

# INSTRUCTIONS

**A<sup>+</sup> LIFE<sup>®</sup> (Asthma Learning Is For Everyone<sup>®</sup>):  
A Family Centered Asthma Education Program**



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# About A<sup>+</sup> LIFE<sup>®</sup> (Asthma Learning Is For Everyone<sup>®</sup>)

## Introduction

A<sup>+</sup> LIFE<sup>®</sup> (Asthma Learning Is For Everyone<sup>®</sup>) is a fun, family centered asthma education program developed and conducted by the National Capital Asthma Coalition, DC's four Medicaid managed care organizations – AMERIGROUP District of Columbia, DC Chartered Health Plan, Health Right, Inc., and Health Services for Children with Special Needs, the National Capital Area Society for Public Health Education, and the National Children's Museum.

## Purpose

The goal of A<sup>+</sup> LIFE<sup>®</sup> is to empower children and their families to control asthma and its symptoms by building their asthma knowledge and skills in a fun, interactive setting. A<sup>+</sup> LIFE<sup>®</sup> is not a validated program. It does, however, provide opportunities for hands-on learning about asthma. Moreover, it encourages children and their parents/guardians to feel more comfortable talking about asthma with each other and with school staff and healthcare providers.

## A Non-Traditional Approach

DC's four Medicaid managed care organizations (AMERIGROUP District of Columbia, DC Chartered Health Plan, Health Right, Inc., and Health Services for Children with Special Needs), the National Capital Area Society for Public Health Education, the National Children's Museum, and the National Capital Asthma Coalition (NCAC) developed A<sup>+</sup> LIFE<sup>®</sup> to break down barriers to asthma management for children with asthma and their families. Families engage in fun, interactive group activities to learn about asthma, including how it feels to have asthma and how to recognize asthma symptoms and triggers. Learning stations reinforce these lessons with additional hands-on activities and one-on-one interaction and instruction to build specific asthma self-management skills.

## Evaluation

Included below are A<sup>+</sup> LIFE<sup>®</sup> Pre- and Post-Program Questions in English and Spanish that may be used assess knowledge gained during the program.

## **How to Use *A<sup>+</sup> LIFE*<sup>®</sup>**

Pick and choose from among the activities listed in the following instructions. They may be presented as part of a two-hour education program or individually at parent-teacher conferences, school assemblies, health fairs, and other places where students, families, and school staff come together. Some of the activities involve the entire group and other activities are done at separate tables or stations so the children and adults can move at their own pace.

## **WELCOME STATION**

**Set-Up:** Two tables placed near the event.

**Number of Volunteers Needed:** 6 (for 15-30 participants)

**Language Interpreter(s):** as needed

### **Objectives:**

- Greet families
- Describe the event
- Explain the objectives for the event
- Obtain Program Evaluation forms

**Materials:** 5-7 clipboards, pens, blank Pre-Program Evaluation forms, one table, 5-7 chairs, goodie bag (fill with small items and educational materials)

### **General Volunteer Instructions:**

- Greet the participants as they arrive and briefly describe the event and its objectives (see Greeting Script below)
- Obtain completed Pre-Program Evaluation forms from as many family members as possible. Ask if participants would prefer to have the questions read aloud or to fill out the form themselves.(two volunteers)
- Inform the families of the location of the restrooms
- Answer any questions that the family may have concerning the event.

**Greeting Script:** “Hello. Thank you for coming. Welcome to the A<sup>+</sup> LIFE<sup>®</sup> event. We have a lot of fun and exciting activities lined up for you today. We hope that you will have a great time learning about asthma. A<sup>+</sup> LIFE<sup>®</sup> event is a program that was developed to empower children and their families on asthma management. Today you will learn a lot about asthma and have fun too. You will learn about how an Asthma Action Plan can help you manage your asthma. You will also learn about what types of things make your asthma worse. And, you will be able to meet a representative from your health plan to learn how they can help you manage their asthma.”

**Pre-Survey Script:** “We would like you to answer some questions about asthma before and after the activities so that we know how useful this event has been. At the end of the program you will receive a family goodie bag for taking the time to answer these questions. You are free to answer the questions or not. Or, you may stop at any time. Your name will not be used. Do you have any questions?”

## BODY BOARD GROUP ACTIVITY

**Number of Volunteers Needed: 3**

### Objectives:

- To show parents how to identify with their child's asthma symptoms.
- To help both family members and the child understand what is happening during an asthma attack.
- To help both parents and siblings understand what the child is feeling during an asthma attack.

**Materials:** small self-stick notepads, large body board (e.g., cut an outline of a person's body from a large piece of cardboard).

### General Volunteer Instructions:

- Greet the families.
- There will be one large body board at the front of the room. Each child with asthma will receive small self-stick notes.
- The children will go up to the body board and place one or more self-stick notes on the part of the body board where they feel their asthma symptoms
- If necessary, parents, siblings or volunteers will assist younger children identify their asthma symptoms and place the self-stick note on the board
- Assist children in identifying their asthma symptoms
- Assist family members in identifying the child's asthma symptoms
- Provide handout on the warnings signs of an asthma attack
- At the end of the activity, volunteers will point out common places in the body where the children experience their asthma symptoms (e.g., chest, nose, stomach). Volunteers also may follow up with children who place sticky notes in uncommon places (e.g., one child who placed a sticky note on the body board's leg explained to his mother that when his sickle cell anemia flared up, it also triggered his asthma symptoms).



**Volunteer Script:** “How many of you can tell us where your asthma symptoms affect you? We would like you to show us where you feel your asthma by placing stickers on this board. We hope that you will have fun with this activity”.

**Questions to Prompt Dialogue**

- What did the body board teach you?
- Do other people feel the same way that you feel during an asthma attack?



## MAGNETIC FACES GROUP ACTIVITY

**Set-Up:** one table

**Number of Volunteers Needed:** 2

### Objectives:

- To show their families how they feel when having asthma symptoms (sad, mad, hurting, scared, etc).
- To be able to express their feeling with a picture.



**Materials:** 20-30 blank circles about 3"-4" in diameter cut from magnetic sheets, markers, glue, crayons, markers, pencils, yarn

### General Volunteer Instructions:

- Greet the families.
- Explain the activity and its objective.
- Be available for any questions.
- Make sure everyone has enough supplies.



**Volunteer Script:** “Do you know how to talk without using words? Let’s learn how to do that by drawing a picture to express how we feel about asthma. Ask everyone to make a face on a magnetic circle. These magnets are to express how a person might feel during an asthma attack. Can we make our faces so that they tell other people how we feel? If we place our face magnets on the refrigerator what should that tell our families?”

### Questions to Prompt Dialogue:

- Was that fun?
- How does it make you feel when you can’t breathe (sad, in pain, mad scared)?
- What can you do to help your brother/sister when they have a sad face?
- How do you feel when you brother/sister is having problems breathing?
- Does everyone feel asthma in the same place?
- Great Job!

## ASTHMA ALIENS OPEN STATION

**Number of Volunteers Needed:** 2

### **Objectives:**

- To identify with their asthma
- To show their families what asthma looks like to them
- To help people understand that asthma is a chronic disease
- To accept that asthma stays with a person for life



**Materials:** Crayola Model Magic<sup>®</sup> (moldable material that air dries in 24 hours), pipe cleaners, yarn, markers

### **General Volunteer Instructions:**

- Greet the families and explain the activity
- Give each child a ball of Model Magic<sup>®</sup> to decorate
- Assist children in constructing their Asthma Aliens

**Volunteer Script:** “At this station we are going to construct our own Asthma Aliens. We will use all of the supplies on the table to make an Asthma Alien that represents how you imagine your asthma. Just remember that aliens are tricky...sometimes they hide but they never go away! You will be able to take home your Asthma Aliens to help remind you that your asthma is always lurking behind the corner even while you feel fine. However, if you know how to recognize your asthma, you will be able to scare him/her away.”

### **Questions to Prompt Dialogue:**

- Was that fun?
- What can you do to help control asthma?
- How long will asthma be with you?
- Where do asthma aliens live?

## ASTHMA TRIGGERS ACTIVITY OPEN STATION

**Numbers of Volunteers Needed:** 2

### **Objectives:**

- To help children and their families learn how to identify the asthma triggers both inside and outside of their homes
- To identify various asthma triggers
- To teach children and their families ways to avoid asthma triggers

**Materials:** A drawing of a room or house that demonstrates where asthma triggers may be found (e.g., curtains and rugs where dust mites live, family dog or cat), copies of EPA's *Dusty the Asthma Goldfish and His Asthma Triggers Funbook* (available in English and Spanish at [www.epa.gov/asthma](http://www.epa.gov/asthma), click on "Publications"), crayons



### **General Volunteer Instructions:**

- Help the children find the triggers in the picture

**Volunteer Script:** "Do you know what triggers are or how to find them? Let's find out. Asthma triggers are things that make our asthma worse. There are both indoor and outdoor triggers. Some examples of triggers are dust, mold, cigarette smoke, and pollen."

### **Questions to Prompt Dialogue:**

- Was that fun?
- Is a cat an asthma trigger? Yes or No?
- Where do asthma triggers live?
- What should we do if we are around asthma triggers?
- How does this trigger affect you?
- How can you avoid this trigger?
- Where can you find triggers?

## BUBBLES STATION OPEN STATION

**Number of Volunteers Needed:** 4

### Objectives:

- The more air a person can take into their lungs, the bigger the bubbles they should be able to make.
- When there is less air in the airway the smaller the bubbles will be.
- Blowing on the pinwheel will give visual feedback of your lungs at work



**Materials:** Bubble Trumpets, Bubble Solution, Sparkle-bugs, Bubble Tray, Pin Wheels.

### General Volunteer Instructions:

#### Bubble Trumpets

- The bigger children will receive one bubble trumpet
- They are to dip the trumpet into bubble solution so that the large flat rim is coated with the bubble solution.
- Then have the child blow a bubble as big as they can

#### Sparkle-bugs

- The smaller children will each receive one sparkle-bug
- Each packet contains one sparkle bug, one bottle of bubble solution, and a bubble tray
- Dip nose of Sparkle-bug into bubble solution, place mouth on tail of sparkle bug and blow try to make the wings flutter.

#### Pin Wheels

- Children will blow onto pin wheels with varying speeds in order to observe the effect

**Volunteers Script:** “What is a peak flow meter? It’s a device that tells us how the air is flowing throughout our airways. The more air you can take into your airways the better your lungs are working the better you can blow out. When your airways are clogged or swollen the less air you will take in, the less air you can blow out. By blowing on a moveable object we can see how our airways are working. We’re going to blow bubbles to investigate how over airways work.”

**Questions to Prompt Dialogue:**

- Can blowing into things be fun?
- If our airways are clogged, will our bubble be big or small? Why?
- Can blowing make our lungs stronger? How?
- What happen if you blew to hard on the trumpets or sparkle-bug

## MAKE SOME MUCUS (SLIME) OPEN STATION

**Set-Up:** One table, activity materials placed in the center of the table

**Number of Volunteers Needed:** 1-2

### Objectives:

- To help children visualize mucus build-up in a person's airways
- To understand that mucus helps your body get rid of dust and other irritants.
- To understand that although we need some mucus in our body, too much mucus can also be a problem.
- To understand that mucus will become thicker as it increases in the airways.



**Materials:** ¼ cup White Glue; 1¼ cup Water, divided; 1 tablespoon Borax (available in the laundry section of your local grocery store); Food Coloring, Zip Lock Bags; Measuring Cups and Spoons

### Easy “Mucus” (Slime) Recipe

1. Add 1 tablespoon Borax to one cup of warm water. Add 1-2 drops of green food coloring. Stir until completely dissolved.
2. Make a 50% water to 50% white glue solution by mixing together ¼ cup of the water and ¼ cup of the white glue.
3. In a zip lock bag, add equal parts of the borax solution to equal parts of the glue solution. (Half cup of each will make a cup of slime.)
4. Add a couple drops of food coloring. Seal the bag and knead the mixture.
5. If “mucus” is too sticky, add a little more borax. If “mucus” is too slippery, add a little more white glue solution.





### **General Instructions:**

- Greet the participants and explain the purpose of the activity (see script below)
- Make sure the parents are warned not to let their small children eat the mucus-like substance created during the activity
- Volunteer divides mucus (see recipe above) so that each student has a piece to play with. The glue in slime can make it stick to certain fabrics. To minimize accidents, give each child a zip lock bag to store it in.
- Instruct participants to clean their hands with baby wipes when they are finished with the activity

**Volunteer Script:** Does anyone know what mucus is? That’s right, it is a sticky substance that some people call “snot.” The body makes mucus to rid itself of the dust and irritants by trapping them so you can cough them out. When your airways are irritated, you may find yourself coughing up a lot of mucus or needing to spit out mucus to clear your throat. When you have asthma, sometimes it may be difficult to cough due to tightening of the upper airway, thickening of the airway lining, and other processes going on in your lungs. In fact, mucus can become so thick that it will stick to your lungs like Elmer’s glue. Let’s make some mucus to investigate what is happening inside of our lungs.”

### **Questions to Prompt Dialogue**

- Was that fun?
- How does mucus help your body get rid of dust and dirt?
- What happens when your body makes too much mucus?
- Do you think it would be easy to breathe through mucus?
- Great Job!

## **“FORTUNE TELLER” OPEN STATION**

**Set-up:** one table, folded paper “fortune tellers” placed in the center of the table

**Number of Volunteers Needed:** 1-2

### **Objectives:**

- To teach children and their families what a peak flow meter is
- To teach children and their families how to use a peak flow meter
- To teach children and their families how to follow Asthma Action Plan
- To teach children and their families when to take medication and when to call 911

**Materials:** 15-20 pre-made folded paper “fortune tellers,” also called “cootie catchers” by children (find instructions on the Web), an example of an Asthma Action Plan

### **General Volunteer Instructions:**

- Greet the participants and explain the purpose of the activity (see script below)
- Demonstrate how to use folded paper “fortune teller”
- Quiz the participants on their knowledge of the peak flow meter and Asthma Action Plan by playing the “fortune teller” activity

**Volunteer Script:** “Does anyone know what a peak flow meter is? A peak flow meter is a tool that people use to measure their asthma. When you blow into a peak flow meter you will receive a number. The number will fall into one of three zones: the green yellow and red zones. Then you would look on your Asthma Action Plan and read what to do according to what zone you are in. You can think of the zones like a stoplight. Green means ‘GO.’ Your lungs are working well. Yellow means ‘slow down.’ Your airways are getting smaller. You may need to take medicine, avoid your asthma triggers, and/or go see your doctor. Red means ‘Stop’ or ‘Danger.’ Your airways are almost completely closed. You should take medicine and see a doctor right away. You are about to have an asthma attack.”



I would like everyone to pair-up. Now I am going to give every group a fortune teller. The person with the fortune teller will ask the other person to pick a number from one to ten. The first person will move the fortune teller the number of times requested and then ask the other person to pick a color. The fortuneteller then lifts the flap of the chosen color to reveal a question. If you answer the question correctly, you take over as the fortuneteller. If not you must play again.”

### **Questions to Prompt Dialogue**

- Great Job! Was that fun?
- What is a peak flow meter?
- Why do people’s asthma action steps differ although the colors are the same?
- What are the colors on a peak flow meter?
- What should you do if you are in the Red Zone?

## PIG LUNG ACTIVITY OPEN STATION

**Set-up:** One table

**Number of Volunteers:** 1-2

**Objectives:**

- To show children how lungs function
- To show children the effects of smoking on one's lungs



**Materials:** One set of pig's lungs (inflatable lung and smoker's lung demonstration kits can be purchased from various companies that include a floor air pump to inflate lungs)

**General Volunteer Instructions:**

- Greet the participants and explain the purpose of the activity (see script below)
- Demonstrate lung function by inflating the lungs
- Invite children to operate the floor air pump to inflate the lungs
- Discuss the effects of smoking by comparing the healthy lung with the smoker's lung (cancerous)

**Volunteer Script:** "Did you know that our lungs go in and out just like a balloon or that they are similar to those of a pig? They are! These are real pig lungs. They are very similar to that of an adult human. The lungs are made of spongy, elastic tissue that stretches and tightens when you breathe. When you breathe, you move oxygen into your lungs and when you breathe out you exhale carbon dioxide. When a person has asthma the air you breathe in cannot move through the body like it should. When the airway becomes narrow and swollen and mucus builds up, the lungs cannot work properly."

**Questions to Prompt Dialogue**

- Was that fun?
- Who knows what the lungs are made of?
- What color is a healthy lung?
- What color is an unhealthy/smoker's lung?
- How do our lungs work when we breathe?

## **CLOSING STATION**

**Set-Up:** A table will be placed outside the room where the event is to be held.

**Number of Volunteers Needed:** 3

### **Objectives:**

- Obtain Completed Program Evaluation forms
- Thank families for attending

**Materials:** 5-7 clipboards, pens, blank Post-Program Evaluation forms, one table, 5-7 chairs

### **General Volunteer Instructions:**

- Use Post-Program Evaluation forms to interview participants
- Then distribute goodie bags to families
- Invite families to meet their respective health plan representatives
- Thank families for attending the event

**Volunteer Scripts:** “We would like you to answer questions like you did at the beginning of the program. You are free to answer the questions or not. Or, you may stop at any time. Your name will not be used. Do you have any questions?”

### **Goodie Bag Giveaway Questions**

This goodie bag is filled with treats for the whole family. There are activity books, sunglasses, etc. Enjoy!

- Can you name one asthma trigger?**

Answers: mold, smoke, dust mites, animal dander, pollen, colds, cockroaches, rodents, allergies, exercise, emotions, strong smells, etc.

- Can you tell me how to get rid of/avoid one asthma trigger?**

Answers: Scrub mold off hard surfaces with detergent and water, and dry (do not use bleach), don't smoke, avoid furry animals as much as possible, wash your hands frequently to avoid germs, remove food and shelter for cockroaches and rodents from the home to reduce their presence, etc.

- Why do our bodies make mucus?**

Answer: To get rid of dust and other irritants.

- What are the three zones on a peak flow meter?**

Answers: Green (“Go”), Yellow (“Caution”) and Red (“Stop”)

- What should you do if you blow into a peak flow meter and you are in the red zone?**

Answer: Call 911, use your quick relief medicine, alert an adult

**“Thank you for attending the A+ LIFE<sup>®</sup> event. We hope you had a great time!”**

Date: \_\_\_\_\_

## A+ LIFE Pre/Post Program Evaluation Form

**Respondent is (check one):**    Child (under age 18 years)    Adult (over age 18 years)

**BEGIN QUESTIONS:**

**1. Asthma symptoms are the same for all children – “Yes” or “No”?**

- 1.    Yes
- 2.    No

-----  
997.    *Don't know*  
111.    *Refused*

**2. Some asthma medicines must be taken every day even if you feel OK – “Yes” or “No”?**

- 1.    Yes
- 2.    No

-----  
997.    *Don't know*  
111.    *Refused*

**3. Some asthma medicines are used when you are having asthma symptoms to make things better right away – “Yes” or “No”?**

- 1.    Yes
- 2.    No

-----  
997.    *Don't know*  
111.    *Refused*

**4. When you have asthma, your airways [bronchi/breathing tubes] become smaller and this makes it harder to breathe – “Yes” or “No”?**

- 1.    Yes
- 2.    No

-----  
997.    *Don't know*  
111.    *Refused*

**5. When you use a peak flow meter, you should blow hard and fast as if you are blowing down a house, not blowing bubbles – “Yes” or “No”?**

- 1.    Yes
- 2.    No

-----  
997.    *Don't know*  
111.    *Refused*

**6. When you have asthma, your lungs make too little mucus – “Yes” or “No”?**

- 1.    Yes
- 2.    No

-----  
997.    *Don't know*  
111.    *Refused*

**7. Asthma will go away – “Yes” or “No”?**

- 1.  Yes
- 2.  No

- 
- 997.  *Don't know*
  - 111.  *Refused*

**8. It is very important to see a doctor regularly for asthma care – “Yes” or “No”?**

- 1.  Yes
- 2.  No

- 
- 997.  *Don't know*
  - 111.  *Refused*

**9. An Asthma Action Plan tells you what to do if asthma symptoms get worse – “Yes” or “No”?**

- 1.  Yes
- 2.  No

- 
- 997.  *Don't know*
  - 111.  *Refused*

**10. Asthma triggers are the same for all people – “Yes” or “No”?**

- 1.  Yes
- 2.  No

- 
- 997.  *Don't know*
  - 111.  *Refused*

**11. Do you feel that you know enough about your asthma to stay healthy and avoid asthma attacks *as much as possible*? – “Yes” or “No”?**

- 1.  Yes
- 2.  No

- 
- 997.  *Don't know*
  - 111.  *Refused*

**ADDITIONAL QUESTIONS FOR END OF PROGRAM:**

**12. Will you use what you learned today – “Yes” or “No”?**

- 1.  Yes
- 2.  No

- 
- 997.  *Don't know*
  - 111.  *Refused*

**13. Would you recommend this program to others – “Yes” or “No”?**

- 1.  Yes
- 2.  No

- 
- 997.  *Don't know*
  - 111.  *Refused*

Fecha: \_\_\_\_\_

## Forma de Evaluacion para anunciar A+ Vida

**Respondiente es (chequiar uno):**  Niños (menores de 18 años)  
 Adulto (mayores de 18 años)

### COMIENZO DE PREGUNTAS:

**1. Los síntomas del asma son iguales en todos los niños – “Sí” o “No”?**

1.  Sí
2.  No

-----  
997.  No se

111.  Negar

**2. Algunos medicamentos para el asma deben tomarse diariamente, aunque te sientas bien – “Sí” o “No”?**

1.  Sí
2.  No

-----  
997.  No se

111.  Negar

**3. Algunos medicamentos para el asma se usan cuando tienes síntomas de asma para que te sientas mejor inmediatamente – “Sí” o “No”?**

1.  Sí
2.  No se

-----  
997.  No se

111.  Negar

**4. Cuando tienes asma, vías aéreas [tus bronquios/conductos de respiración] se achican: esto hace que te resulte más difícil respirar – “Sí” o “No”?**

1.  Sí
2.  No se

-----  
997.  No se

111.  Negar

**5. Cuando usas un medidor de flujo máximo, debes soplar fuerte y rápido como si estuvieses derribando una casa, no inflando burbujas – “Sí” o “No”?**

1.  Sí
2.  No se

-----  
997.  No se

111.  Negar

**6. Cuando tienes asma, tus pulmones fabrican muy poca mucosidad – “Sí” o “No”?**

1.  Sí
2.  No se

-----  
997.  No se

111.  Negar

**7. El asma desaparecerá – “Sí” o “No”?**

- 1.  Sí
- 2.  No

- 
- 997.  No se
  - 111.  Negar

**8. Es muy importante visitar al médico en forma regular para el cuidado del asma – “Sí” o “No”?**

- 1.  Sí
- 2.  No

- 
- 997.  No se
  - 111.  Negar

**9. El Asma Accion Plan le dice que hacer si sus sintomas del asma empeora – “Sí” o “No”?**

- 1.  Sí
- 2.  No

- 
- 997.  No se
  - 111.  Negar

**10. El asma provoca lo mismo en todas las personas – “Sí” or “No”?**

- 1.  Sí
- 2.  No

- 
- 997.  No se
  - 111.  Negar

**11. ¿Sientes que sabes lo suficiente sobre tu asma como para mantenerte sano y evitar los ataques de asma lo más posible – “Sí” or “No”?**

- 1.  Sí
- 2.  No

- 
- 997.  No se
  - 111.  Negar

**PREGUNTAS ADICIONAL PARA EL FINAL DEL PROGRAMA:**

**12. Vas usar la informacion que aprendistes hoy – “Sí” o “No”?**

- 1.  Sí
- 2.  No

- 
- 997.  No se
  - 111.  Negar

**13. Recomendarias este programa a otros – “Sí” o “No”?**

- 1.  Sí
- 2.  No

- 
- 997.  No se
  - 111.  Negar