



# Lesson Plan 1: Moggy's New Medicine

Please read the following guidance in full.

Theme Overview – What is the ‘Moggy’s New Medicine’ story about?	Session Delivery Guidance
<p>This story and programme cover the following outcomes:</p> <ul style="list-style-type: none"> <li>• To raise awareness of what asthma is</li> <li>• To ensure that both children with and without asthma understand how to manage asthma effectively</li> <li>• To raise awareness of what living with asthma means to those who have the condition</li> <li>• To make sure that children have a better understanding of how, when and why those with asthma might need to get help, if needed</li> <li>• To increase empathy for others</li> <li>• To ensure that children know when they need to involve an adult, they know they can trust and who will listen to them, if they need any help or support</li> </ul> <p>Please look through the story for yourself before reading it out to children.</p>	<p><b>Session Overview</b></p> <p>This session will focus on the ‘<b>Moggy’s New Medicine</b>’ story as the basis for building awareness around asthma as a medical condition, increasing understanding around how to manage asthma effectively with medication and lifestyle choices, and helping children to understand how those with asthma might need help and support.</p> <p><b>Session Length</b></p> <p>Each activity listed below, has suggested timings for it, to act as a guide. However, session times will depend on the needs of your class, so please take the time that is required to meet their needs.</p> <p><b>Creating a Safe Learning Environment</b></p> <p>Please refer to the ‘<b>Guidance on delivering Dog, Duck and Cat resources</b>’ document available on our web site:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.dogduckandcat.co.uk">www.dogduckandcat.co.uk</a></li> </ul> <p>We would suggest using this resource, as part of your planned curriculum, with:</p> <ul style="list-style-type: none"> <li>• Year 3 or 4</li> </ul>



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	<p>As you know your children best, you can also potentially use this resource with pupils in Year 2, but this is a judgement call for you to make.</p> <p>If you require further support in adapting any of the materials for pupils with additional needs, please contact the Dog, Duck and Cat Trust.</p>
<p><b>Resources required</b></p>	<p><b>Session aims/objectives</b></p>
<ul style="list-style-type: none"> <li>• Moggy's New Medicine Flipping Book</li> <li>• Moggy's New Medicine 'What have we learnt' PPT quiz</li> <li>• All About Asthma digital leaflet PDF (for teacher reference)</li> <li>• Asthma Information Sheet PDF</li> <li>• What Are Inhalers? PPT</li> <li>• Things I Know About Asthma PDF</li> </ul>	<ul style="list-style-type: none"> <li>• To establish what asthma is, how it can affect those who have it and some of the associated issues and risks</li> <li>• To increase understanding around the use of medicines (inhalers) and how those with asthma can manage the condition and live normal lives</li> <li>• To improve knowledge about asthma as a common medical condition</li> </ul>
<p><b>Learning outcomes</b></p>	<p><b>Key words, phrases, vocabulary and new terminology explained</b></p>
<ul style="list-style-type: none"> <li>• I can explain what asthma is and how it can affect people who have it</li> <li>• I understand the ways that people who have asthma can manage their condition so that they are able to live healthy and normal lives, including by using inhalers</li> <li>• I know when those with asthma might need extra help or support</li> </ul>	<p>Below are some key words which are used within this session – you may wish to add more words to these depending upon the needs of your pupils. These may be familiar to some pupils but new to others so please use these definitions as a basis for explanation if required.</p> <p>The value of developing pupils understanding of related vocabulary to help them stay safe or express themselves clearly is an important part of the DDC stories</p>



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and learning.

If you have time, you may wish to allow pupils to come up with their own 'child friendly' definitions of these or other relevant words from the session – these could be used in displays or for reference throughout the sessions.

- **Asthma** – is a long term medical condition which affects the airways. Symptoms can be different for each person, but include a cough, wheezing, shortness of breath and feeling like you have a tight chest.
- **Symptoms** – this is a feeling or physical sign in our body that something isn't right, and we might be ill. Symptoms can help us understand what might be wrong. For example, if you have a runny nose, it might mean you have a cold!
- **Triggers** – if we are talking about asthma, then triggers are things that can set off asthma symptoms
- **Inhaler** – these are devices with medicine in that are very commonly used by people to treat their asthma. There are two types; a brown preventer inhaler and a blue reliever inhaler
- **Spacer** – a piece of plastic tube which is used with inhalers to make it easier to breathe in the medicine
- **Empathy** - being able to understand how other people are feeling, as if what is happening to them is actually happening to you
- **Kindness** – being friendly, considerate and kind to others
- **Supportive** – being helpful, showing support and encouraging others



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**Starter Activity – Teacher led with whole class participation/ small groups**

Activity	Activity Description	Resources required
<p><b>10 - 15 minutes</b></p> <p><b><i>Reading the story/setting the scene</i></b></p>	<p><b>Run through the learning outcomes for the session.</b></p> <p>Work with the children to create some age-appropriate ground rules as a class.</p> <p>Some examples are available in '<b>Guidance on delivering Dog, Duck and Cat resources.</b>' Ensure that pupils are clear why they are needed and are so important.</p> <p><b>Explain to the class:</b></p> <p><i>We are going to read a story called '<b>Moggy's New Medicine.</b>' In the story Moggy tells the class at Farmyard Primary School all about what it's like to have a medical condition called asthma, how he looks after himself and all sorts of important facts and information.</i></p> <p><i>Let's find out more!</i></p> <p>You should now read the <b><i>Moggy's New Medicine Flipping Book</i></b> to the class. The key messages from the story are as follows:</p> <ol style="list-style-type: none"> <li>1. To raise awareness of what asthma is</li> <li>2. To ensure that both children with and without asthma understand how to manage asthma effectively</li> </ol>	<p><b>Moggy's New Medicine Flipping Book</b></p>



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3. To raise awareness of what living with asthma means to those who have the condition
4. To make sure that children have a better understanding of how, when and why those with asthma might need to get help, if needed
5. To increase empathy for others
6. To ensure that children know when they need to involve an adult, they know they can trust and who will listen to them, if they need any help or support

**Teacher note:**

You may well have pupils in your class who have asthma, so there may already be a level of awareness with some pupils. As it is such a common condition in adults and children, you will need to be sensitive to the needs and experiences of pupils who have asthma themselves or have family members who do. If you have pupils with asthma in your class, you may wish to involve them directly in the lesson (please check with them in advance) and this can be a very useful addition. We have included notes on this within appropriate points of the lesson, if needed.

You can also find out plenty of additional useful information to help you to prepare and deliver this lesson via Asthma + Lung UK [www.asthmaandlung.org.uk](http://www.asthmaandlung.org.uk)

Now move on to the next activity.



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## Activity 1 – Teacher led/whole class/small groups or pairs

Activity	Activity Description	Resources required
<p><b>10 – 15 minutes</b></p> <p><b><i>What is asthma and how does it affect people?</i></b></p>	<p>This activity is to allow children to reflect and embed on some of the key information that Moggy gave in the story, so that they have a good understanding about what asthma is, symptoms and the affects.</p> <p>There is a short YouTube clip to show the class (approx.. 1 minute long) so make sure you have this ready to show before you begin the activity. You may also want to read or print out a copy of the <b><i>'All About Asthma digital leaflet'</i></b> from Asthma+Lung UK for your own reference to help you reinforce key facts with your class.</p> <p><b>Ask the class:</b></p> <p><i>Which parts of your body help you to breathe?</i></p> <p>Ensure pupils understand that breathing involves inhaling/exhaling through the nose/mouth, into and out of our windpipe and airways into the lungs.</p> <p><b>Explain to the class:</b></p> <p><i>In the story, we found out from Moggy that asthma is something which can affect breathing. Moggy gave the class a LOT of other information about asthma. He showed the class a page from a website he'd found from an organisation called 'Asthma + Lung UK' who are a charity that help people with asthma and other conditions which can affect their breathing.</i></p>	<p><b>Internet access to You Tube clip 'What is Asthma'</b></p> <p><b>All About Asthma digital leaflet for teacher reference (optional)</b></p>



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*Moggy learnt a lot about what he told the class about his asthma from this website, and he also watched a useful YouTube clip that they had called 'What is Asthma? I'm going to show this to you now as it's a useful little reminder to us about what Moggy told the other animals.*

Open the clip and show the class. <https://youtu.be/4YdydaDsRyw>

Pupils can work in small groups or pairs for this next part.

**Ask the class:**

*Thinking about the clip we watched, and the information that Moggy shared, can anyone explain what asthma is to me?*

Give pupils a few moments to discuss, then ask for answers. We are looking for pupils to give the following key information.

- Asthma is a very common long-term lung condition
- In the UK, one in every eleven children has asthma!
- It affects the airways that carry air in and out of your lungs, which become very narrow and make it hard to breathe
- People with asthma often have sensitive, inflamed airways

*In the story, Moggy also explained some of the symptoms of asthma. Can anyone remember what these were?*



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## Teacher note:

You may want to explain what we mean by 'symptom' here, using the definition from the key words and vocabulary list.

Again, give pupils a few moments to discuss. You should get the following answers (but make sure they are covered, if not). Symptoms of asthma include:

- Coughing
- Wheezing
- Shortness of breath
- Tight chest
- Waking up at night with a cough (shared in the YouTube clip)

Ensure that the group understand that having these symptoms alone does NOT always mean you definitely have asthma, but that experiencing one or more of these symptoms COULD mean someone has asthma. It's more likely to be asthma if the symptoms keep coming back.

## Explain to the class:

*In the story, Moggy also said that these symptoms can be mild or severe and can come and go. Someone with severe symptoms is having an asthma attack and needs urgent medical help. But like Moggy said, having asthma is something that he has been able to keep under control by understanding it and the ways he can keep himself safe, by using medicine and understanding his*





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	<p><i>symptoms.</i></p> <p><i>We're now going to look at the different ways Moggy and other people with asthma do this so that they can lead normal lives.</i></p> <p>Move onto the next activity.</p>	
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## Activity 2 – Teacher led/whole class/pairs

Activity	Activity Description	Resources required
<p><b>20 – 25 minutes</b></p> <p><b><i>What it's like to have asthma?</i></b></p>	<p>We will now look more closely at how those with asthma can manage the condition, both to remind pupils who may have asthma themselves, or to help children who don't have it to understand that it is a condition that can easily be controlled, with care and attention.</p> <p>As noted earlier, if appropriate you may wish to involve pupils who have asthma themselves at some points within this activity, perhaps as a Q &amp; A in the same way that Moggy invited questions. It would also be beneficial to show pupils physical examples of inhalers too. This would all be a really effective way of building understanding and empathy from fellow pupils to those who have asthma. Please allow additional time for this, if so.</p> <p><b>Ask pupils:</b></p> <p><i>How do you think Moggy feels about having asthma? What do you think it feels like for him if he is having symptoms?</i></p> <p>Allow pupils to discuss this briefly in groups. With these two questions, we are looking for pupils to be able to empathise on how Moggy physically feels if and when he has symptoms, but also how he feels about it emotionally/mentally. Try to draw out these elements, so that pupils understand there are effects of having asthma, but that they can be handled and managed by those who have asthma.</p>	



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	<p><b>Ask the pupils:</b></p> <p><i>Does anybody know anyone who has asthma? How does he or she deal with it?</i></p> <p>Again, allow pupils a little time to share appropriate information as a class on anyone in their lives who has asthma, and how they manage it, especially in terms of use of inhalers/medicines or avoiding potential triggers. Be sensitive with discussions!</p> <p><b>Explain to the class:</b></p> <p><i>In the story, Moggy told us about the importance of using his inhalers to help him deal with his asthma. Can anyone tell me what they remember about inhalers?</i></p> <p>Take brief feedback from the class.</p> <p><i>Let's now take a closer look at what inhalers are and how they help people with asthma.</i></p> <p>Display and go through each slide of the <b>What Are Inhalers PPT</b> with the class. There are brief explanatory notes to support your explanations for each PPT slide underneath within the notes section.</p> <p><b>Teacher note:</b></p> <p>This would also be an ideal opportunity to ask any willing pupils who have asthma to show their inhalers and talk about how and when they use them etc.</p>	<p><b>What Are Inhalers PPT</b></p>
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	<p><b>Explain to the class:</b></p> <p><i>I want you to do some research about asthma, like Moggy did, so that you can tell others who don't yet know about some of the important things you have found out today.</i></p> <p><i>Using the information on the '<b>Asthma Information Leaflet,</b>' and thinking about what Moggy told the other animals in the story and what we have talked about in this lesson, I would now like you to have a go at completing the '<b>Things I Now Know About Asthma</b>' resource sheet.</i></p> <p>Give out copies of both of these resource sheets to pupils, who can work in pairs or small groups to discuss and complete this activity, but please make sure that every pupil completes their own copy of the '<b>Things I Now Know About Asthma</b>' resource sheet.</p> <p>Pupils should complete each of the four main sections on the resource sheet, like so:</p> <ul style="list-style-type: none"><li>• <b>Asthma is...</b> - pupils to note down what they know about asthma as a medical condition, how it affects people, etc.</li><li>• <b>Symptoms of asthma are...</b> - pupils should summarise any symptoms of asthma</li><li>• <b>This is what I can tell you about inhalers...</b> - include any knowledge about what they do, the types, colours, usage, spacers, etc.</li><li>• <b>Any other information...</b> - add in anything else pupils have learnt. This could be about triggers, effects on asthma sufferer, managing asthma (e.g. asthma plan) etc.</li></ul> <p>Once pupils have completed their own '<b>Things I Now Know About Asthma</b>' resource sheet, ask them to each feedback and share one piece of information from their resource sheets, if</p>	<p><b>Asthma Information Sheet</b></p> <p><b>Things I Now Know About Asthma resource sheet (one copy per pupil)</b></p>
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	time allows, or just take a few bits of feedback from each of the sections if time is tight.  Be sure to clarify and correct any information if needed!	
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## Activity 3 – Teacher led/whole class/pairs

Activity	Activity Description	Resources required
<p><b>10 - 15 minutes</b></p> <p><b>Reinforcing key messages from the story/ Plenary</b></p>	<p>To ensure the key learning points have been achieved, and to reinforce some of the key messages from the story, you and the pupils should now complete the '<b>What have we learnt PowerPoint quiz</b>' together as a class.</p> <p>This activity will also allow you to understand if pupils have any gaps in their understanding around the learning outcomes and the themes covered.</p> <p>This brief assessment should be completed so you can demonstrate that the class have understood the key messages from the story.</p> <p>To round off the lesson, ask pupils to share one important new thing that they have learnt today with a partner.</p> <p><b>Make sure that each pupil has a copy of the Asthma Information Sheet to take home with them so they can share what they have learnt with parents/carers, family and friends.</b></p> <p>This now completes the session and the learning from 'Moggy's New Medicine! You may wish to extend the learning by asking your pupils to come up with other ways that they might share what they have learnt, such as a whole-class presentation in an assembly, a school display or</p>	<p><b>What have we learnt PowerPoint quiz</b></p> <p><b>Asthma Information Sheet (one copy per child)</b></p>



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	<p>other creative ideas to further and share learning from 'Moggy's New Medicine!'</p> <p>You can also find some great additional ideas to promote asthma awareness and clean air initiatives in your school via Asthma + Lung UK via this link:</p> <p><a href="#">Resources + projects for schools   Asthma + Lung UK</a></p> <p>In the story, Moggy also asked the class if they had any allergies. As an extension, you could recreate this with your own class to explore this area and raise awareness of other related health issues in school and the wider community.</p>	
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## **Mapping to statutory Relationships Education and Health Education (physical health & mental wellbeing) requirements for primary phase (correct as of September 2023)**

All primary phase schools must ensure that they deliver the statutory requirements on Relationships and Health Education as stated in the DfE guidance document. To support schools in achieving these statutory requirements, we have mapped each of our sessions to these and highlighted below which specific topic or theme is contributed to in each session.

This will allow schools to be confident that they are addressing both statutory requirements and the needs of their pupils by using the DDC Trust resources as part of their PSHE-related provision in school.

### **Relevant Relationships Education requirements**

#### Caring friendships

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

#### Being safe

- where to get advice e.g. family, school and/or other sources

### **Relevant Health Education requirements (physical health and mental wellbeing)**

#### Mental wellbeing

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings



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## Physical health and fitness

- how and when to seek support including which adults to speak to in school if they are worried about their health

## Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body