

Support participation and build confidence

A suggestion for implementing the strategy
'Create inclusive learning environments '
from the Guide: [Asthma and learning](#)

Includes:

- Ask learners what helps
- Support learner wellbeing
- Create a supportive environment
- Support participation in sport
- Plan participation for all
- Useful resources

Inclusive Education

From

Guide: [Asthma and learning](#)

Strategy: [Create inclusive learning environments](#)

Suggestion: [Support participation and build confidence](#)

Date

07 July 2026

Link

inclusive.tki.org.nz/guides/asthma-and-learning/support-participation-and-build-confidence

Ask learners what helps

Reduce feelings of anxiety and minimise barriers to participation.

Ask learners to share their perspectives, what works for them, and the support they need.

Find out from children and young people:

- ✓ how they want to access their asthma medication
- ✓ how they want to communicate their health needs
- ✓ activities or learning situations that increase their levels of stress or uncertainty
- ✓ the information they would like shared about their asthma and the best ways to share this
- ✓ how to support specific concerns, such as participation in exercise or sport.

[Inclusive Education](#)

From

Guide: [Asthma and learning](#)

Strategy: [Create inclusive learning environments](#)

Suggestion: [Support participation and build confidence](#)

Date

07 July 2026

Link

inclusive.tki.org.nz/guides/asthma-and-learning/support-participation-and-build-confidence

Support learner wellbeing



Social and emotional wellbeing

Strategies supporting children and young people

- Asthma management plans need to be sensitive to psychosocial factors.
- Help young people acknowledge and accept the feelings they're having.
- Encourage young people to take an active role in managing their asthma.
- Teach relaxation exercises, mindfulness or meditation.

Source:

Ministry of Education

[View full image \(728 KB\)](#)

Inclusive Education

From

Guide: [Asthma and learning](#)

Strategy: [Create inclusive learning environments](#)

Suggestion: [Support participation and build confidence](#)

Date

07 July 2026

Link

inclusive.tki.org.nz/guides/asthma-and-learning/support-participation-and-build-confidence

Create a supportive environment

Tips for creating supportive environments for children and young people with asthma.

- ✓ Know which children and young people have asthma.
- ✓ Have a copy of their asthma action plan.
- ✓ Recognise the early warning signs of an asthma episode.
- ✓ Provide a quiet space and/or activity to allow recovery from an acute episode.
- ✓ Support learner's transition back to learning after illness.
- ✓ Recognise when children and young people show signs of poorly controlled asthma or worsening asthma.
- ✓ Support easy access to medication.
- ✓ Connect with parents to discuss any concerns.

Inclusive Education

From

Guide: [Asthma and learning](#)

Strategy: [Create inclusive learning environments](#)

Suggestion: [Support participation and build confidence](#)

Date

07 July 2026

Link

inclusive.tki.org.nz/guides/asthma-and-learning/support-participation-and-build-confidence

Support participation in sport

Exercise may trigger an asthma attack.

With proper management, a child or young person with exercise-induced asthma (EIA) can maintain full participation in most sports.

- ✓ Include warm-up exercises for 5–10 minutes prior to outdoor games and exercise.
- ✓ During cold weather, plan outdoor exercise later in the school day.
- ✓ Encourage children with EIA to use asthma medication as recommended by their health care professional, before exercising. Commonly this is two puffs of a reliever inhaler before warming up.
- ✓ Ensure children always carry a reliever in case of an asthma attack.

[Inclusive Education](#)

From

Guide: [Asthma and learning](#)

Strategy: [Create inclusive learning environments](#)

Suggestion: [Support participation and build confidence](#)

Date

07 July 2026

Link

inclusive.tki.org.nz/guides/asthma-and-learning/support-participation-and-build-confidence

Plan participation for all



Source:

Ministry of Education

[View full image \(516 KB\)](#)

- Change the location of activities or adjust the type, pace, or intensity of activities during extreme weather, high pollen counts, or poor air quality.
- Provide a quiet space/activity to allow recovery from an acute episode.
- Recognise when children and young people show signs of poorly controlled asthma.
- Support easy access to medication.
- Support students and parents with classroom continuity. Keep your classroom website or blog current with what is being learned, send emails, provide reading or support material as needed.

[Inclusive Education](#)

From

Guide: [Asthma and learning](#)

Strategy: [Create inclusive learning environments](#)

Suggestion: [Support participation and build confidence](#)

Date

07 July 2026

Link

inclusive.tki.org.nz/guides/asthma-and-learning/support-participation-and-build-confidence

Useful resources



Children and asthma

Read time: 26 min

This guide provides information on childhood asthma. There is a specific section on physical activity, page 15 with tips on supporting children and young people with asthma to be active.

Publisher: Asthma + Respiratory Foundation, NZ

[Download PDF](#)



Teachers' asthma toolkit: Asthma and physical activity

A free online toolkit with information about asthma. The physical activity section explains how young people can engage safely in physical activity.

Publisher: Asthma + Respiratory Foundation, NZ

[Visit website](#)



Exercise induced asthma

Information on recognising symptoms and what to do if you are experiencing exercise induced asthma, presented in this pamphlet.

Publisher: Asthma NZ

[Visit website](#)

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.