

# Hay Fever Problem

## Focus Questions

1. What did the BTN *Hay Fever Problem* story explain?
2. Complete the following sentence. Hay fever affects one in \_\_\_\_\_ Australians.
3. What triggers hay fever?
4. What are allergens? Give an example.
5. How does a person's body react if they have hay fever?
6. What are the symptoms of hay fever?
7. Why is spring usually the worst time of year for hay fever?
8. Why is this year's hay fever system different to previous years?
9. What can people do to control their hay fever?
10. What do you understand more clearly since watching this story?

## Activity

### Before watching

Before watching the BTN *Hay Fever Problem* story students will write down as much as they can about hay fever and other allergies.

### After watching

Students will respond to one or more of the following questions after watching the BTN story:

- What did you learn from the BTN story?
- What do you THINK about what you saw in the BTN *Hay Fever Problem* story?
- Have you experienced hay fever? Describe some of your symptoms.
- When do people experience hay fever?
- What do WONDER about hay fever?
- Think of three questions you have about the story.



## Key Learning

Students will learn more about the causes, symptoms, treatment and prevention of hay fever.

## Curriculum

### Health and Physical Education – Year 3 and 4

Identify and practise strategies to promote health, safety and wellbeing.

Describe strategies to make the classroom and playground healthy, safe and active spaces.

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### Health and Physical Education – Year 5 and 6

Investigate community resources and ways to seek help about health, safety and wellbeing.

Plan and practise strategies to promote health, safety and wellbeing.

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities.

### Health and Physical Education – Year 7 and 8

Practise and apply strategies to seek help for themselves or others.

Investigate and select strategies to promote health, safety and wellbeing.

Evaluate health information and communicate their own and others' health concerns.

Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities.

## Activity

### Glossary

Students will brainstorm a list of key words that relate to the BTN *Hay Fever Problem* story. Students may want to use pictures and diagrams to illustrate the meaning and create their own glossary. Here are some words to get you started.

Symptoms	Hay fever	Immune system
Prevention	Allergen	Allergic reaction

## Activity

### KWLH

Hold a class discussion after watching the BTN *Hay Fever Problem* story. What questions were raised in the discussion (what are the gaps in their knowledge)? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

<u>What do I know?</u>	<u>What do I want to know?</u>	<u>What have I learnt?</u>	<u>How will I find out?</u>

### Questions for inquiry

Students will develop their own question/s for inquiry, collecting and recording information from a wide variety of sources. Students may develop their own question for inquiry or select one or more of the questions below.

- Why is hay fever called ‘hay fever’? Investigate when hay fever was discovered.
- How does hay fever affect the body? Use the following scientific words in your description: symptom, allergens, immune system and antibodies.
- What is the difference between a food allergy and a food intolerance?
- What is the difference between an allergy and a cold?
- How do you find out what is causing allergies?
- What can I do if I see someone having an allergic reaction?
- Why does pollen cause hay fever? Look at pollen under a microscope and record your findings. Investigate the [pollen count](#) in your area.
- How can you tell the difference between hay fever and COVID-19? List the symptoms for each disease and compare and contrast.

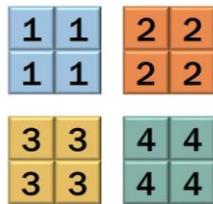
## Activity

### Jigsaw learning activity

In this activity students will work cooperatively to learn more about allergies, how they affect people and how they can be prevented. Each group will become experts and then share what they have learnt with other students. Please note: If students are learning from home, they can choose one allergy/disease to research and become an expert.

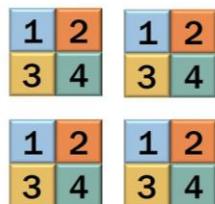
#### Round 1 – Focus Groups

Divide students into groups and give each group a different text to read and discuss.



#### Round 2 – Task Groups

Mix the groups so that students can bring their specific focus to a common task or problem.



## Form groups

Divide the class into 6 x Focus Groups. Each Focus Group will be assigned a different allergy/disease (*hay fever, food allergy, insect allergy, asthma, cold, flu*) to investigate and become experts. Each group will need to decide how they will collect and communicate the information they find during their research.

## Research

Each Focus Group will respond to the following questions to become experts:

- Describe the allergy/disease.
- How does it affect the body? Use scientific terms.
- What are the symptoms of the disease?
- What does it look like and what does it feel like?
- How do you get it?
- How can it be treated?
- How can it be prevented?

## Share

Mix the Focus Groups to form Task Groups (Tasks Groups include one student from each of the Focus Groups) to share the information they have collected. Students will share the information they have collected and learn from one another.

## Reflect

Students will reflect on the activity by responding to one or more of the following questions:

- What did you enjoy about this investigation?
- What did you find surprising?
- What would you do differently next time?

## Activity

### Campaign

Students will design a public education campaign to raise awareness about allergies and how they can be treated and prevented. Students will think about their campaign's aim, target audience, and the value of raising awareness at their school. Students can use [Canva](#) to design a poster to put up around their school and the wider community.

## Quiz

Students will create a quiz to test their classmates about a type of disease they have researched. Students will include quiz questions about the cause, symptoms and treatment of the disease.

# Activity

Quiz Questions	Your Answer
1. What is the scientific name for hay fever? a. Rhinocerotidae b. Allergic Rhinitis c. Rhinovirus	
2. How many Australians will be affected by hay fever at some point in their life? a. 1 in 2 b. 1 in 3 c. 1 in 5	
3. What can cause hay fever? a. Pollen b. Mould c. Animal hair d. All of the above	
4. What system in our body does hay fever mostly affect? a. Digestive system b. Immune system c. Nervous system	
5. How can hay fever be prevented? a. reduce exposure to allergens b. increase exposure to allergens c. eat a spoonful of honey every day	
6. Hay fever only occurs during spring and summer. a. True b. False	
7. Which of these isn't a symptom of hay fever? a. Sneezing b. Watery eyes c. Vomiting	
8. What is perennial hay fever? a. Symptoms are only caused by flowers b. Symptoms may occur at any time of the year c. Symptoms will only last for two years	
9. Hay fever and asthma are caused by many of the same triggers. a. True b. False	
10. Hay fever can be cured. a. True b. False	

Answers: 1b, 2c, 3d, 4b, 5a, 6b, 7c, 8b, 9a, 10b

## Useful Websites

Hay Fever – BTN

[https://www.abc.net.au\(btn/classroom/hay-fever/10524012](https://www.abc.net.au(btn/classroom/hay-fever/10524012)

Hay Fever Season – BTN

[https://www.abc.net.au\(btn/classroom/hay-fever-season/10535476](https://www.abc.net.au(btn/classroom/hay-fever-season/10535476)

Hay Fever and Asthma – Asthma Australia

<https://asthma.org.au/about-asthma/triggers/hay-fever/>

Hay Fever – Raising Children

<https://raisingchildren.net.au/guides/a-z-health-reference/hay-fever>

Kids Health – Child and Youth Health

<http://www.cyh.com/subdefault.aspx?p=255>