ASTHMA BLUES FOR CAMPS

FOREWORD

I am Al Keith, humbled and honored to be part of the Allergy and Asthma Network’s Asthma Tool Kit Team. I am a respiratory therapist, musician and the creator of Asthma Blues®.

After watching my daughter, Adrienne, live for only seven weeks after her premature birth, I went back to school to become a neonatal respiratory therapist. My passion for music and educating patients and families about asthma are the impetus behind Asthma Blues®.

Asthma Blues® is an innovative and evidence-based asthma education program that uses the science of music and learning to deliver the National Asthma Education and Prevention Program guidelines for asthma management. Asthma control, identification of asthma triggers, purpose and proper delivery of relief and controller medication, purpose and use of a peak flow meter, and the importance of a written asthma action plan to guide self-management are some of the messages delivered in songs of popular musical styles that interface with the lessons and activities in our Asthma Tool Kit.

The Asthma Blues® CD translates the patient education goals (Section 3, Component 2) of the Guidelines for the Diagnosis and Management of Asthma (Expert Panel Report-3) into music and delivers five of the six key priority messages from the Guidelines Implementation Panel (GIP) Report. In addition, Asthma Blues® addresses a core theme of the GIP Report: communication. A unique advantage of Asthma Blues® is that young children and those with limited reading skills or low health literacy can benefit from the asthma management messages delivered using the science of music and learning. A study done at Rush University Medical Center in Chicago showed asthma knowledge improved 58% in hospitalized asthma patients who participated in the Asthma Blues® educational program. The study has been published in the Respiratory Care Education Annual, Vol. 22, Fall 2013, 45-48.

The music from the Asthma Blues® CD supports the asthma education lessons and activities contained in our Asthma Tool Kit. Be empowered and entertained with Asthma Blues®!

Asthma Blues® is not just music, but “Music with a Message That Matters!”

Empowering with education,

Al Keith, BA, CRT
CEO and Founder
CTK Clinical Consultants, LLC
ACKNOWLEDGMENTS

Allergy & Asthma Network would like to express our gratitude for vital partnerships in the development of this Asthma Camp Tool Kit.

Camp Asthmania, one component of AnMed Health’s Asthmania Academy, is a multifaceted asthma self-management education program. The personnel that enthusiastically provided input from their camp experience included:

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Many thanks to our reviewers who added their thoughts and comments:

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Adam Buckley
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AstraZeneca, Lupin Pharmaceuticals, Inc. and Meda U.S.
This Tool Kit has been developed for children and teens with asthma and is based on the work of Al Keith, the author and composer of Asthma Blues®.

Using the science of music and learning, the Asthma Blues® CD has been designed to educate people with asthma and their families. The songs and music empower participants by providing vital information that builds the structure of asthma management, delivers key concepts that helps them take control of their asthma, and equips them with the tools to keep asthma controlled.

Download additional copies of this Tool Kit: www.allergyasthmanetwork.org/outreach/publications/special-publications/asthma-blues-for-camps/

Purchase additional Asthma Blues® CDs: www.asthmablues.com

The Tool Kit is organized into three sections:

**SONGS**

**LESSONS**

Look for the letter "O" for activities for older campers.

Look for the letter "Y" for activities for younger campers.

**ACTIVITIES**
"Asthma Blues"
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SONG: “ASTHMA BLUES”

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I’m having trouble breathin’
I’m coughing and I’m wheezin’
It’s hard to get my air
In and out.
I’m in a battle
A battle I refuse to lose
I’m gonna get this
under control
Then I can beat
these Asthma Blues

Checking my peak flow,
Is a good way to know
What’s really going on
in my lungs
I’m in a battle
A battle I refuse to lose
If I manage asthma
with a plan,
I know that I can
Beat these Asthma Blues

Misunderstanding
my medication
Doesn’t help with
my inflammation
My airways just
continue to swell
I’m in a battle
A battle I refuse to lose
If I manage asthma
with a plan,
I know that I can
Beat these Asthma Blues

Guitar Solo

Avoiding my triggers
and watching the weather
Helps me put it all together
And get this thing under control
I can win this battle
A battle I refuse to lose
If I manage asthma with a plan,
I know that I can
Beat these Asthma Blues
SONG: "GET YOUR PEAK FLOW ON"

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There’s somethin’ goin’ on with my breathin’
Somethin’ goin’ on and it ain’t right
There must be somethin’ wrong with my breathin’
I’m wheezin’ and my chest feels tight
I just used my rescue inhaler
Did the medication help?
How will I know?
I need a measurement for asthma management
I’m gonna do a peak flow

Get your peak flow on in the morning
Get your peak flow on in the noon
Get your peak flow on in the evening
It’s important, that’s why I wrote this tune

Listen and Learn

There’s somethin’ goin’ on with my breathin’
Somethin’ goin’ on and it ain’t right
There must be somethin’ wrong with my breathin’
I’m wheezin’ and my chest feels tight
I just used my rescue inhaler
Did the medication help?
How will I know?
To get a measurement is key to management
You need to do a peak flow

Get your peak flow on in the morning
Get your peak flow on in the noon
Get your peak flow on in the evening
It’s important, that’s why I wrote this tune
SONG: “C-O-N-T-R-O-L”

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YOU MAY HAVE ASTHMA,
BUT YOU DON’T WANT
ASTHMA TO HAVE YOU!

If you want to stay on top of
your game,
You got to understand the
name of the game
It’s control, C-O-N-T-R-O-L
CONTROL

I’m here to talk to you about
your compliance
Blowin’ off your medication
is an act of defiance
I’m delivering a concept
I want you to stay with
You need to know, asthma’s
nothin’ to play with

‘Cause if you want to stay on
top of your game,
You got to understand the
name of the game
It’s control, C-O-N-T-R-O-L
CONTROL

Listen and Learn

I’m bringin’ you valuable
information,
Stay on top of your
controller medication
If we can control
inflammation, we can
minimize attacks
all across the nation

Sing Chorus 3X

Cause if you want to stay on op of
your game,
You got to understand the
name of the game
It’s control, C-O-N-T-R-O-L
CONTROL

Can you get with this?
SONG: "ASTHMA TRIGGERS"

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If you walk into a room,
and get short of breath,
Look to the right,
and look to the left
for triggers
Asthma triggers
It’s an asthma trigger,
it’ll take your breath away

If you’re standing outside
and start to sneeze
Standing outside
and you start to wheeze
It’s a trigger, yeahhhh!
a trigger
It’s an asthma trigger,
it’ll take your breath away

You gotta watch some foods,
imagine that
Watch the dander
from your dog or your cat
They’re triggers,
asthma triggers
They’re asthma triggers,
they’ll take your breath away

(Second time, skip to last verse)
Please stay away
from secondhand smoke
Might make you wheeze,
might make you choke
It’s a trigger, yeahhhh!
a trigger
Identify your
Asthma Triggers today

Listen and Learn-
Go back to the top
Stay away from triggers
if you don’t want to wheeze
Stay away from triggers
if you really want to breathe
They’re triggers,
yeahhhh! triggers
Identify your
Asthma Triggers today

Music interlude

Identify your Asthma Triggers
today!
SONG: “BREATHEIN’ RIGHT”

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When I’m breathing right,
breathing’s not a fight
My world is a
very nice place to be
When I’m breathing right,
I can sleep at night
And the world’s all right with me
When I’m Brethin’ right
Breathin’ right....

When I’m breathing right,
my chest is not tight
I can take a deep breath
in and out
When I’m breathing right,
my future looks bright
I can plan activities
without doubt
When I’m Brethin’ right,
Breathin’ right, Breathin’ right
I’m under control
I’m ready to face the world

I can do anything that I want to
When I’m Brethin’ right
If I can conceive it,
If I will believe it
Then I can achieve it
ANYTHING!
Breathin’ riiiiight
Anything I want to do
SONG: “TEN MINUTES TO TAKE A NEB”
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It takes Ten minutes to take a neb
If you’re having trouble breathing,
Plant this idea inside your head
It takes Ten minutes to take a neb
Plant this idea inside your head

First you need to realize
That you need to nebulize
Do everything you should
Take the time
We want you breathing good

It takes Ten minutes to take a neb
If you’re having trouble breathing,
Plant this idea inside your head
It takes Ten minutes to take a neb
Plant this idea inside your head

Listen and Learn

It takes Ten minutes to take a neb
If you’re having trouble breathing,
Plant this idea inside your head
It takes Ten minutes to take a neb
Plant this idea inside your head

I want you -- To Realize
That it helps to -- Nebulize
Hah, Take the cup, hunh, fill it up
I know you
Gonna do what you got to do

Breathe, Breathe deep
Breathe, Breathe deep
Breathe, Breathe deep
Breathe, Breathe deep
SONG: “YOU NEED AN ACTION PLAN”

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The question is:
Can you control asthma?
The answer is: Yes you can
Hey mon
You need an action plan.

If you don’t control asthma
the poop will hit the fan
Hey mon
You need an action plan.

Get your peak flow meter,
inhaler or neb
Hold them in your hand
These are the tools
To work your action plan

Listen and Learn

To have success,
you gotta plan your work,
And then work your plan
Hey mon
Follow your action plan

(Whistle with the song)
LESSON: ASTHMA FACTS

WHAT YOU’LL NEED:
Photocopied CDC Asthma FAST Facts for Kids sheets

Centers for Disease Control and Prevention
Asthma FAST Facts for Kids

Review the CDC Handouts with your campers.

FOR OLDER CAMPERS:
Have the campers divide up into small groups with one adult leading each group. Take turns having the campers read each section and pose the following questions from the sheet:
- What are some of the causes of an asthma attack for you? What are your asthma triggers?
- What do you use to treat your asthma?
- What kinds of medication are there for asthma?
- What are some good tips for exercise?

FOR YOUNGER CAMPERS:
Have the campers sit on the floor in front of an adult leader. Have the leader read the sheet to the children. After reading the sheet, ask the children what they learned.
Asthma FAST FACTS for Kids

What is Asthma?
Asthma (az-ma) is when air can’t get into your lungs and you have trouble breathing.

What causes an asthma attack?
An asthma attack is when you have trouble catching your breath. Many different asthma “triggers” can cause this to happen. Some common “triggers” are:

- Dust in your house
- Tobacco smoke
- Dirty air outside
- Cockroach droppings
- Pets
- Mold
- Hard exercise that makes you breathe really fast
- Some medicines
- Bad weather
- Some kinds of food

Things you are worried about can cause an asthma attack. Even getting really excited, or feeling very mad, sad, or scared can cause an asthma attack.

How is asthma treated?
Several different kinds of medicine help people with asthma. People who have asthma don’t always take the same medicine.

Some people use INHALERS to breathe in the asthma medicine. An INHALER is a little can of special air you squirt into your mouth and then breathe in.

Some people take pills to help them breathe better.

Some asthma medicine (mostly inhalers) is what you take when you need breathing help RIGHT NOW! You take this QUICK HELP medicine when you have an ASTHMA ATTACK.

Other asthma medicine you would just take every day to help you avoid having too many bad asthma attacks.

Even if you are not having trouble breathing, you need to take this EVERYDAY medicine. But this everyday medicine will NOT help if you have an asthma attack. When you have an asthma attack, you need to take your QUICK HELP medicine.

You CAN Control Your Asthma!
Your doctor’s office can help you make a plan just for you to help you control your asthma. A good plan means that:

- You won’t have as many asthma attacks
- You won’t wheeze and cough as much, or maybe not at all
- You will sleep better
- You won’t miss school
- You can play sports and games outside and at school
- You won’t have to go to the hospital!

Full-size printable sheets found at: www.cdc.gov/asthma/pdfs/kids_fast_facts.pdf
LESSON: ANATOMY OF AN ASTHMA FLARE

Review the anatomy of the lungs and discuss what happens during an asthma flare:

From KidsHealth.org:
When we breathe, air goes in and out of the lungs through airways. But people with asthma have a problem with those airways, which are also called bronchial (say: BRONG-kee-ul) tubes. These tubes are often swollen and puffy on the inside, which means they’re not as good at pulling air in and pushing it out. There isn’t enough room inside the airway for air to flow.

This swelling in the airways gets worse during an asthma flare-up, making it hard to breathe. During a flare-up, also called an asthma attack or episode, the lungs also may produce a lot of sticky mucus, which clogs the airways. And the muscles around the airways tighten up, making the airways really narrow. All of this can lead to some pretty serious breathing trouble.

What Happens During a Flare-Up?
Someone might have:
- trouble breathing (some people say it’s like trying to breathe through a straw)
- a tight or painful feeling in the chest
- a whistling sound when breathing (wheezing)
- a cough

Flare-ups also can cause sweating or make somebody feel like his or her heart is beating faster than normal, even while sitting still.

Use the music from Asthma Blues® to open up the lines of communication and the lyrics to reinforce the anatomical diagrams and physiologic concepts to be conveyed. Example: “I’m having trouble breathing, I’m coughing and I’m wheezing. It’s hard to get my air in and out.”

Question: Why are you having trouble breathing? Coughing and wheezing? Why is it hard to get your air in and out? Discuss.

Answer: Obstructed airways. Expand on that by explaining the physiologic concept of bronchoconstriction and inflammation as the two main causes of airway obstruction.
Asthma Camp Tool Kit

Full-size printable sheets found at: www.britannica.com/science/asthma

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LESSON: ASTHMA CONTROL

WHAT YOU’LL NEED:
Rules of Two™ checklist – pencils or pens

Introduce the Rules of Two

Consider the Rules of Two
Do You:
• Have asthma symptoms or take your quick-relief inhaler more than Two times a week?
• Awaken at night with asthma symptoms more than Two times a month?
• Refill your quick-relief inhaler more than Two times a year?
• Measure your peak flow at less than Two times 10 (20%) with asthma symptoms?

Read the attached checklist and assist campers in completing it. Have them decorate the checklist and post at home when they return.

Lead a discussion about the results and encourage them to take the checklist home to discuss it with their parents.
Name: ____________________________________________

Rules of Two™ Checklist

Do YOU:

☐ Have asthma symptoms or take your quick-relief inhaler more than Two times a week?

☐ Awaken at night with asthma symptoms more than Two times a month?

☐ Refill your quick-relief inhaler more than Two times a year?

☐ Measure your peak flow at less than Two times 10 (20%) with asthma symptoms?

Talk to your parents about how you measure your asthma control with the Rules of Two!
IF YOU HAVE
ASTHMA
WHEN IS QUICK RELIEF NOT ENOUGH?

DO YOU...

 расположение

 HAVE ASTHMA SYMPTOMS OR TAKE YOUR QUICK RELIEF INHALER MORE THAN TWO TIMES PER WEEK?

 расположен

 AVOID AT NIGHT WITH ASTHMA SYMPTOM MORE THAN TWO TIMES PER MONTH?

 расположен

 REFILL YOUR QUICK RELIEF INHALER MORE THAN TWO TIMES PER YEAR?

 расположен

 MEASURE YOUR PEAK FLOW AT LESS THAN TWO TIMES 10 (20%) FROM BASELINE WITH ASTHMA SYMPTOMS?

 расположение

 RULES OF TWO™ If you answer YES to any of these questions, current guidelines suggest you talk with your physician about adding an inhaled anti-inflammatory to improve your asthma control.

 расположение

 IF YOU HAVE asthma WHEN IS quick relief NOT enough?

 расположение

 IF you answer YES to any of these questions, current guidelines suggest you talk with your physician about adding an inhaled anti-inflammatory to improve your asthma control.

 расположение

 IF you're already taking an inhaled anti-inflammatory and still answer "yes" to "Rules of Two", contact the Martha Foster Lung Care Center at Baylor at 1.800.4BAYLOR or speak with your health care provider about additional therapy to help you gain back in control of your asthma.

 расположение

 For more information on managing your asthma visit: BAYLORHEALTH.COM/DALLASASTHMA and click on eBook to view an interactive asthma education book.

 расположение


 расположение

 AllergyAsthmaNetwork.org

 расположение

 Asthma Camp Tool Kit • 23
Lesson: Asthma Triggers

What You’ll Need:
Something to write with and write on in front of the group – white board, easel with paper, chalkboard

From HealthyChildren.org (American Academy of Pediatrics):

Asthma Triggers and What to Do About Them

Play the song “Asthma Triggers” first, and discuss the bullet points on your sheet. (Can be used with the activities on Pgs. 53-55)

(Leader to read)

Leader: Certain things cause asthma “flares” or make asthma worse. These are called triggers. Some common asthma triggers include:

- **Leader:** Things you might be allergic to. These are called allergens. (Most people with asthma have allergies and allergies are a major cause of asthma symptoms.)
  - (Ask campers for ideas and record on the white board or paper)
  - House dust mites
  - Animal dander
  - Cockroaches
  - Mold
  - Pollens

- **Leader:** Another trigger might be infections of the airways. What are some of those you can think of?
  - (Ask campers for ideas and record on the white board or paper)
  - Viruses of the nose and throat
  - Pneumonia, sinus infections

- **Leader:** Irritants in the environment (the outside or indoor air you breathe) can cause an asthma flare. What are some of those?
  - (Ask campers for ideas and record on the white board or paper)
  - Cigarettes and other smoke
  - Air pollution
  - Cold air, dry air
  - Odors, fragrances, cleaning products
**LEADER:** About 80% of people with asthma develop symptoms when exercising. What does that feel like?

- *(Ask campers for ideas and record on the white board or paper)*
  - Wheezing
  - Coughing
  - Tight feeling in the chest

**LEADER:** And stress. Do you ever feel stressed out? What makes you feel stressed?

- *(Ask campers for ideas and record on the white board or paper)*
  - (individual answers)

**LEADER:** What can you do to avoid triggers? (Lead discussion – points below)

- Do not smoke or let anyone else smoke in your home or car.

- Reduce exposure to dust mites. The most necessary and effective things to do are to cover your mattress and pillows with special allergy-proof encasings, wash your bedding in hot water every 1 to 2 weeks, remove stuffed toys from the bedroom, and vacuum and dust regularly.

- If allergic to furry pets, the only truly effective means of reducing exposure to pet allergens is to remove the animal from the home. If this is not possible, keep them out of your bedroom and consider putting a high-efficiency particulate air (HEPA) filter in the bedroom, removing carpeting, covering mattress and pillows with mite-proof encasings, and washing the animals regularly.

- Reduce cockroach infestation by not leaving food or garbage exposed.

- Mold in homes is often due to excessive moisture indoors, which can result from water damage due to flooding, leaky roofs, leaking pipes or excessive humidity. Repair any sources of water leakage.

- Pollen exposure can be reduced by using an air conditioner in your bedroom, with the vent closed, and leaving doors and windows closed during high pollen times.

- Reduce indoor irritants by using unscented cleaning products and avoiding mothballs, room deodorizers or scented candles.

- Check air quality reports in weather forecasts or on the Internet. When the air quality is poor, stay indoors and be sure you take your asthma control medications.

- Decreasing your exposure to triggers will help decrease symptoms as well as the need for asthma medications.
LESSON: ASTHMA ACTION PLANS

WHAT YOU’LL NEED:
Allergy and Asthma Network Asthma Action Plan for each camper

Developing or Updating an Asthma Action Plan

Play “You Need An Action Plan” and discuss kit bullet points.

It’s always a good idea to review your Asthma Action Plan regularly to see if it needs to be adjusted for your current situation. You have a sample Asthma Action Plan in front of you – if you don’t have one of these for home and school, ask your healthcare provider to help you create one.

Let’s review information you need to create a great Asthma Action Plan:

1. What medicines you should take, especially:
   • What each is called
   • Why you need it
   • How much to take
   • When to take it
   • How to use the inhaler or nebulizer device
   • How soon to expect results
   • Potential side effects

2. What allergens and irritants set off your asthma symptoms and how to reduce or eliminate contact with them; how to handle colds and exercise

3. How to monitor your asthma by tracking symptoms or peak flow readings

4. How to recognize and handle worsening asthma, including:
   • What signs to watch for
   • How to adjust medicines in response
   • When to seek emergency care from your doctor or the emergency room (ER)
   • What numbers to call in an emergency
### Doing Well
- No cough, wheeze, chest tightness, or shortness of breath during the day or night
- Can do usual activities
- And, if a peak flow meter is used, Peak flow: more than 80 percent or more of my best peak flow
- My best peak flow is: Before exercise

### Take these long-term control medicines each day (include an anti-inflammatory).

<table>
<thead>
<tr>
<th>Medicine</th>
<th>How much to take</th>
<th>When to take it</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 or 4 puffs, every 20 minutes for up to 1 hour</td>
<td>Nebulizer, once a day</td>
<td></td>
</tr>
</tbody>
</table>

### Asthma Is Getting Worse
- Cough, wheeze, chest tightness, or shortness of breath, or
- Waking at night due to asthma, or
- Can do some, but not all, usual activities
- Or-
- Peak flow: to 50 to 79 percent of my best peak flow

#### Take the medicine:
- 4 or 6 puffs of your quick-relief medicine AND
- Add: mg per day For                   (3–10) days
  - (oral steroid)
  - Call the doctor before/within                   hours after taking the oral steroid.

### Medical Alert
- Trouble walking and talking due to shortness of breath
- Lips or fingernails are blue

#### Take the medicine:
- 4 or 6 puffs of your quick-relief medicine AND
- Go to the hospital or call for an ambulance NOW!

### DANGER SIGNS
- Trouble walking and talking due to shortness of breath
- Lips or fingernails are blue

### Asthma Action Plan

LESSON: KEEPING MY HOME “ASTHMA-SAFE”

WHAT YOU’LL NEED:
“What I Can Do” pages – one per camper

From KidsHealth.org –
Your House: How to Make It Asthma Safe

The Air Indoors

Keeping the air at home clean is important. It can contain irritants (say: EAR-uh-tunts), such as:

• Tobacco smoke or wood smoke
• Perfumes
• Aerosol sprays (say: AIR-uh-sol; some kinds of hairspray and cleaners come in aerosol cans)
• Cleaners
• The smell given off by paint or some gases

Air pollution and pollen are triggers that can come into your home from outside if you leave your windows and doors open in warmer weather.

How can your family make sure the indoor air is clean?

• Don’t allow anyone to smoke in the house.
• Avoid wood fires in the fireplace or wood stove.
• Run the air conditioning because it filters the air.
• Keep the windows shut when there’s a lot of pollen or air pollution outside (an adult can help you figure this out).

What are other things you can do to keep your house “Asthma Safe”? Complete the next page and plan to take it home!
Name: _______________________________________________________

What I Can Do to Keep My House “Asthma Safe”

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
LESSON: NEBULIZERS

WHAT YOU’LL NEED:
Discussion – no supplies needed for campers

From KidsHealth.org

What’s the Difference Between a Nebulizer and an Inhaler?

Play “Ten Minutes To Take A Neb” and discuss kit bullet points.

You know that asthma medicine needs to get into your lungs to work, but how does it get there? Inhalers and nebulizers — that’s how. They are two different devices that can deliver quick-relief medicine (also called rescue or fast-acting medicine) or long-term control medicine (also called controller or maintenance medicine) directly into your lungs. Your doctor will tell you which device is best for you.

Nebulizers
Nebulizers are electric- or battery-powered machines that turn liquid asthma medicine into a fine mist. This mist comes through a tube that is attached to a mouthpiece or facemask. (A facemask is a kind of plastic cup that covers the mouth and nose.)

Babies and younger children often use nebulizers because they don’t have to do anything — just sit in one place and receive the medicine. Nebulizers take at least 5 or 10 minutes to get the medicine into the lungs and sometimes even longer. They’re sometimes big and noisy and not always easy to carry around.

Inhalers
Inhalers are little devices that can fit in your hand and are small enough to carry in a backpack, purse, or pocket. There are two types of inhalers:

Metered-dose inhalers (MDI) are the most commonly used. Like little aerosol cans, these inhalers push out a spray of medicine.

Dry powder inhalers deliver medicine in powder form, but it does not spray out. The person must do more of the work by inhaling the powdered medicine quickly and deeply.

Dry powder inhalers can be a little easier to use than metered-dose inhalers. But dry powder inhalers require a person to pull air in quickly and quite forcefully.
ASTHMA BLUES FOR CAMPS

Metered-dose inhalers can be tricky to use, but with practice, kids often get very good at it. If you use one, it’s a good idea to also use a holding chamber. A holding chamber (sometimes called a spacer) attaches to the inhaler and makes it easier to use because it puts the medicine into a kind of holding chamber. From that chamber, you can inhale the medicine slowly when you’re ready. When using a holding chamber, it usually takes only a couple of minutes or even less to get the medicine into the lungs.

Without a holding chamber, medicine from the inhaler can go to the back of the throat instead of into the airways (breathing tubes) inside a person’s lungs. A holding chamber helps get the medicine into the lungs, so it can start working on breathing problems.

During an office visit, your doctor might ask you to take a puff from your inhaler. The doctor wants to watch you take your medicine to make sure you’re comfortable doing it.

Whichever device your doctor recommends, learn how to use it correctly so you get the medicine into your lungs. Taking your asthma medicine the right way can both prevent flare-ups from happening and keep a flare-up from getting really bad.

Ask campers:
• How many of you have an inhaler?
  – Do you have one kind of inhaler or more?
• How many of you use a holding chamber?
• How many of you have a nebulizer?
• How often do you use your inhaler?
• How often do you use the nebulizer?
• Does your breathing feel any different when you use the nebulizer?
• What do you think the differences are between the inhaler and the nebulizer?
LESSON: PEAK FLOW

WHAT YOU’LL NEED:
- KidsHealth.org peak flow article
- Pencils or pens
- Peak Flow Meter Word Search

Peak Flow Meter Word Search Page
Definitions Discussion

Play “Get Your Peak Flow On” after physical display of a peak flow meter, discuss bullet points, and play the song again for reinforcement of why it is important. (Proper use of a peak flow meter is key to the success of a written Asthma Action Plan.)


When campers have had time to complete the word search, call on campers (one at a time) to ask them to describe the location of one peak flow term. Ask the camper to explain what the word means or what the piece of equipment is used for. Use the definitions below to guide discussion.

AIRWAY – the area in the throat through which air passes to and from the lungs
ASTHMA - a physical condition that makes it difficult for someone to breathe
BLOW – to move air with speed or force
BREATHING – move air in and out of lungs
EXPELLED – to force something out
FLARE – a sudden change – in asthma, suddenly becoming hard to breathe
FLOW – to move in a continuous way
FUNCTION – the special purpose for which a thing exists or is used
INFLAMMATION – swelling and redness in the airways
LUNG – the paired organ in the chest that is the basic respiratory (breathing) organ
MARKER – something that shows the position of something
MEDICINE – substance used in treating health conditions
METER – a tool that measures something
NARROW – small in one side to another, limited in range
PEAK – the highest point
REPEAT – to do again
SCALE – an instrument used for measurement
SWOLLEN – to become larger than normal
WARNING – telling of possible danger
**Older Campers:**

One of the tricky things about asthma is that you can’t always avoid your triggers. Pollution, pollen, mold and other allergens are often in the air you breathe.

Even if you’re breathing OK, an asthma flare-up could be just around the corner. How can you tell? Doctors sometimes want people to use a tool called a peak flow meter as a way to predict flare-ups.

A peak flow meter is a portable device that you blow into like a balloon. It can measure how well your lungs are working. Knowing that can help you and your doctor control your asthma better.

If you can’t blow out as much air as usual, it might mean that you’ll have an asthma flare-up soon. How soon? It could be in the next hour or even 2 or 3 days away. But knowing this ahead of time can help you take steps to prevent a really bad flare-up.

Readings from a peak flow meter also can help doctors check how well someone’s asthma medicine is working. Peak flow meters also can help some people figure out what’s triggering asthma symptoms by taking readings before and after being exposed to a suspected trigger, such as animal dander.

**Younger Campers:**

It’s easy to tell that a kid has asthma when he or she is having a flare-up. He or she will have trouble breathing and may wheeze and cough. Other times, though, the kid may seem to breathe without any trouble.

Asthma is tricky. Sometimes an asthma flare-up may be about to happen, but the kid just doesn’t know it yet. That’s why a peak flow meter is a handy tool.

A peak flow meter is a device that measures how well the lungs are working. A person blows into it and the peak flow meter measures how quickly the lungs push air out. If someone with asthma can’t blow out as much air as usual, this may mean he or she is going to have an asthma flare-up.

Using a peak flow meter is simple. Set it to zero. Then stand up, take a deep breath and then blow as quickly and strongly into it as you can. It’s kind of like blowing into a balloon.
PEAK FLOW WORD SEARCH

Z H W G F D J W T J F I P E R
E W O A H T E H G L N A E N L
N W O R R A N L O F M K A L T
I S T L R N R W L J X P K G A
C R D S B E I A R E S C A L E
I I W T T A M N W Z P K A T P
D N J E I M O P G F Y X S T E
E P M R A I R S W O L L E N R
M G W T T Y X I R U E A W Q A
N A I C G N U L F E K R R X S
Y O N B I T L I Y T K D N E T
N U X P S Q F B M C P R S G H
F Y C G N I H T A E R B A H M
K C X C N F J W C G J R G M A
X Y J G Y A X T S O E M C W B

AIRWAY
ASTHMA
BLOW
BREATHING
EXPELLED

FLARE
FLOW
FUNCTION
INFLAMMATION
LUNG

MARKER
MEDICINE
METER
NARROW
PEAK

REPEAT
SCALE
SWOLLEN
WARNING
PEAK FLOW WORD SEARCH SOLUTION

+ + W + + D + + + F I P + +
E W + A + + E + + L N + E + +
N W O R R A N L O F + + A + T
I + + L + N R W L + + K + A
C + + + B E I A + E S C A L E
I + + + T A M N + + P + + + P
D + + E I M O + G F + X + + E
E + M R A I + S W O L L E N R
M + W T T + + + R + + A + + A
+ + A I C G N U L + E + + R + S
Y O N + + + + + + + K + + E T
N U + + + + + + + + R + + H
F + + G N I H T A E R B A + M
+ + + + + + + + + + + + + +

(Over, Down, Direction)
AIRWAY (6,6,SW)
ASTHMA (15,9,S)
BLOW (5,5,NW)
BREATHE (12,13,W)
EXPULS (12,13,W)
FLARE (10,7,SE)
FLOW (11,1,SW)
FUNCTION (1,13,NE)
INFLAMMATION (12,1,SW)

LUNG (8,10,W)
MARKER (14,14,NW)
MEDICINE (1,9,N)
METER (3,8,NE)
NARROW (7,3,W)
PEAK (13,1,S)
REPEAT (15,8,N)
SCALE (11,5,E)
SWOLLEN (8,8,E)
WARNING (3,1,SE)
ACTIVITY: BREATHING CAN BE HARD

WHAT YOU’LL NEED:
1 drinking straw for each camper

Before passing out the drinking straws, ask the following questions (ask at a developmentally appropriate level for your campers):

- What do our lungs do?
  - Possible answers:
    - We use our lungs to breathe. When we breathe, we take in oxygen and let out carbon dioxide.
    - Our blood then delivers the oxygen to all parts of the body from the very top of our heads to the very tips of our toes.
    - “We could go days without food and hours without water, but we would last only a few minutes without air.”

- What happens when you have asthma?
  - Possible answers:
    - Our breathing tubes swell up and make it hard for air to pass into our lungs.
    - Our breathing tubes fill up with mucus and make it hard for air to pass into our lungs.
    - The muscles around our breathing tubes squeeze our breathing tubes and make it hard for air to pass into our lungs.

Ask the campers to hold their drinking straws loosely in the hands (don’t pinch) and breathe in and out. Ask: How easy is that?

Next ask campers to squeeze the drinking straw and breathe in and out. Ask: Can you get air in? Can you breathe easily?

Explain that this is what asthma makes us feel like. We’ll talk about how to treat asthma and make it easier to breathe at camp this week!
Red Zone, Green Zone

In this game, one person plays the “Asthma Leader” and the rest of the campers try to sneak up on him or her.

Before beginning the game, review with the campers that when we’re in the green zone of our peak flow, we can run and move around easily. When in the red zone, we feel like it’s hard to breathe and we need to stop. (Be as dramatic as possible when demonstrating this concept – have fun with it!)

At the start, all the children form a line about 15 feet away from the Asthma Leader (AL). The AL faces away from the line of kids and says ‘green light.’ At this point the kids are allowed to move toward the AL.

At any point, the AL may say ‘red light‘ and turn around. If any of the kids are caught moving after this has happened, they are out.

Play resumes when the AL turns back around and says ‘green light.’ The AL wins if all the kids are out before anyone is able to touch him or her.

Otherwise, the first player to touch the AL wins the game and is AL for the next game.

Conclude the game with a talk about how it feels when we’re in the green zone and it’s easy to run and play. Ask the campers what to do if they are in their “red zone.”
ACTIVITY: CREATE YOUR OWN SONG, CREATE YOUR OWN BAND

WHAT YOU’LL NEED:
Cardboard guitars – and whatever you decide you need!

Work with your campers to write their own asthma songs:
- Use familiar tunes to rock songs and change the words to reflect asthma topics
- Have the students write their own music and lyrics
- Develop your own “TV Show”:
  - “The (Asthma) Voice”
  - “American (Asthma) Idol”
  - A capella Groups

Create your own instruments:
- Design your own cardboard guitars
  - One resource could be “Groovy Scratch Guitars Craft Kit” from S&S Worldwide
    - Item #CE4667 ($23.99 for a pack of 48)
    - www.ssww.com
- Make freeform cardboard instruments
ACTIVITY: WATER BALLOONS – SYMPTOMS VS. TRIGGERS

WHAT YOU’LL NEED:
Water balloons
“Trigger shirt”
“Symptom shirt”

Campers will select two favorite counselors.

One counselor will have on a trigger shirt and another a symptom shirt.

The camper will select the counselor they wish to attempt to hit with a water balloon.

If the camper selects symptoms they must name 4 of their asthma symptoms. If they select triggers they must name 4 of their asthma triggers.

Once the camper names the 4 symptoms or triggers they have a chance to throw a water balloon at the counselor.

Courtesy of Camp Asthmania
ACTIVITY: RELAY RACE

WHAT YOU’LL NEED:
Stations with the following:
- Pictures of a normal, inflamed and constricted airway
- A toy octopus in a pool with rings
- Blindfolds for “Pin the Tail on the Donkey”
- Asthma Action Plans
- Red, green and yellow hula hoops

Two teams will be competing. You will need at least 8 counselors in a group helping with the race. Use the “teach back” method and interact with the campers.

Station 1 Airway:
- Campers will be shown a normal, inflamed and constricted airway.
- Campers must identify all three before moving to the next station.
- Questions: Show what a normal airway looks like; What medicine do you use if you’re having an asthma attack? What medicine helps to control symptoms and inflammation?

Station 2 Triggers:
- Campers must identify 5 triggers of asthma. Once the triggers are identified then the campers will try to ring the octopus in the pool before they move to the next station.

Station 3 Symptoms:
- Campers must name 4 symptoms of asthma. Once the symptoms are named, the campers will be blindfolded. The counselor will spin them 5 times and the camper will attempt to pin 5 tails on the Donkey before they can move to the next station.

Station 4 Action Plan:
- They must identify the colors on the action plan.
  - Green-go-well-take controller medications daily
  - Yellow-sick-slow-down-need quick-relief medication
  - Red-stop-emergency-call doctor
- The campers will have to hula hoop with the green, yellow and red hula hoop. Green is easy; make the yellow difficult and the red impossible.

Courtesy of Camp Asthmania
ACTIVITY: TRIGGER TROUBLE – RELAY GAME

WHAT YOU’LL NEED:
Shovels
Skateboards and helmets
Triggers

The campers are divided into 2 teams. They line up.

With a shovel in hand and helmet on, the first player on each team skateboards (THEY ARE TO SIT ON SKATEBOARD AND PUSH WITH FEET AND HANDS) to a common pile of triggers at the other end of the playing field, shovels up a trigger, and skates back to his team’s box and deposits the trigger in it, then passes shovel, helmet, and skateboard to the next teammate, who follows suit.

The game continues as long as the triggers last; when they’re gone, teams count what they’ve collected.

The team with the most wins.

Courtesy of Camp Asthmania
ACTIVITY: “ASTHMA FAMILY FEUD”

WHAT YOU’LL NEED:
- Answer sheets
- Game show “set-up”

A counselor acts as the game show host.

Divide the campers into two teams.

One member of each team faces the other in a face-off as the counselor reads the question off the game board.

The team that buzzed in with the correct answer receives control of the board and has the option of playing or passing control to the other team.

The team that has the control tries to reveal all of the correct answers to the question before receiving three strikes.

If the team receives three strikes without clearing the board, control is passed to the other team.

The team that now has the control is able to give one answer in the hopes that it is found on the board.

If it is, points are added to the team’s score.
If not, the other team gets the points.
Points are collected as each team finds its answers to the question on the board.

Continue the game repeating steps.

Each team tries to collect the most points. The team with the most points wins the game!
(Click on Team 1 or Team 2 on the Score slide to move to the You’ve Won slide.)
There are plenty of medications that can be taken for asthma. 
Name the top 10 breathing medications.

The best way not to have an asthma attack is prevention. 
Name the top 11 things you can do to keep from having an asthma attack.

Things that cause asthma flare-ups are called triggers. 
Name the top 13 triggers that can cause an asthma attack.

When you have an asthma attack, it makes it hard to breathe in and out. This change is called symptoms. 
Name the top 13 symptoms of an asthma flare.

(The answers are on the following page)
## Answers for Asthma Feud

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>TRIGGERS</th>
<th>SYMPTOMS</th>
<th>MEDICATIONS</th>
<th>PREVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Exercise</td>
<td>Wheezing</td>
<td>Albuterol/Ventolin/Proventil/ProAir</td>
<td>Wash hands</td>
</tr>
<tr>
<td>2</td>
<td>Cold/Flu (respiratory infection)</td>
<td>Shortness of breath</td>
<td>Xopenex</td>
<td>Clean room</td>
</tr>
<tr>
<td>3</td>
<td>Cigarette smoke</td>
<td>Tight chest</td>
<td>Qvar</td>
<td>Don’t smoke or be around smoke</td>
</tr>
<tr>
<td>4</td>
<td>Odors from sprays</td>
<td>Cough</td>
<td>Flovent</td>
<td>Take control meds</td>
</tr>
<tr>
<td>5</td>
<td>Weather changes</td>
<td>Can’t sleep</td>
<td>Pulmicort</td>
<td>Dust</td>
</tr>
<tr>
<td>6</td>
<td>Pets/Dander</td>
<td>Tired</td>
<td>Symbicort</td>
<td>Vacuum</td>
</tr>
<tr>
<td>7</td>
<td>Molds/Mildew</td>
<td>Sneezing/Stuffy-runny nose</td>
<td>Advair</td>
<td>Avoid allergies</td>
</tr>
<tr>
<td>8</td>
<td>Foods</td>
<td>Breathing fast</td>
<td>Dulera</td>
<td>Have an asthma action plan</td>
</tr>
<tr>
<td>9</td>
<td>Crying/Laughing (emotions)</td>
<td>Respiratory illness (cold or flu)</td>
<td>Singulair</td>
<td>Keep pets out of the bedroom</td>
</tr>
<tr>
<td>10</td>
<td>Pollen</td>
<td>Sad/Angry</td>
<td>Combivent</td>
<td>Clean bed linens in hot water</td>
</tr>
<tr>
<td>11</td>
<td>Cockroaches</td>
<td>Itchy throat</td>
<td></td>
<td>Wear a loose scarf in cold weather</td>
</tr>
<tr>
<td>12</td>
<td>Dust mites</td>
<td>Headache/Stomachache</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Cold air</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY: “LUNGO”

WHAT YOU’LL NEED:
- Lungo game board
- Bingo chips

Campers will receive a game board and bingo chips.

The Lungo caller will pull out a randomly chosen topic from the container. The leaders should ask campers questions and interact with them on each topic. Use the “teach-back” method to make the game a learning experience.

The player that yells Lungo first will receive a prize. Additional games can be played if needed.

Lungo Topics:

- Constriction
- Asthma Symptoms
- Furry Pets
- Green-Well Zone
- Coughing
- Chest Tightness
- Inhaler
- Yellow-Sick Zone
- Shortness of Breath
- Asthma Action Plan
- Red-Emergency Zone
- Asthma
- Medication
- Allergies
- Doctor
- Quick-Relief Medication
- Controller Medication
- Smoke
- Exercise
- Nebulizer
- Wheezing
- Inflammation

What you’ll need:
- Lungo game board
- Bingo chips
## LUNGO

<table>
<thead>
<tr>
<th>Constriction</th>
<th>Asthma</th>
<th>Quick-Relief Medication</th>
<th>Controller Medication</th>
<th>Inflammation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheezing</td>
<td>Coughing</td>
<td>Chest Tightness</td>
<td>Shortness of Breath</td>
<td>Asthma Symptoms</td>
</tr>
<tr>
<td>Inhaler</td>
<td>Spacer</td>
<td>FREE</td>
<td>Nebulizer</td>
<td>Medication</td>
</tr>
<tr>
<td>Smoke</td>
<td>Dust Mites</td>
<td>Furry Pets</td>
<td>Allergies</td>
<td>Exercise</td>
</tr>
<tr>
<td>Asthma Action Plan</td>
<td>Green-Well Zone</td>
<td>Yellow-Sick Zone</td>
<td>Red-Emergency Zone</td>
<td>Doctor</td>
</tr>
</tbody>
</table>

Courtesy of Camp Asthmania
ACTIVITY: “SIMON SAYS”

WHAT YOU’LL NEED:
No supplies needed

Asthma Control “Simon Says”

One person is designated “Simon” (or another creative name – possibly related to a camp mascot), the others are the players.

Standing in front of the group, “Simon” tells players what they must do.

However, the players must only obey commands that begin with the words “Simon Says.” If Simon says, “Simon says touch your nose,” then players must touch their nose. But, if Simon simply says, “jump,” without first saying “Simon says,” players must not jump. Those that do jump are out.

Use asthma or breathing-related commands such as:

- “Take a deep breath”
- “Pretend to use your inhaler”
- “Put up two fingers like the Rules of Two™”
- “Take a belly breath”
- “Jump up like a peak flow meter reading”

Discuss how “Simon” is in control of the group – just like we each want to be in control of our asthma symptoms!
ACTIVITY: ASTHMA TRIGGERS

WHAT YOU’LL NEED:
Asthma trigger cards – 1 set for each small group (photocopy and cut cards apart)

Divide campers into small group – with younger campers, have an adult facilitating each small group.

Provide each groups with a set of “Asthma Trigger Cards” found on the next page.

Ask the campers to divide the cards into two piles – things that ARE asthma triggers and things that ARE NOT asthma triggers.

Ask each group to share their results with the large group.

Ask the campers to look at the triggers and explain to the group some good strategies for avoiding their asthma triggers.
# Asthma Trigger Cards

<table>
<thead>
<tr>
<th>Smoke</th>
<th>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lobsters</td>
<td>Crayons</td>
</tr>
<tr>
<td>Humidity</td>
<td>Cockroaches</td>
</tr>
<tr>
<td>Dogs</td>
<td>Books</td>
</tr>
<tr>
<td>Hangnail</td>
<td>Toothbrush</td>
</tr>
<tr>
<td>Sinus Infection</td>
<td>Sticks</td>
</tr>
<tr>
<td>Hats</td>
<td>Flu</td>
</tr>
<tr>
<td>Exhaust Fumes</td>
<td>Common Colds</td>
</tr>
<tr>
<td>Popcorn</td>
<td></td>
</tr>
</tbody>
</table>
# Asthma Trigger Cards

<table>
<thead>
<tr>
<th>Mold</th>
<th>Snakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peanuts</td>
<td>Bus Fumes</td>
</tr>
<tr>
<td>Sneakers</td>
<td>Pencils</td>
</tr>
<tr>
<td>Cold Air</td>
<td>Computer</td>
</tr>
<tr>
<td>Crackers</td>
<td>Hot Dog</td>
</tr>
<tr>
<td>Exercise</td>
<td>Towels</td>
</tr>
<tr>
<td>Perfume</td>
<td>Cats</td>
</tr>
<tr>
<td>Hamburger</td>
<td>Broccoli</td>
</tr>
<tr>
<td>Dust Mites</td>
<td>Handshakes</td>
</tr>
</tbody>
</table>
ACTIVITY: LET’S BE ASTHMA SAFE!

WHAT YOU’LL NEED:
Asthma Safe Crossword Puzzle pages
Pencils and pens

Help campers complete the attached Asthma Safe Crossword Puzzle page.

Key for Instructor:

Tobacco
Smoke
Perfume
Aerosol Sprays
Cleaners
Dust Mites
Mold
Animal Fur
Breathe

Phrases:
Let’s Be Asthma Safe!
BREATHING BETTER

Unscramble each of the clue words. Copy the letters in the numbered cells to other cells with the same number.

TOCCAOB

KEMSO

RUPMEFE

ROASELO RYSPAS

LERNAECS

TUDS SIMET

MODL

LIANAM RUF

TAREBHE

1

5

6

10

12

15

9

16

3

4

11

13

14

13

15

16

1

2

3

4

5

6

7

8

9

10
ACTIVITY: “I HAVE ASTHMA”

WHAT YOU’LL NEED:
No supplies needed

“I Have Asthma” Game

Choose at least one person to know the game rules and be the leader. Campers sit in a circle. The leader says, “I have asthma and I’m going to my friend’s house. I am going to take an [chooses an item that starts with the letter “A” for asthma].”

The campers take turns around the circle. They start off with the sentence “I have asthma and I’m going to my friend’s house. I am going to take . . . ” The campers don’t know the pattern. The next camper must start off their item with the first letter of an item that starts with the letter “S.” The campers will spell out “ASTHMA” with the items. If the camper guesses wrong, the leader says, “No, you won’t need to bring that” and it moves onto the next camper to see if they can guess the pattern and choose an item that begins with S. Tell the campers that figure out the game to keep it quiet until the end.

From then on, the first letter of every word must go in the order of ASTHMA. For example, the campers could guess, Apple, Soccer ball, Tambourine, Hula Hoop, Marshmallows and Apricots.
ACTIVITY: ASTHMA ACTION PLANS

WHAT YOU’LL NEED:
No supplies needed

Game: It’s Time for an Asthma Action Plan!

The game leader is named “Dr. [use camper’s first name].” The game starts out with the “Doctor” at one end of a field, room or designated area with his or her back to the group.

The group at the other end then yells out, “What time is it Dr. [camper’s first name]?”

The “Doctor” then calls out a time that is on the even hour (1 o’clock - 12 o’clock). The group then takes that many steps. When the group gets to where the doctor is, but not past him or her, and asks the time, the “Doctor” can yell “Time for an Asthma Action Plan!” and then turn and chase the group. Those who are caught are to sit out. The last one left becomes the “Doctor.”

A variation is to allow each child who is tagged to become an honorary “Doctor” and help catch people.
ADDITIONAL ACTIVITY IDEAS

“The sky is the limit!”

- Have campers record their own song – make a music video
- Provide a time for campers to have an open discussion about asthma management
- Have campers make up motions for each of the Asthma Blues songs
- Have inflatable / toy instruments for the kids to “play” each day
- Asthma Charades
- Asthma Scavenger Hunt
- Asthma Relay Race
RESOURCES

Allergy & Asthma Network
AllergyAsthmaNetwork.org
• AsthmaTracker™ Symptom Diary System
• My Personal Allergy & Asthma Guide
• Posters:
  • Respiratory Inhalers: At a Glance – English – 11” x 8 ½”
  • Respiratory Inhalers: At a Glance – Spanish – 11” x 8 ½”
  • Respiratory Inhalers: At a Glance – English – 22” x 17”
  • Respiratory Inhalers: At a Glance – Spanish – 22” x 17”
  • Respiratory Inhalers: Side by Side – English – 22” x 17”
• Publications:
  • Understanding Asthma
  • Breathe Better at Home (English and Spanish)
  • Breathe Better at School (English and Spanish)
  • Indoor AIRepair™ at Home, School & Play (English and Spanish)

Centers for Disease Control and Prevention (CDC)
www.cdc.gov/asthma/children.htm
• Resources and podcasts for children with asthma:
  • “Asthma – Get the Facts!” with the “Kidtastics”
  • “Don’t Let Asthma Keep You Out of the Game”

Websites:
American Academy of Allergy, Asthma and Immunology
• Just for Kids: Tim and Moby Explain Asthma
  www.aaaai.org/conditions-and-treatments/just-for-kids
American College of Allergy, Asthma and Immunology
• Asthma in Children
  acaai.org/asthma/who-has-asthma/children
Asthma and Allergy Foundation of America
• Triggers, Symptoms, Diagnosis, Treatment, Prevention
  www.aafa.org/asthma
Asthma Blues
www.asthmablues.com
KidsHealth.org by Nemours
• Asthma Resources
  Parents: kidshealth.org/en/parents/center/asthma-center.html
  Children: kidshealth.org/en/kids/asthma.html
  Teens: kidshealth.org/en/teens/asthma.html
“Asthma Blues”

8229 Boone Blvd.
Suite 260
Vienna, VA 22182
800.878.4403
AllergyAsthmaNetwork.org
info@AllergyAsthmaNetwork.org

Thanks to our sponsors:
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Download additional copies of this Tool Kit:
www.allergyasthmanetwork.org/outreach/publications/special-publications/asthma-blues-for-camps/