

## Living with Cystic Fibrosis

### KS4 Lesson Plan PSHE Health Education

#### Learning objectives

- \* To learn about the condition cystic fibrosis.
- \* To consider how the condition affects people's physical and mental health and wellbeing.
- \* To learn about body image and identify ways in which we can promote and practice body positivity.

#### Resources required

- \* Lesson Presentation
- \* Body Positivity Sheet

#### Key vocabulary

Cystic fibrosis, lungs, digestive system, organs, mucus, condition, inherited, genetic, lifelong, physical and mental health and wellbeing, tablets, treatment, nebuliser, feeding tube, Kaftrio, infections, exercise, physio (physiotherapy), coping strategies, relationships, support.

#### Prior learning

Your students may have differing levels of knowledge about cystic fibrosis, ranging from very knowledgeable to having never heard of the condition. Build on any existing knowledge but consider the accuracy of the information students have and challenge any misconceptions. There is a wealth of information about CF on our [website](#).

## Special considerations

We know that CF is often discussed in schools when teaching about genetics and genetic conditions. If you have a child with CF in your class, this lesson could be difficult for them. Equally, they may wish to share their knowledge and experiences. We've created a [factsheet for teachers](#) full of important information that can help you with teaching a lesson on CF.

Be mindful of the fact that some children may share details of their health conditions (CF and other conditions) during discussion and group work activities. The impact of medical conditions on a person's mental health and wellbeing is a sensitive topic. Consider how you will support any students who may find the content of this lesson challenging, in line with your school policy. This may include signposting students to external organisations.

| Time    | Main activity  | Notes and key questions  |
|---------|--|--|
| 5 mins  | Use the <b>Lesson Presentation</b> to introduce the lesson and the learning objectives. Read through the information on slides 3 and 4 about the condition.  | Establish students' existing awareness, knowledge and understanding of CF.   |
| 15 mins | <p>Work through the following slides to consider how CF affects people's physical and mental health and wellbeing. There is a video to watch on both physical and mental wellness. Use the slides following the videos to ask students questions students and reflect on what the individuals in the videos have shared.</p> <p>The video about physical wellness mentions Kaftrio. This is a medicine used to treat some people with CF, to improve lung function.</p> <p><b>Be mindful that the questions relating to how CF might affect a person's mental health may be triggering for some students. Aim to focus on what was discussed in the video and offer additional pastoral support for those who need it.</b></p> | If students have questions about CF that you are unsure how to answer, or don't have time to answer, make a note and aim to find the relevant information on our <a href="#">website</a> . |

| Time    | Main activity   | Notes and key questions   |
|---------|---|---|
| 20 mins | <p>Move on to consider body image and how people with CF might view their physical selves. Watch and discuss the video, in which individuals with CF share their thoughts and feelings linked to body image.</p> <p>Hand out the <b>Body Positivity sheets</b> and encourage students to make notes of the sorts of things people might celebrate about their bodies. Encourage students to think beyond the way our bodies look and to consider the way our bodies work.</p> <p>Ask them to consider behaviours or practices that could support a healthy body image, such as exercising and taking a break from social media.</p> | <p>Students could work in pairs or small groups to discuss body image and share ideas relating to body positivity.</p> <p>You may wish to share the <a href="#">Body image and cystic fibrosis booklet</a> with students to enable them to gain a better understanding of body image concerns relating to CF.</p> |
| 10 mins | <p>Ask students to consider to what extent they agree with the statements on slide 14 and discuss as a class how large organisations and companies have a responsibility to do more to promote body positivity. Emphasise the positive impact that raising awareness can have on issues including body image and understanding medical conditions.</p> <p>Watch the final video to end the lesson asking students to consider the significance of the Cystic Fibrosis Trust's slogan, 'Uniting for a life unlimited'.</p>   | <p>Encourage students to speak openly about body image and the influences that they are familiar with. Ensure all views are valued and respected.</p>   |

### Lesson reflections / next steps / teacher notes

## Assessment criteria

- Can students provide a basic description of what cystic fibrosis is?
- Can students demonstrate an understanding of how CF affects people's physical and mental health and wellbeing?
- Can students explain how body image impacts people, including those with a medical condition like CF?
- Can students identify ways in which we can promote and practice body positivity?

## Further learning opportunities

- For a different Relationships and Sex Education focused lesson, you could explore the story of [Oli and Mahi](#). This is a dating story about two people who connected via an online dating app, only to discover they both have CF – which means they can never meet in person, due to the risk of cross-infection. Students can read about how Oli and Mahi felt when they realised they couldn't date, but that they both benefitted from the positive virtual friendship that developed between them.
- As a class, year group or school, you might like to engage students in a fundraising activity for Cystic Fibrosis Trust, allowing students to plan and organise an event.

## Home learning opportunities

- Students could design a poster to promote body positivity, through:
  - Exercising to become fit, strong and healthy
  - Eating a healthy, balanced diet
  - Making healthy choices about what we put in our bodies
  - Celebrating all our bodies are capable of
  - Avoiding comparisons with unrealistic images of 'the perfect body'
  - Taking a critical approach to images they see online