

Dear Colleague:

Ready? Set? Go with Asthma! is an asthma educational program developed and disseminated by the Asthma and Allergy Foundation of America (AAFA) with funding from the American Legion Child Welfare Foundation, Inc.

The purpose of this educational program is to define and describe exercise-induced asthma as well as to help patients control their asthma by identifying common asthma “triggers”, such as exercise, and distinguishing early warning signs of asthma attacks. The presentation and handouts reflect the National Asthma Education and Prevention Program’s *Expert Panel Report III: Guidelines for the Diagnosis and Management of Asthma*. We would like to thank Nancy Sanker, Maureen George, PhD, RN, AE-C; Margaret Lester, RN, NP, AE-C; Carol Lilly, RN, AE-C; Mary Brasler, Ed, D., Jacqui Vok, and LaSonia Landry, MPH, for their contributions in developing, reviewing and disseminating this program.

Components of the program:

- Presenter’s Guide
- Meeting Coordinator’s Guide
- Master copies of handouts (photocopy for audience)
- Sign-in Sheet
- Meeting Evaluation Sheet
- Presenter’s Script
- Compact disc containing the PowerPoint document with slides; script and handouts for photocopying

For information about other asthma education programs and materials or for more information about AAFA, please call AAFA’s toll free information line, 1-800-7 ASTHMA (727-8462) or send inquiries via e-mail to info@aafa.org.



Mary Brasler, M.S.N., Ed.D.
Director of Programs

Ready? Set? Go with Asthma! **Meeting Coordinator's Guide**

Dear Education Meeting Coordinator:

Thank you for helping educate people about asthma. By coordinating this educational program, you will help coaches, athletic trainers, physical education teachers, school staff, community recreation workers, and others who work with active children to manage their asthma, rather than letting their asthma control them.

This is one of several asthma education programs developed by the Asthma and Allergy Foundation of America (AAFA). The main goals of this program are to educate all those who are working with children engaged in physical activities about asthma, to help reduce fears, to increase the ability to deal with asthma attacks, and to encourage support for children from their peers, school staff and community workers.

We have assembled all the tools you will need to successfully plan an educational session. On the compact disc, we have included everything from the script to handouts for participants. The following is a step-by-step guide for planning an effective meeting.

One Month Before the Meeting

1. Review and familiarize yourself with all the program materials.
2. Reserve a meeting room. The ideal size of your meeting will depend upon the space available, the number of participants and other factors. Meetings may be held at a local school, athletic facility, community center, or other location convenient to your audience. You may feel more comfortable limiting the size of your groups. We have designed this program to be reusable, so you can hold a number of smaller sessions and still reach many people.
3. Contact a health care professional such as a physician, nurse, respiratory therapist, or health educator to serve as a presenter. Be sure to discuss:
 - An arrangement for delivering the enclosed script and photocopies of the participant handouts.
 - Audiovisual equipment that may be needed, such as a laptop computer, projection equipment for the PowerPoint slide presentation and a screen.
 - How the presenter would like to be introduced.

- Appropriate meeting length – allow about 45 minutes for the presentation and 15 minutes for a group question-and-answer session.
 - Whether the presenter can stay for another 15 minutes after the end of the meeting to answer individual questions.
4. Summarize and confirm presenter information in writing.
 5. Reserve the audiovisual equipment, including the projector and screen, and check to see that everything is working properly.

Three Weeks Before the Meeting

1. Send information about the program to your organization's newsletter, local newspapers and other appropriate publications, such as hospital newsletters and bulletin boards. This is especially effective if your newspaper has a "calendar" section that posts community meetings and educational opportunities.
2. On all promotional materials, request that potential meeting attendees register in advance. Begin creating a meeting registration list.
3. Plan refreshments such as coffee, juice, cookies and fresh fruit. Obtain napkins, cups, utensils, etc.
4. Obtain name tags and note cards for participants' questions.

One Week Before the Meeting

1. Photocopy the complete set of participant handouts. Remember that the handout pages that contain the slides and an area for taking notes must be printed from the Power Point document. When printing these handout pages from the PowerPoint document, selecting the option of 3 per page is recommended. You may want to place the handouts in a three-ring binder or folder that bears the name of your organization. Use your meeting reservation list to estimate the number of handout packets needed and make extras for late registrants.
2. Make several copies of the meeting sign-in form (see enclosed).
3. Modify the program evaluation form as appropriate, before printing copies for participants.

One Hour Before the Meeting

1. Create a name tag with your name and title “Meeting Coordinator.”
2. Place signs at the entrances of the facility that lead to the meeting room.
3. On a table near the meeting room door, place the following:
 - Pens and name tags.
 - Sign-in sheets (sample document provided on the compact disc).
 - Participant handout packets.
 - Meeting evaluation forms.
4. Designate a “greeter” to welcome participants and to encourage them to sign the attendance form and fill out a name tag.
5. Set up refreshments.

During the Meeting

1. Be sure the meeting starts on time.
2. Ask participants to introduce themselves. This helps the presenter fine-tune the presentation toward the specific needs and interests of the audience, and gives the audience information to use in seeking out individuals with similar concerns.
3. Introduce the presenter and tell the audience that the evaluation forms will be collected at the end of the evening.
4. After the presentation and question-and-answer sessions are over, thank the speaker and offer refreshments to all participants.
5. Request meeting evaluation forms from each participant.

After the Meeting

1. Send a thank-you note to the speaker.
2. Review meeting evaluation forms and contact individuals who requested more information.

If you are interested in ordering another asthma educational program – *The ABCs of Asthma, Getting the Most from Your Medications, The Tools of Asthma Management, or Asthma Management at School* – or if you have questions about conducting this meeting, please contact AAFA at 1-800-727-8462 (800-7-ASTHMA) or info@aafa.org.

On behalf of the Asthma and Allergy Foundation of America, thank you for taking on this important role—helping promote a better understanding of asthma. And good luck with your meeting!

Sincerely,



Mary Brasler, M.S.N., Ed.D.
Director of Programs
Asthma and Allergy Foundation of America

Ready? Set? Go with Asthma! Presenter's Guide

Dear Presenter:

Thank you for helping educate people about asthma. By offering this program, you will help coaches, athletic trainers, physical education teachers and other individuals who work with active children to manage their asthma, rather than letting their asthma control them.

This is one of several asthma education programs developed by the Asthma and Allergy Foundation of America (AAFA). The main goals of this program are to educate all those who are working with children engaged in physical activities about asthma – which can help reduce fears and increase the ability to deal with asthma attacks – and to encourage support for children from their peers, school staff and community workers.

The learning objectives for this session are to:

1. State a definition of asthma.
2. Identify the warning symptoms of an asthma attack.
3. List the common triggers of asthma.
4. Identify ways to prevent or manage exercise-induced asthma.
5. Recognize that controlling the environment and recognizing signs of an asthma attack early may enable the learner to control asthma.

We have assembled all the tools you will need to be a successful presenter and engage your audience. The program script and all of the participant handouts reflect the National Asthma Education and Prevention Program's *Expert Panel Report III: Guidelines for the Diagnosis and Management of Asthma*. We have also included a few suggestions for getting the most out of each component of this program.

Presenter's Script

The script, which appears on the notes page in the Power Point document, accompanies the slide presentation and covers all the points you will want to discuss with your audience. It is informative, yet easy for everyone to understand. It also notes when demonstrations, such as the proper technique for using a peak flow meter and inhaler, may be performed.

You will want to read through the script a few times to prepare for the session, but do not feel you have to present it word for word. You might have some examples from your own experiences with asthma that can help illustrate a point.

PowerPoint Slides

The slides are provided in a PowerPoint document on the compact disc. They are organized in the order in which they should appear during the session. These PowerPoint slides can be projected on a screen or used to create overhead transparencies. To familiarize yourself with the presentation, you will want to go through the slide show and script beforehand.

Participant Handouts

The meeting coordinator (or presenter) will photocopy the complete set of handouts for each of your meeting participants. The files containing all handouts are provided on the compact disc and are designed to distribute to your audience.

The handouts include black-and-white versions of each slide and include an area for taking notes. When printing these handout pages from the PowerPoint document – selecting the option of 3 per page is recommended. Also included are handouts that describe certain concepts in more detail, such as “Quick Tips to Help Students with Asthma”. You should feel free to modify the program evaluation form provided on the CD before distributing to the meeting participants. Participants should be encouraged to review and tailor the information in the sample letter to parents as appropriate and to distribute on their organization’s letterhead,

AAFA Information

Meeting participants may want more information about the Asthma and Allergy Foundation of America. Visit www.aafa.org to locate other materials for meeting participants.

Tips for Leading a Successful Session

Here are some general guidelines to help both you and your meeting participants get the most out of this session.

Use examples.

Telling stories to demonstrate points is an effective way of capturing people’s attention and increasing the power of your message. For example, if the script says, “People with asthma can exercise,” you might want to tell about a person you know who has triumphed athletically despite his or her asthma. Read through the script and make short notes in places where you can give examples.

Involve your audience.

Try to learn the names of the meeting participants – using the name tags provided by your meeting coordinator can help you and others remember. If the

group seems comfortable and talkative, call on participants to give examples or answer questions. Sometimes it is helpful to pass out note cards at the beginning of the meeting. As participants think of questions, they can jot them down and turn the cards in at the conclusion of the meeting. This method prevents forgotten questions and also allows shy audience members to have their concerns addressed.

Stay within a reasonable time limit.

Presentations that last about 45 minutes are ideal for most audiences. Allow about 15 minutes following your presentation to answer questions from the group and another 15 minutes after the meeting is over to answer questions from individual participants.

If you are interested in ordering another educational “toolbox” in our series of asthma meetings –*The ABC’s of Asthma; Getting the Most From Your Medications, The Tools of Asthma Management, or Asthma Management at School* – or if you have questions about conducting this session, please contact AAFA at 1-800-727-8462 or e-mail info@aafa.org.

On behalf of the Asthma and Allergy Foundation of America, thank you for taking on this important role—helping to promote a better understanding of asthma. And good luck with your meeting!

Sincerely,



Mary Brasler, M.S.N., Ed.D.
Director of Programs
Asthma and Allergy Foundation of America



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Meeting Evaluation

1. How helpful was this meeting? (*circle one*) Very helpful 1 2 3 4 Not helpful
2. The meeting facility was: (*circle one*) Exceptional 1 2 3 4 Poor
3. The presenter was: (*circle one*)
 - Knowledgeable about asthma Exceptional 1 2 3 4 Poor
 - Able to sustain interest 1 2 3 4
 - Responsive to questions 1 2 3 4
 - Able to explain things clearly 1 2 3 4
4. After this session I can: (*circle one*)
 - State a definition of asthma Yes No
 - Identify warning symptoms of an asthma attack Yes No
 - List the common triggers of asthma Yes No
 - Identify ways to prevent or manage exercise-induced asthma Yes No
 - Recognize that controlling the environment and recognizing early signs of an asthma attack are important to effectively control asthma Yes No
5. I would like more information about these topics: (check all that apply)

<input type="checkbox"/> Allergies and asthma	<input type="checkbox"/> Inhalers
<input type="checkbox"/> Asthma and allergy medications	<input type="checkbox"/> Nebulizers
<input type="checkbox"/> Asthma management at school or day care	<input type="checkbox"/> Peak flow meters
<input type="checkbox"/> Communicating with health care providers	<input type="checkbox"/> Spacers
<input type="checkbox"/> Coping with chronic disease	<input type="checkbox"/> Rhinitis, sinusitis, and asthma
<input type="checkbox"/> Environmental control at home, school or work	<input type="checkbox"/> Other _____
<input type="checkbox"/> Food and medication allergies	
6. At future meetings I would like (check all that apply)

<input type="checkbox"/> More time for questions	<input type="checkbox"/> Child care available
<input type="checkbox"/> More handouts / materials	<input type="checkbox"/> More time to share and socialize
<input type="checkbox"/> Other: _____	

Resources

- Asthma and Allergy Foundation of America – www.aafa.org – 1.800.7ASTHMA (1.800.727.8462)
- American Academy of Allergy, Asthma and Immunology – www.aaaai.org
- American College of Allergy, Asthma and Immunology – www.acaai.org
- American Respiratory Alliance of Western Pennsylvania – www.healthylungs.org – 1.800.220.1990 (Click on Catalog for Scratch-a-Dose™ labels to track inhaler use)
- National Heart Lung and Blood Institute – <http://www.nhlbi.nih.gov/about/naepp> (Click on schools/childcare)
- National Jewish Health – www.nationaljewish.org – call 1.800.222.LUNG (1.800.222.5864) to speak with a nurse.

Ready? Set? Go with Asthma!
Exercise-Induced Asthma • Participant Handout

Funding for this program was provided by the American Legion Child Welfare Foundation

