and have each pair prepare how they will present the answers to one question to the whole group. Encourage creativity.
- Form one group and then invite each team to present one question at a time. Encourage the students to clap after each presentation.

Peer pressure and smoking (25 minutes)



Slide 49–51 PLM Page 27



Distribute the smoking statements worksheets and give participants a few minutes to complete them.



Match each of the statements with what you believe to be the correct answer. There might be more than one correct answer.

- Ask the group to call out the correct answers. See who got them all right.
- Next, get participants to form a circle. Pass around the dummy cigarette and ask each participant to refuse the offer of the cigarette. Ensure that everyone has a turn. Be careful not to identify or criticise smokers during this activity.
- Now reverse the dummy cigarette and use it as a microphone. Ask participants to share stories about how they handled situations where people have smoked around them.

Communicating with your doctor (10 minutes)



Slide 52

- Discuss the reasons that a person with asthma would benefit from visiting a doctor.



Why do you think it is important for a person with asthma to visit a doctor?

It is important for people with asthma to have regular checkups even when they are not experiencing asthma symptoms, because this allows the doctor to measure how well their lungs are working, check whether their asthma is properly controlled, and fine-tune the medications for the best possible health.

- Have the group share their experiences of visiting the doctor. Encourage the group to discuss ways to enhance communication with their doctors.

Key asthma messages (10 minutes)



Slide 53

- Ask participants to suggest key asthma messages addressing some of the barriers to asthma self-management in young people. Write the answers on the board.

- Form four groups and ask each group to prepare a short skit with an asthma message during the break (3 minutes maximum). They will perform these when they return.

Explain it is useful for Triple A Educators to experience this task for themselves during training and to think about how students might tackle this task – so that they will be empathetic and enthusiastic when leading the Triple A Peer Leaders' workshops.

Lunch (45 minutes)



Slide 54



Section 3.

Welcome (5 minutes)

- Welcome participants back and explain that this session will focus on leadership skills, including tips for the Triple A Educators to use when training the Triple A Peer Leaders.

Student performances (15 minutes)



Slide 55

- Invite each group to present the 3-minute presentation they have worked on over the break.
- Thank each group and congratulate them on identifying key asthma messages.

Asthma quiz show (20 minutes)



Slide 56 PLM Pages 32-34



The quiz show is a fun way of checking and reinforcing the information learnt so far.

- Divide the group into two teams. Ask one member from each team to come up to the board and act as a scorer. Have the scorer come up with a name for their team. Explain the rules of the quiz show.



I will be asking 12 questions.

Whoever puts up their hand up first, gets to answer the question. The first nine questions are 'true or false' questions and are worth 10 points each and there are three bonus questions worth 25 points each.

- Read each question and wait for the answer from the group. Make this fun and encourage answers from all the participants.
- For each answer to a true or false question, ask "why?" to make sure participants understand the material.
- Have your colleague read out the correct answer.
- Give bonus points and rewards, where necessary, to maintain some competition and encourage participation.

The Triple A Kit (10 minutes)



Slide 57

- Introduce participants to the Triple A Kit and explain each of the components and when they are used.
- Orientate participants to the Triple A Peer Leaders' workshop session plan and facilitator's notes.
- Note: the educators will be introducing the students to the Triple A Peer Leaders Manual.

Preparation for peer leaders' workshop (30 minutes)



Slide 58

- This is an important activity for participants to have a chance to practise how they will deliver the peer leaders' training workshop.
- Divide the group into 3 teams. Allocate each group one section of the outline from the training workshop for peer leaders.



You have 10 minutes to prepare a simulated presentation of the section of the peer leaders' workshop that your group has been allocated. Imagine that you are presenting to Year 11 students. Your presentation should only take 5 minutes.

- Have each group present their allocated section. After all the groups have presented, ask for feedback from the whole group. Ask what worked well and what they could learn for next time.

Working as a team (10 minutes)



Slide 59–60 PLM Pages 14-15

- It can be challenging to keep control of a group of teenagers. So be prepared with strategies for handling difficult situations.
- Lead a group discussion on team work and managing a class. For text see PLM pages 14-15. Ask the group to suggest their own strategies to assist them when working with adolescents.

Taking it into schools (10 minutes)



Slide 61

- Explain that schools can be approached via the Asthma Friendly Schools program run by the Asthma Foundations in the states or territory.
- Spend a few minutes to allow each participant to indicate how he or she intends to go about planning for this. Identify possible schools that they could contact and have them identify their co-facilitators.

Questions (10 minutes)



Slide 62–63



We have now come to the end of the workshop. Do you have any questions about any aspect of the Triple A program.

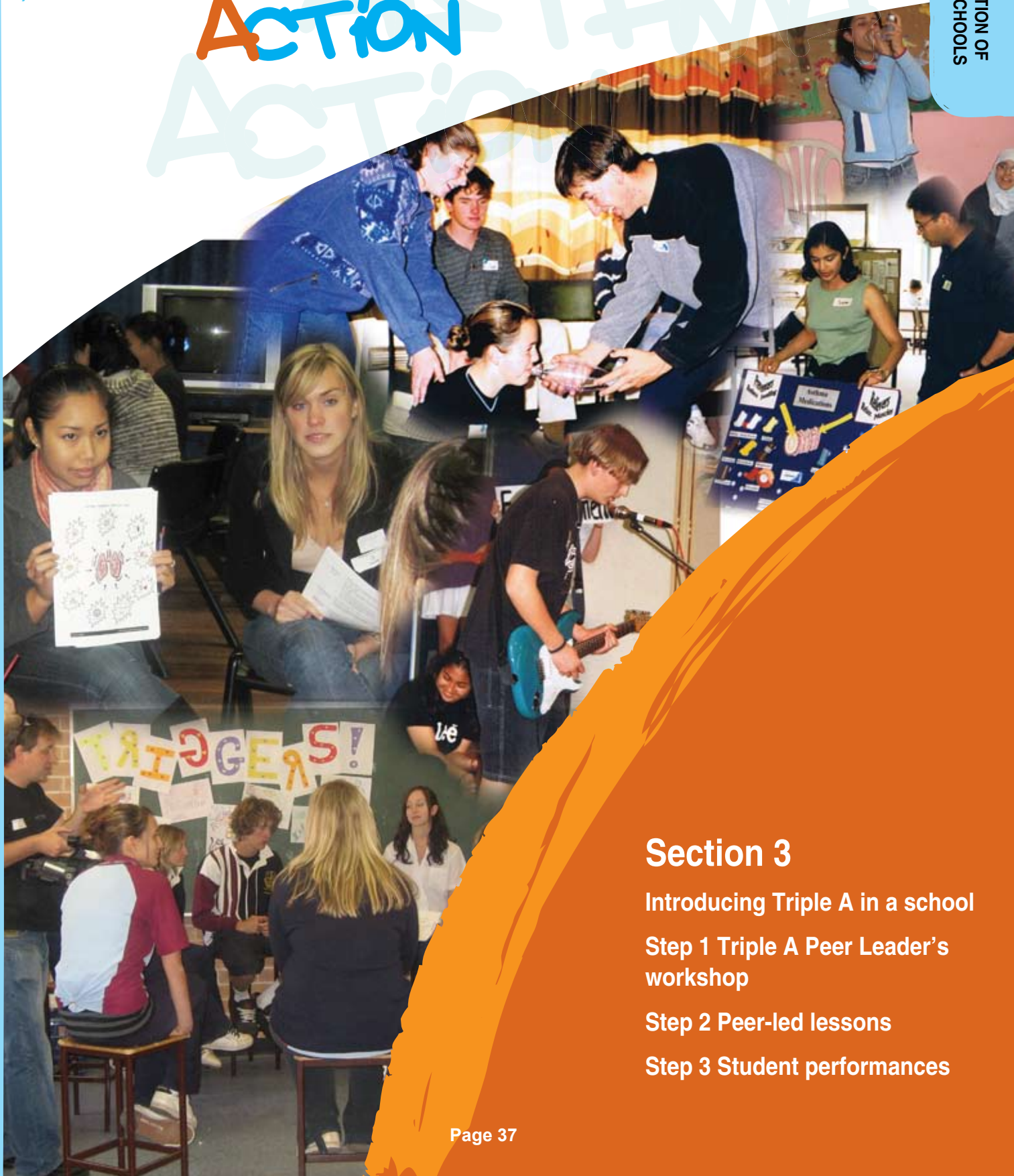
- Welcome the new Triple A Educators to the program.

Evaluation (10 minutes)

- Have each participant comment on what worked well, anything that could be improved and something new they learned from the workshop. Record their feedback.
- Thank everyone for their participation. Tell them how they can contact you if they require any further information.

ADOLESCENT ASTHMA ACTION

IMPLEMENTATION OF
TRIPLE A IN SCHOOLS



Section 3

Introducing Triple A in a school

Step 1 Triple A Peer Leader's workshop

Step 2 Peer-led lessons

Step 3 Student performances

Introducing Triple A in a school

In Australia, the national Asthma Friendly Schools program encourages schools to adopt the Triple A program as a complementary activity.

Before approaching the school, do some research – it is important to learn about the school: its values, special interests, teaching strategies, demographics, and the current programs. For most schools, this type of information is readily available through school websites. You can also check whether a school is already registered with the Asthma Friendly Schools program and whether it has been recognised as an Asthma Friendly school by searching at <http://asthmafriendlyschools.org.au/home/search/index.php>.



Key elements of success

- Gaining the school principal's interest and support
- A strategy for introducing the program in school
- Setting up a School Asthma Action Committee.



Asthma Friendly Schools

The Asthma Friendly Schools program is a national initiative aimed at all primary and secondary schools across Australia to improve the health and quality of life of school children with asthma.

The program is funded by the Australian Government Department of Health and Ageing and managed through the Asthma Foundations in all states and territories of Australia. Schools can register or update their recognition status with the Asthma Friendly Schools program by contacting their local Asthma Foundation or online through the website.

The Asthma Friendly Schools aims to:

- contribute to the development of safer, healthier and more supportive school environments for students with asthma
- provide asthma awareness training for school staff to enhance their confidence and capacity to respond to an asthma incident
- enable school staff to provide asthma education to students and information to parents/carers
- improve self-management skills in students with asthma to enable them to participate fully in daily activities including regular exercise and sport

<http://asthmafriendlyschools.org.au>

Introductory meeting with school staff

Your initial contact with the school could be via a telephone call to the principal, followed by a letter with a Triple A brochure attached. Before approaching the school, read through Section 3 of the training manual and ensure that you are familiar with all aspects of the program and the Triple A Kit. Arrange a meeting with the principal and key staff members.

Meeting with the principal

Present a brief overview of the program and reasons for adopting it. Take the Triple A Kit and copies of the Triple A brochure to give to the school staff. Emphasise that the program has been running for many years and has been well-received in many schools.

If there is interest in exploring the program further, invite the principal to nominate a staff member for you to contact. Offer to deliver a presentation to school staff as soon as the school is ready to learn more.



You could approach the Parent and Citizens Association to help set up your first meeting with the principal and key staff members.

Key discussion points

- Why it is important for staff and students to learn about asthma
- How the Triple A program will be implemented and maintained in the school
- The benefits of the program for the school
- The establishment of a school committee.

“Great program! My child gained self-confidence, better time management and the ability to work in a team.” ”



Nihaya Al-Shayeb with peer leaders in Jordan

Feedback from school staff



Dr Shah with school staff from Launceston Grammar

“ There are educational benefits of students teaching other students. ”

– Hawkesbury High School

“ The program improved their confidence, self-esteem and leadership abilities. ”

– Corryong Secondary College

“ I think it's great to see teenagers taking responsibility for their health ”

– Launceston Grammar School

“ Students are no longer embarrassed to take their medications at school. ”

– Auburn Girls High School

“ Great improvement on how students manage their asthma. ”

– Christian Community High School

“ It's a good program which should be run in every school. ”

– Calrossy Church of England Girls

Presentation to school staff

The presentation for the Triple A program should focus on the need to educate students and staff about asthma and the benefits of the Triple A program for staff and students. Take a copy of the Triple A Kit for demonstration and copies of the Triple A brochure to hand out. If you plan to show the DVD or use a slide presentation, make sure you arrange beforehand for a data projector and laptop to be available.

Key points for staff:

- Asthma affects the whole school community.
- Peer education is effective for disseminating health information to adolescents.
- It is an effective program that has minimal impact on teachers' time.
- The asthma message spreads beyond the classroom.
- The Triple A program improves the health and well being of students with asthma.
- A training session for school staff can be arranged through the Asthma Friendly Schools program.

Sample presentation

1. Introduction

- Introduce yourself and explain why you are there.
- Use the 'three essential needs' strategy to explain the value of asthma education.

2. Asthma in schools

- Discuss the prevalence of asthma in schools.
- Explain that key reasons for poor asthma control in adolescents, include a lack of understanding of asthma, and a reluctance to listen to advice from adult caregivers. This is why a unique asthma education approach is important for this age group.

3. Peer education is effective

- Adolescents are strongly influenced by their peers, and tend to emulate the behaviour and attitudes of slightly older peers.
- Explain that the Triple A program is based on the best available evidence as to what works with young people.



4. Overview of Triple A

- The Triple A program is a peer-led program for secondary schools. It is an effective program that can be incorporated in the schools' curriculum to improve the health and well being of students with asthma.

The program will:

- » ease the burden of managing students with asthma
- » reduce school absences due to asthma
- » improve participation in physical activity
- » create a supportive learning environment.



Describe the 3 steps and show the *Breath of Life* DVD.

- Explain that through the Triple A program the asthma message is spread beyond the classroom.

Recruitment of peer leaders

It is best to let the school staff recruit the trainee peer leaders. The number of classes in the selected year will determine how many students need to be recruited.

Team of four peer leaders for each year 10 class works best.

Information for the school

- Peer leaders should be recruited from either Years 10 or 11.
- Show the DVD part 1: *Breath of Life*, which explains how the program works.
- Distribute the handout *Why did I become a Triple A Peer Leader?*
- Discuss the benefits of being a Triple A Peer Leader.
- Give all students within the selected school year the chance to volunteer.
- Have students write a brief application about why they would like to be a Triple A Peer Leader.

Why be a peer leader?

- I can help my family and friends.
- I will develop leadership skills.
- I want to learn about asthma.
- I have asthma.
- My sister/brother has asthma.
- I will make friends.
- It is good for my résumé.
- The Triple A program is fun!

Promoting the program

Promoting the program in the school community through the electronic and print media is an important strategy to gain support from the school community.



Below are suggestions based on our experience

- Provide an article about the program for the school newsletter or magazine.
- Offer to make a special announcement at a school assembly, or arrange for a teacher to promote the program.
- Have students who have participated in the program to write articles or letters to the editor for the local newspaper.
- Offer to show the Triple A video at local clubs and community groups (e.g. Lions Club, Rotary meetings).
- Invite parents who can be great advocates for the program to be involved in the School Asthma Action Committee.
- Following permission use photographs to publicise the program through the school website, notice board and magazine.

Feedback from Triple A Peer Leaders



“ I learnt what to do when someone has asthma. ”

“ I learnt how to say no to smoking. ”

“ I was able to tell family and friends about asthma. ”

“ I gained leadership skills and learnt to help people. ”

“ I felt proud that I got the message across. ”

Step 1: Triple A Peer Leaders' workshop

- The Triple A Peer Leaders' workshop is divided into three 90-minute sessions, held during a school day usually from 9:00 am to 3:00 pm (Table 3).
- Students value the experience more if the peer leader training workshop is held at a venue outside of the school premises, such as a local community centre or council facilities.

Running the workshop

We recommend that the workshop for peer leaders is conducted by at least two Educators. Before the workshop, have a planning meeting with your co-facilitator(s) and agree on the role of each facilitator during the workshop.



Learning outcomes

Session 1

- Describe the 3-Steps
- Describe the 3 asthma symptoms
- Name at least 5 asthma triggers
- Outline the steps to prevent exercise-related asthma
- Identify the difference between preventer and reliever medications
- Outline the steps to manage an asthma episode.

Session 2

- Identify the issues for students with asthma
- Describe the benefits of not smoking
- Employ some simple strategies for saying 'NO' to smoking and passive smoking
- Describe why students with asthma should see their doctor
- Identify key messages for students.

Session 3:

- Be familiar with the *Triple A Peer Leader's Manual*
- Have more confidence in presenting in front of a group
- Identify strategies in managing a class.

Tips for a successful workshop

Peer leader training should be memorable and enjoyable. The workshop should engage, entertain and involve the students, while ensuring all activities are completed in the session plan. Below are some important points to consider when training peer leaders.

1

Be organised

- Arrange for a suitable room in which to hold the training workshop.
- Arrange for morning tea and lunch to be ready in the breaks.
- Ensure students have access to drinking water.
- Check you have the necessary resources for the workshop.
- Know what each person is presenting.
- Arrive early to set up.

2

Be positive

- Create a friendly atmosphere - make it fun.
- Respond positively to the students – no put-downs.
- Praise useful comments.
- Make the peer leaders feel 'special', and emphasise the importance of their training.
- They should leave the workshop inspired in the knowledge that what they are doing is important and worthwhile.

3

Involve the students

- Involve them in all activities.
- Encourage the students to take the lead.
- Draw out the shy students.
- Emphasise the importance of role modelling.

4

Management of interactions

- Avoid long discussion to keep to the time allocated to each activity.
- Respond to questions outside the scope of the workshop by offering to discuss them later.
- Re-focus the discussion when necessary.
- Present alternate viewpoints tactfully.

Table 4. Resource checklist for peer leaders workshop

Resource checklist	
Action	Check
Book a room with capacity for audiovisual material and seating of participants in a circle.	
Arrange for refreshments.	
Resources for the workshop	
<i>The following items are available on the Triple A Kit CD ROM or can be downloaded from www.asthma.org.au</i>	
■ Program brochures	
■ Peer leaders' certificates	
■ Peer leader workshop evaluation questionnaires	
■ Smoking Statements sheet	
■ Asthma Triggers sheet x 2	
■ Charades activity sheet x 2	
■ Running Short questionnaire x 2	
■ Peer-led lessons x 3	
■ Peer leader workshop slides	
Sign-in sheet	
Name tags	
Straws	
Dummy cigarette	
Model airways*	
Pens/markers	
Spacers, placebo inhalers, asthma devices*	
Asthma medication chart (available at www.nationalasthma.org.au)	
TV and DVD player/laptop and data projector	

* Available from the Asthma Foundations

Table 3. Outline of the Triple A Peer Leaders' Workshop

Suggested time

9.00 am – 3.00 pm (*with breaks for morning and afternoon tea and lunch*)

Session 1: About Triple A and asthma










- Welcome and introductions
- Group agreements
- Introductory exercise
- Overview
- Why asthma?
- What is asthma?
- Signs and symptoms
- Trigger factors

Session 2: Barriers faced by young people





- Issues for students with asthma
- Peer pressure and smoking
- Key asthma messages








Session 3: Key information & leadership training






- Communicating with your doctor
- Asthma First Aid
- Asthma Quiz Show
- The Triple A Peer Leader's Manual
- Trial run of peer-led lessons
- Working as a team
- Evaluation


Session 1: (120 mins) 9:00 - 11:00 am		
Item (time)	Activity	Resources
Welcome and introductions (10 mins)	<ul style="list-style-type: none"> ● Introduce yourself and explain where you are from and why you are there. ● Ask the students to introduce themselves, why they volunteered and to share a word that describes them. 	Sign-in sheet Name tags  1
Group agreements (5 mins)	<ul style="list-style-type: none"> ● Establish the 'group agreements' for the workshop. 	White board or blackboard  2
Introductory exercise (10 mins)	<ul style="list-style-type: none"> ● Play 'Changing Chairs' as a warm up exercise. 	 3
Why asthma? (5 mins)	<ul style="list-style-type: none"> ● Ask the group which 3 things they can't live without. ● Emphasise the facts about asthma. 	 4-5
Overview (20 mins)	<ul style="list-style-type: none"> ● Show DVD Part 1: <i>Breath of Life</i>. ● Outline the workshop. ● Briefly introduce the Triple A program ● Emphasise the importance of their role. ● Explain that they will be leading the peer-led lessons. 	 6-13  Part 1:
What is asthma? (10 mins)	<ul style="list-style-type: none"> ● Ask students what they know about asthma. ● Give a definition of asthma. ● Use the model airways to reinforce the students' understanding of why airways narrow. ● Show DVD Part 2: <i>Breathe Easy</i> 	 14-16  Part 2: Model Airways
Symptoms and signs (10 mins)	<ul style="list-style-type: none"> ● Straw Activity ● Discuss with the group the symptoms and signs of asthma. 	Straws  17-18

Note: PLM refers to the Triple A Peer Leader's Manual; Slide numbers refer to the Triple A Educators' workshop presentation.

Item (time)	Activity	Resources
Trigger factors (15 mins)	<ul style="list-style-type: none"> Define asthma triggers. Divide the group into two groups, each with a Triple A Educator. Use the trigger diagram to identify the different types of triggers. Exercise-related asthma charades. Briefly discuss the key asthma triggers and ways to avoid them. 	Asthma Triggers x 2 Asthma Triggers answers PLM (22) Charade Activity  19–24
Asthma medications (10 mins)	<ul style="list-style-type: none"> Briefly describe the main medications used to manage asthma. Emphasise the difference between preventers and relievers. 	Medication Chart  25–30
Asthma first aid (15 mins)	<ul style="list-style-type: none"> Demonstrate the 4 steps to manage an asthma episode. In groups of four, get the group to practise how to manage an asthma episode. Have one group demonstrate the four steps. 	PLM (31) Spacers and placebo puffers  31
Summary (5 mins)	<ul style="list-style-type: none"> Summarise the key messages from this session. Remind participants to be back on time after the break. 	 32
Break (15 mins)	<ul style="list-style-type: none"> Morning Tea 	

Session 2: (90 mins) 11.15am - 12:45pm		
Item (time)	Activity	Resources
Welcome (5 mins)	<ul style="list-style-type: none"> Ask the students what they think were the key points in the last session. 	
Issues for by students with asthma (30 mins)	<ul style="list-style-type: none"> Show DVD Part 3: <i>Running Short</i>. Divide into two groups and work through the video questions. Have the students stand up in pairs and present their answers to the whole group. 	 33  Part 3 Running Short Questionnaire
Peer pressure and smoking (25 mins)	<ul style="list-style-type: none"> Hand out the smoking statements and allow 2 minutes for completion. Get students to form a circle and have them think of a way to say "No" if they are offered a cigarette. Ask students for ideas on how to stop people from smoking around them. 	Smoking Statement PLM (27) Dummy cigarette  34–36
Communicating with your doctor (10 mins)	<ul style="list-style-type: none"> Have students share their experiences of visiting a doctor. Encourage students to come up with strategies to improve communication. Discuss when a person with asthma should visit a doctor. 	 37
Key asthma messages (10 mins)	<ul style="list-style-type: none"> Ask the group what they consider to be the most important asthma messages. Discuss the class messages nominated by the students in Part 2. Put it to a vote if there are too many messages. 	 38
Developing a student performance (10 mins)	<ul style="list-style-type: none"> Explain to the group the value of the student performances. Have students form 3 groups and have them prepare a short performance about one of the key messages during their lunch break. This activity is optional. 	 39
Break (45 mins)	Lunch	 40

Session 3: (90 mins) 1.30 - 3:00pm		
Item (time)	Activity	Resources
Welcome (2 mins)	<ul style="list-style-type: none"> Explain that this session will be on leadership skills. 	
Student performances (15 mins)	<ul style="list-style-type: none"> Invite students to present their performances. 	 41
Asthma quiz show (20 mins)	<ul style="list-style-type: none"> Run the quiz show with the group. Read out the rules and prepare the teams. 	PLM (32–33)  42
Triple A Peer Leader's Manual (8 mins)	<ul style="list-style-type: none"> Work through the manual. Explain how the manual is divided into colour-coded sections. The 3 lessons contain all the required information. Lesson 4 is optional and will depend on the school's timetable. Discuss the resources for the peer-led lessons in the Triple A Kit. 	Copies of PLM Triple A Kit  43
Trial run of peer-led lessons (25 mins)	<ul style="list-style-type: none"> Have the peer leaders divide into three teams. Allocate each group one peer-led lesson for them to present to the whole group. Allow 10 minutes for the teams to prepare their presentation. Have each team present their section as a mock rehearsal in 5 minutes. Ask the team and then the group for feedback on what worked well and what could be improved for next time. 	 44
Working together as a team (10 mins)	<ul style="list-style-type: none"> Discuss issues that students may face when working with Year 10 students. Ask each student, in turn, to read aloud from the PLM. Have a teacher share their experience. 	PLM (14–15)  45–46

Item (time)	Activity	Resources
Questions (5 mins)	<ul style="list-style-type: none"> Thank the peer leaders for their participation in the workshop and see if they have any questions. 	 47–48
Evaluation (5 mins)	<ul style="list-style-type: none"> Ask for feedback from each student about the workshop and something new they learned. Have students complete the evaluation forms. 	Peer leaders Questionnaire



"Take that cancer stick away" - Freeman Catholic College, 2003

Facilitator's notes

This section details each of the workshop activities. The suggested scripts can be used as a guide. All the activities in this workshop serve the dual purpose of both teaching the Triple A Peer Leaders about the key asthma messages and training them in how they will pass on this knowledge to younger students during the peer-led lessons.

Section 1.

Welcome (10 minutes)



Slide 1

- Welcome the students to the workshop. Thank them for volunteering to become Triple A Peer Leaders and emphasise the importance of this role.
- Introduce yourself and explain why you're there.
- Go through the 'housekeeping' matters, including times for breaks, arrangements for morning tea and lunch, and the finishing time.
- Ask participants to introduce themselves by giving their name, why they volunteered and a descriptive comment about themselves (e.g. a single word – "sporty, "fun").

Group agreements (5 minutes)



Slide 2

- Explain the need for group agreements. Establish a set of agreements for the workshop (e.g. speak one at a time; respect what others have to say).

- Ask for a volunteer to record the suggestions from the group on the board.
- Get everyone to agree to the rules. Explain that group agreements are an effective way of getting participants to work together well as a group and to maintain focus.

Introductory exercise (10 minutes)



Slide 3

- Arrange chairs in a circle. Set out one less chair than the number of participants in the group. Whoever is the leader stands in the centre.



We're going to play "changing chairs" and get you moving. The person in the centre of the circle says something like "everyone who is right-handed change chairs" or "everyone who has brown eyes". If the statement relates to you, you must change seats. The person in the centre will find a vacant chair, so someone will miss out. The person missing out on a seat stands in the middle for the next round.

Why asthma? (10 minutes)



Slide 4–5

- Use the “three essential needs” strategy to highlight the need to learn about asthma.



Let's look at the reasons why it is important to learn about asthma. What are the three things we can't live without?

- Ask for a volunteer to write the answers on the whiteboard or blackboard.



*How long can we live without food?
How long can we live without water?
How long can we live without air?*

- Record the correct answers: FOOD – weeks; WATER – days; AIR – minutes. **WITHOUT AIR THERE IS NO LIFE.**
- Next, ask the group how many people know someone with asthma. Use the “Asthma facts” slide to discuss the common facts of asthma.

Overview (20 minutes)



Slide 6–14

- Outline the workshop.



In this workshop we'll focus on three areas: key facts about asthma, empowering students to take responsibility for their own health and leadership skills.

- Describe the Triple A program by using the Triple A slides.



Show DVD Part 1: *Breath of life.*

What is asthma? (10 minutes)



Slide 14–16

- Ask students what they know about asthma.
- Give a definition of asthma.



Asthma is a medical condition affecting the air passages in the lungs. People with asthma have sensitive airways, and various things can trigger their airways to become abnormally narrow, making it very difficult to breathe.



Show DVD Part 2: *Breath of life.*

- Use the model airways to reinforce the students' understanding.



Airways narrow when:

- *The lining of the airways becomes inflamed and swollen*
 - *The muscles around the airway tighten and constrict*
 - *Excess mucus is produced, which clogs the airway*
- All these factors reduce the flow of air in and out of the lungs.*

Symptoms and signs (10 minutes)



Slide 17–18

- Conduct the “straw activity” to enable participants to experience how it feels to have asthma.
- Distribute the straws. Get participants to stand up, hold their nose with one hand and jog on the spot for 45 seconds, whilst breathing through the straw.



Do not let anyone breathe through a straw for more than 45 seconds or anyone with asthma do this exercise.

- Then ask the students how it felt and what they learnt. The answers may include “scared”, “anxious”, or “frightened.”
- Discuss with the group the symptoms and signs of asthma. Encourage the students to come up with the answers themselves. Write the correct answers on the whiteboard (e.g. wheezing, breathlessness, chest tightness, coughing).

Trigger factors (15 minutes)



Slide 19–24

- Ask if anyone knows what the term “asthma trigger” means.
- Divide the group into two groups, each with an educator.

- Use the *Asthma Triggers Sheet* to identify the different types of triggers.
- Play exercise-related asthma charades.
- Give four students in the group a slip of paper, each with a different step showing how to prevent exercise-related asthma. Have each student, in turn, act out what is written on their slip of paper. Once the group has guessed the step ask the next person to do the same.
- Briefly discuss the key asthma triggers and how to avoid them.

Asthma medications (10 minutes)



Slide 25–30

- Use the medication chart and slides to discuss the role of the medications. For information check the Asthma Management Handbook 06 www.nationalasthma.org.au

Asthma First Aid (15 minutes)



Slide 31

Demonstrate the 4 steps of the asthma first aid plan to manage an asthma episode.

- Get the group to practise the four steps in groups of four.
- Choose one group to demonstrate how they would manage an asthma attack.
- Emphasise the key points. Remind the students that if an asthma episode

Break (15 minutes)

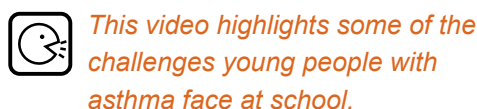


Section 2.

Welcome (5 minutes)

- Welcome everyone back. Explain that this session will focus on challenges faced by young people.

Issues for students with asthma (30 minutes)



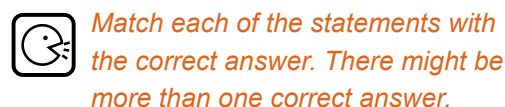
- After the video, divide participants into two groups.
- Ask them to work through the five questions in the Running Short questionnaire sheet
- Get the members of the group to take turns in reading out the questions and record all ideas on the sheet. It is important everyone in the group contributes to the discussion.
- Form pairs, and have each pair prepare how they will present the answers to one question to the whole group. Encourage creativity. Form one group and then invite each team to present.

Peer pressure and smoking (25 minutes)



Distribute the **Smoking Statements** and pens.

- Give students 2 minutes to complete them.



- Read the questions and ask the group to call out the correct answers. Ask who got them all right.
- Get students to form a circle. Ask the students to think of how they would say “No” to someone offering them a cigarette. Using a dummy cigarette, have a student offer another student a cigarette. Ask each student to respond and say “No”. Be careful not to identify or criticise smokers during this activity.
- Now reverse the dummy cigarette and use it as a microphone. Ask students to share stories about how they handled situations where people have been smoking around them.



Communicating with your doctor (10 minutes)

Note: If possible, this session should be led by a health professional or a trainee with clinical experience.



Slide 37

- Discuss the reasons that a person with asthma would benefit from visiting a doctor.



Why do you think it is important for a person with asthma to visit a doctor?

It is important for people with asthma to have regular checkups even when they are not experiencing asthma symptoms, because this allows the doctor to measure how well their lungs are working, check whether their asthma is properly controlled and fine-tune the medications for the best possible health.

- Have students share their experiences of visiting a doctor. Set the tone by describing one of your own experiences.
- Encourage group to discuss ways to enhance communication with their doctors
- For medical students, this discussion is a great opportunity to receive some useful tips on what young people want from their doctors.

Asthma messages (10 minutes)



Slide 38

- Ask the group what they consider to be the most important asthma messages.
- Put it to a vote if there are too many messages.
- Discuss how the peer leaders can guide the class to develop these messages into short performances.

Developing a student performance (10 minutes)



Slide 39

- Explain to the group the value of the student performances. Explain that, by doing this themselves, the peer leaders will be better able to help the younger students to develop and prepare student performances.
- Have the students form 3 groups and ask them to create a short performance about one of the key messages.
- Groups to present their performance at the beginning of Session 3.

Lunch (45 minutes)



Slide 40

Section 3.

Welcome (2 minutes)

- Welcome the students back.
- Explain that this session will focus on leadership skills. It will include tips for the peer leaders to use when they deliver the peer-led lessons to Year 10 students.

Student performances (15 minutes)



Slide 41

- Invite the students to present their 3-minute performances to the group, ensuring they don't run over time.
- Thank each group and congratulate them on identifying key asthma messages.
- Spend a few minutes discussing how this activity will be conducted with the younger students who will present their performances to the school assembly.

Asthma Quiz Show (20 minutes)



Slide 42

Introduce the quiz show and explain how it works.



The quiz show is a fun way of checking and reinforcing the information learnt so far.

- Divide the group into two teams. Ask one member from each team to come up to the board and act as a scorer. Have the scorer come up with a name for their team. Explain the rules of the quiz show.



I will be asking 12 questions.

Whoever puts up their hand up first, gets to answer the question. The first nine questions are 'true or false' questions and are worth 10 points each and there are three bonus questions worth 25 points each.

- Read each question from the PLM and wait for the answer from the group. For each answer to a true-or-false question, ask "why?" to make sure participants understand the material.
- Read out the correct answer.
- Give bonus points and rewards, where necessary, to maintain some competition and encourage participation.



Triple A Peer Leader's Manual (8 minutes)



Slide 43

- Work through the *Triple A Peer Leader's Manual*. Explain how the manual is divided into colour-coded sections and is simple and easy to use.
- Explain that the first section in the manual is for extra information. The lesson plans detail each of the activities with suggested times.
- Lesson 4 can be delivered by peer leaders or by the class teachers.
- Explain the components of the Triple A Kit and where to obtain the resources.

Trial run of peer-led lessons (25 minutes)



Slide 44

- Explain that they will now have a chance to rehearse for the lessons they will deliver to the Year 10 students.
- Divide the group into 3 teams. Allocate each team one lesson to present to the whole group. Allow 10 minutes for the team to work out how to present their part of the lesson.
- Have each team present. Afterwards, encourage feedback from the presenters, followed by the rest of the group. Ask what worked well and what they can improve on for next time. Summarise the feedback.

Working as a team (10 minutes)



Slide 45, 46

- Run through the main aspects of teamwork, e.g. planning and allocating roles, helping to manage the class while the other person is presenting, showing respect and giving attention to the other person to set an example to the younger students.
- Get each student, in turn, to read aloud the pages in the peer leader's manual headed *Working as a Team*.
- Discuss strategies that the peer leaders might use when teaching the younger students. Remind them that a teacher is available if the situation gets out of control.

Questions (5 minutes)



Slide 47, 48



We have now come to the end of the workshop. Do you have any questions?

- Explain that the teacher will schedule the peer-led lessons.
- Thank the peer leaders for their participation in the workshop.

Evaluation (5 minutes)

- Ask for feedback about what worked well and what they gained from the workshop.
- Have participants complete the evaluation questionnaires.

Step 2. Peer-led lessons

All the information that peer leaders will need to deliver the peer-led lessons is contained in their *Triple A Peer Leader's Manual*. The manual is simple and easy to use. Each lesson has a detailed plan incorporating a checklist of resources and suggested times. Each lesson flows in a logical and clear fashion.

Lesson 4 has been added to the program to help students prepare their presentations. The lesson can be supported by peer leaders or by the class teachers.

Peer leaders should work in "buddy teams" of four. Forming buddy teams is best decided by the students themselves guided by the class teacher.

Resources for peer-led lessons:

- The Triple A Peer Leader's Manual
- Triple A DVD
- Straws
- Spacer and inhaler
- Hand outs
- Dummy cigarette.

Preparation

Before each lesson, the peer leaders should read their manual and plan the lesson with their "buddy teams". They need to work out who will be responsible for each task, and to collect the materials they will need for the lesson well ahead of time. They should ensure that the necessary resources, such as an appropriate room, TV and DVD player are available to run the lesson. The Year 10 classroom teacher should sit in the classroom during the lessons to support the Triple A Peer Leaders keep control of the class if necessary.



Step 3. Student performances

In this step, Year 10 students relay what they have learned to Year 7 students through creative and entertaining performances. The performances can be presented at a school assembly or similar function. The peer leaders together with the classroom teachers can work with the Year 10 students to help with the performances. It is important to give the students as much creative freedom as possible, so they can express their message in a way relevant to them and to their peers. The key to the success of this step is enabling the students to feel a sense of ownership over the material, and to make sure they have time for practice.

Student performances may include songs, rap, poetry, drama, dances, debates, posters and brochures.

School Assembly

The assembly is hosted and organised by the school. It is a good time to award the Triple A Peer Leaders their certificate. We suggest inviting a celebrity guest to present the certificates, if possible.

- See page 38 of the peer leaders manual for a template of the school assembly program.
- Templates for the certificates are provided on the CD.
- If you are responsible for delivering certificates, print them out on quality paper and complete them well ahead of the planned date, ensuring correct spelling of names.
- Distribute Triple A program brochures.



Student performance, Peel Technology High School, 1998



Don't blow smoke on me

(to the tune of "Don't fence me in")

Auburn Girls High School, 1993

Oh give me land, lots of land
And a smoke-free sky above
Don't blow smoke on me
Let me live in a land with the clean air that I love
Don't blow smoke on me
Let me be with my friends in a smoke-free
atmosphere
Listen to your friends when they tell you
that you stink
For I ask you please
Don't blow smoke on me.



Asthma poster

Auburn Girls High School, 1995

Asthma shouldn't change your lifestyle –
sports aren't prohibited

Smoking ruins your life and causes lots
of problems if you have asthma

Take your medication

Help others overcome their embarrassment

Make sure you tell someone about your asthma

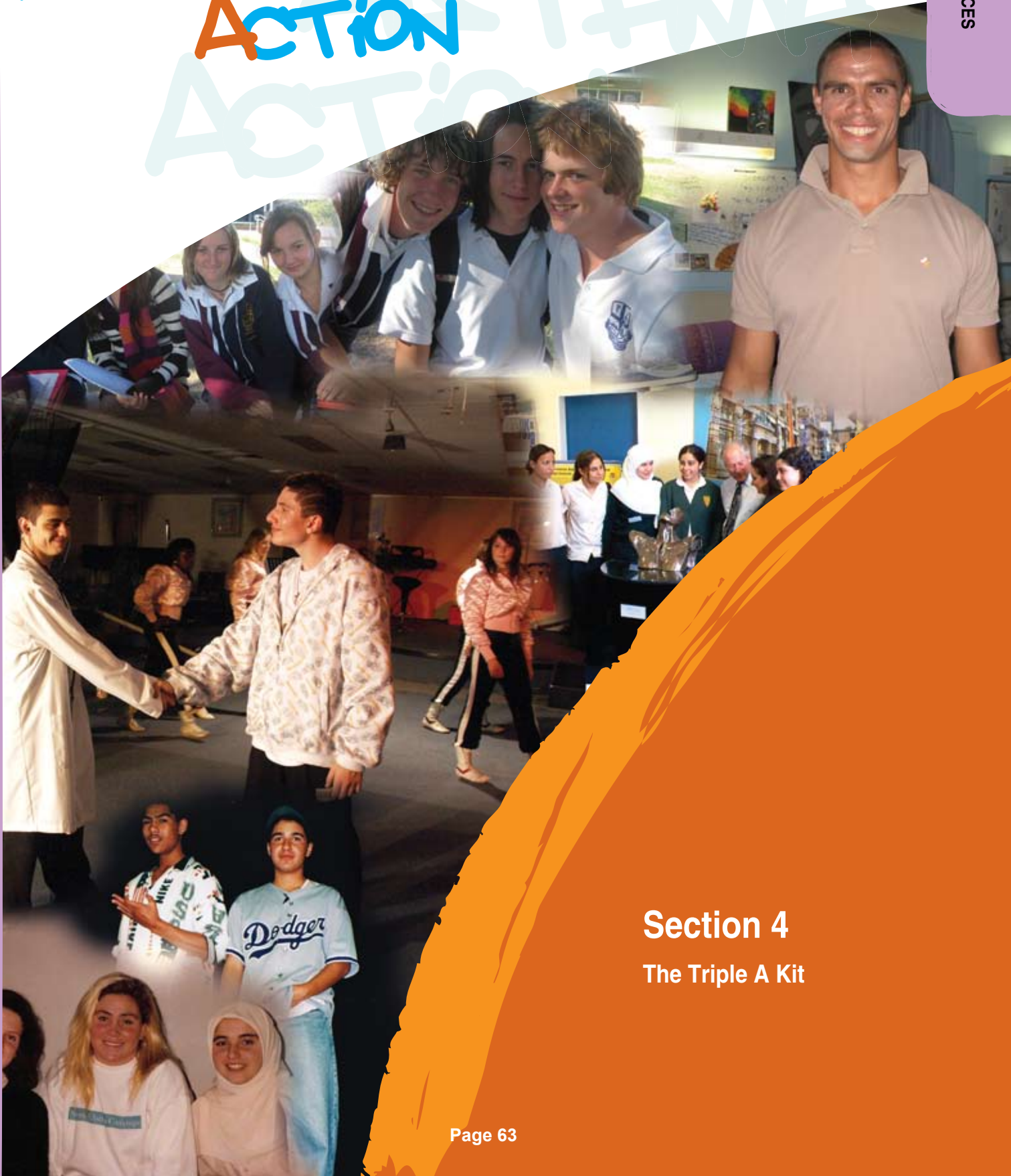
Always do something about your asthma



St John's High School, 1994

ADOLESCENT ASTHMA ACTION

RESOURCES



Section 4 The Triple A Kit



The Triple A Kit

Disk 1. DVD

Contains 3 short movies

Part 1: Breath of Life (7.5 mins)

Part 2: Breathe Easy (11.5 mins)

Part 3: Running Short (15 mins)

Disk 2. Triple A CD ROM

All files in Adobe Acrobat format

1. Manuals

- Training Manual
- Peer Leaders Manual

2. Slide presentations

- Educators' workshop
- Peer Leader's workshop

3. Activity sheets

- Asthma triggers
- Charades activity
- Running Short questionnaire
- Smoking statements

4. Handouts:

- Program brochure
- Why did volunteer?

5. Evaluation questionnaires

- Educator's questionnaire
- Peer leader's questionnaire

6. Certificates of participation

- Educator's certificate
- Peer leader's certificate

Author: Dr Smita Shah

Consultant: Meducation

Design: MDG Design



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Cerdon College Merrylands, Sydney
Christian Community High School, Sydney
Corryong Secondary College, Corryong
Crommer High School, Sydney
Eldersley High School, Sydney
Freeman Catholic College, Sydney
Hawkesbury High School, Sydney

Holy Spirit High School, Sydney
Lake Illawarra High School, Wollongong
James Meehan High School, Sydney
Karabar High School, Queanbeyan
Launceston Grammar School, Launceston
Our Lady of Lebanon College, Sydney
Peel Technology High School, Tamworth
Pennant Hills High School, Sydney
Sarah Redfern High School, Sydney
Sefton High, Sydney
St Patrick's High School, Sydney
Tamworth High School, Tamworth
Trinity Catholic College, Sydney
Yanco Agricultural High School, Yanco

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THE RESPIRATORY TRACT



Normal Bronchiole

Asthma

Normal Bronchus

Chronic Bronchitis

Normal Alveolus

Emphysema

Jane Brauning
2004