

Asthma Story Time

Books needed:

Hutchins, Pat. The Wind Blew. New York: Scholastic, 1974. ISBN: 0-689-71744-x

London, Jonathan. The Lion Who Had Asthma. Morton Grove, IL: Albert Whitman & Company. 1992. ISBN 08075-4559-7.

Supplies needed: crayons, scissors, glue, paper bags, puppet outline on sheets, kite outline, if wanted, on construction paper, paper scraps, popsicle sticks and string.

Snacks and drinks, if desired.

Other resources:

EPA (United States Environmental Protection Agency). “Clear Your Home of Asthma Triggers), EPA/402-ff-99-005, July 1999. Available in Spanish as well.

Fastmark, Inc. “FastGuides: Living Well with Asthma”, prepared in cooperation with the American Academy of Allergy, Asthma & Immunology, 1999. Available from Wood-Howard Products, Inc.

Your local health department and/or a guest educator on asthma.

Goal and objectives

Goal

The goal of this story time is to educate parents and caregivers about asthma in children.

The objectives are:

1. that the parents in attendance will be able to articulate that asthma is a disease which can and must be treated under a doctor’s care, with standard medications
2. that parents will be able to list at least one tip which will assist them and their child in remaining calm during an attack
3. that parents will be able to list at least two common asthma triggers.

I. Welcome and introductions – description of program goals

II. Read The Wind Blew.

Have the children provide the sounds for the wind. Use a flannel board story or a basket with these items in it: an umbrella, a balloon, a hat, a kite, a shirt, a hanky, a wig, letters, a flag, scarves, and a newspaper.

Talk about what happens when the wind blows: we all bend, it is hard to walk, things get snatched away and fly in the air (trash, leaves, etc.) and sometimes the air gets bad and we cough, etc.

Explain that what is in the air can affect our breathing and that we need to be aware of what things can negatively affect how we breathe (dust mites, air quality in general, pet dander, cockroaches, etc.).

II. Make a paper bag puppet, using the lion outline (or other animals).

III. Come back together for a second story: The Lion Who Had Asthma.

Ask children to help with the story by roaring like lions after the first page is read. Read the second page and ask the children who a hippo singing in the tub might sound (take a few response). Then read through to page 11 “Instead of growling...”. Wheeze for them. Before the second paragraph ask the children if they have ever had a coughing fit, sneezing or hiccups or an asthma attack. How did they feel? Pick up with “the lion feels..” and finish the story, having the children roar at the end with the reader.

IV. Separate parents and children.

The adult working with the parents could ask “what did Sean’s parents do when he had his attack?” (stayed calm, got his medicine, encouraged him to stay still , encouraged his imagination). Jonathan London’s note for parents could be shared.

Handouts or a presentation could be given.

Children do finger plays and animal sounds or activities, such as the “Elephant Walk”, have a snack and spend time with making a small kite.

V. Parents and children come back together for a wrap-up. Give out book to each family.

Also Recommended: The Get Set for Kindergarten! Series by Rosemary Wells: How Many? How Much?, Discover and Explore, Adding it Up, and Letters and Sounds.

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