

# Allergy Awareness Activities



## Acknowledgements

This primary school resource is an Allergy & Anaphylaxis Australia (A&AA) initiative. This revised version has been supported by the National Allergy Strategy 250K youth project, which has received funding from the Australian Government Department of Health.



This resource was initially funded by the Department of Health, Western Australia, as part of the Western Australian Anaphylaxis Project.

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# Introduction

These activities provide the knowledge, understandings, and skill development to foster allergy awareness and safety among Foundation-Year 2 students. These understandings and skills are linked to the **Australian Curriculum**

**for Health and Physical Education** content strand of **Personal, Social and Community Health**.

**Specifically**, the focus areas of food and nutrition, mental health and wellbeing, and safety, and the below content descriptions:

## Personal, social and community health

### Foundation – Year 2

#### BEING HEALTHY, SAFE AND ACTIVE SUB-STRAND

Help-seeking	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
Making healthy and safe choices		Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)

#### COMMUNICATING AND INTERACTING FOR HEALTH AND WELL-BEING SUB STRAND

Health literacy		Examine health messages and how they relate to health decisions and behaviours (ACPPS021)
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#### CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES SUB-STRAND

Community health promotion	Identify actions that promote health, safety and wellbeing (ACPPS006)	Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)
Valuing diversity		Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)

# Key understandings

- There are many actions that can be taken to help keep a person healthy and safe. In some individuals with allergies, this includes avoiding allergy triggers such as particular foods, insect stings and/or insect bites as these may cause allergic reactions, including anaphylaxis.
- Foods that are healthy for most people can make some people very sick. When these foods are eaten, some individuals may need help from an adult straight away. Asking for help from an adult can help to keep them safe.
- Having a balanced diet is important for health but some people must exclude certain foods to avoid an allergic reaction and remain safe.
- Sharing things with friends is part of being a good friend, but there are some things that should never be shared such as toothbrushes, hairbrushes, medicines, and food.
- There are a range of rules that help people with food and other allergies stay safe, such as only eating foods that a parent, guardian or significant other like a teacher have packed or checked when at school, and not eating food if they are unsure what is in it.
- There are a range of rules that people can follow to help those with food and other allergies stay safe, such as never sharing food with a friend; washing hands after eating something a classmate is allergic to; not playing with toys when eating; wearing shoes when playing outside (if you have insect allergy); getting adult help if others say they feel sick.
- Some people need to take medicines to keep them from becoming sick (e.g. insulin dependent diabetics, asthmatics and people with ADHD).
- Food allergies are serious – never accept food that is offered to you unless it is from a parent, guardian or a trusted adult.
- Everyone is similar and everyone is different. Allergies are what makes some people similar but because not everyone has allergies, they also make us different.
- We all need to do what we can to help each other stay healthy and safe.
- Our school has an Anaphylaxis Management Policy to help students with allergies.

# Key skills to practise

- Naming people who can help to keep you safe and healthy.
- Identifying and describing ways to keep safe and healthy, including things not to be shared.
- Using words and/or actions to convey to an adult about symptoms when feeling sick and when feeling unsafe or uncomfortable.
- Using words and/or actions to seek help when others are hurt or unwell, such as seeking immediate adult help.
- Recalling and following safety rules about eating and/or handling food in the classroom and at school.
- Identifying similarities and differences in people and groups, including allergies and health needs.
- Listening when others talk and responding when they ask for help.
- Understanding and demonstrating ways to show respect, care and concern for others, including when a classmate has an allergic reaction.

# General capabilities

General capabilities are a key dimension of the Australian Curriculum. They encompass skills, behaviours and dispositions that students develop and apply to content knowledge and that support them in becoming successful learners, confident and creative individuals and

active and informed citizens (ACARA website: <https://acara.edu.au/curriculum/foundation-year-10/general-capabilities>).

This allergy awareness resource provides opportunities for students to develop and use the following capabilities.

Activity	1	2	3	4
Literacy	✓	✓	✓	✓
Numeracy	✓	✓		
Information & communication technology	✓			✓
Critical & creative thinking	✓	✓	✓	✓
Ethical Behaviour	✓	✓	✓	✓
Personal & social competence	✓	✓	✓	✓
Intercultural understanding	✓			

# Key learning related to the Achievement Standard

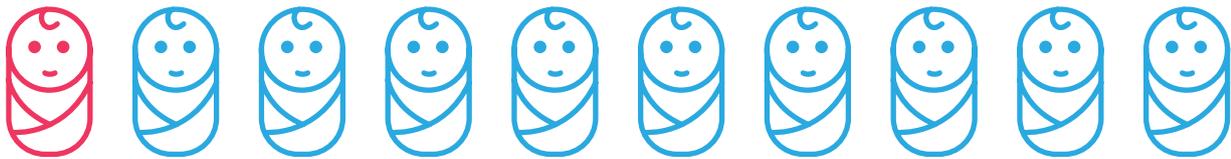
This allergy awareness resource provides opportunities for students to work toward Foundation, and Years 1 and 2 achievement standards. Specific contributions toward these achievement standards are highlighted below.

## HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT STANDARD

Foundation	Years 1 and 2
<p>By the end of Foundation Year students recognise how they are growing and changing. They identify and describe the different emotions people experience. <b>They identify actions that help them be healthy, safe</b> and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.</p> <p><b>Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities.</b></p> <p>They perform fundamental movement skills and solve movement challenges</p>	<p>By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. <b>They examine messages related to health decisions and describe how to keep themselves and others healthy, safe</b> and physically active. They identify areas where they can be active and how the body reacts to different physical activities.</p> <p><b>Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems.</b> They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.</p>

# Allergy and anaphylaxis basics for teachers

- Allergies occur when the immune system produces antibodies against substances in the environment (allergens) that are usually harmless. A food allergy is an immune system response, usually to a food protein, that the body mistakenly believes is harmful. When the individual eats food containing their allergen, the immune system releases massive amounts of chemicals (including histamine), triggering symptoms that can affect a person's breathing, gastrointestinal tract, skin and/or heart and blood vessels.
  - It is estimated that in Australia one in ten babies and one in twenty children have a food allergy and some of them will experience a life-threatening allergic reaction (anaphylaxis)<sup>1,2</sup>. Approximately 10–20 people die from anaphylaxis each year in Australia.
1. Osborne et al. Prevalence of challenge proven IgE-mediated food allergy using population-based sampling and predetermined challenge criteria in infants. *J Allergy Clin Immunol*. 2011; 127(3): 668–676
  2. Sasaki et al. Prevalence of clinic-defined food allergy in early adolescence: The SchoolNuts study. *J Allergy Clin Immunol*. 2018; 141(1):391–398



**1 in 10 babies**



**1 in 20 children**



**1 in 50 adults**

## What are the symptoms of allergic reactions including anaphylaxis?

- Symptoms of a **mild to moderate** allergic reaction can include:
    - Tingling mouth
    - Swelling of the lips, face and eyes
    - Hives or welts
    - Abdominal pain and/or vomiting (These are signs of a severe allergic reaction to insects)
  - Symptoms of **anaphylaxis (a severe allergic reaction)** can include any one or more of the following:
    - Difficulty breathing or noisy breathing
    - Swelling of the tongue
    - Swelling/tightness in the throat
    - Difficulty talking and/or a hoarse voice
    - Wheezing or persistent coughing
    - Persistent dizziness and/or collapse
    - Young children may appear pale and floppy
- Sourced from ASCIA Action Plan:**  
<https://allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis>
- Mild to moderate allergic reactions may not always occur before anaphylaxis.
  - A severe allergic reaction usually occurs within 20 minutes to 2 hours of exposure to the trigger and if left untreated, can be fatal.
  - For students with food allergy, eating a small amount of food or drink (a crumb or drop) that they are allergic to, can trigger anaphylaxis. Playing with toys or touching hands that have been contaminated by the food may cause a mild-to moderate allergic reaction.
  - It is highly unlikely someone will have a severe allergic reaction (anaphylaxis) as a result of touch or smell of an allergen.
  - Some students are diagnosed with food allergy but are not prescribed an adrenaline injector because they have only ever had mild/moderate symptoms and have been assessed as being at low risk of anaphylaxis. These students still need to be careful to avoid the allergen and if they show signs of an allergic reaction, their classmates need to tell an adult.

## What are the main causes of allergic reactions?

- Ninety percent of food allergic reactions are caused by the common allergy causing foods. These are peanut, tree nuts (e.g. walnut, almond, cashew), egg, milk (dairy), fish, crustacea, molluscs, soy, sesame and wheat.
- Although these are the most common foods known to cause allergic reactions, any food can cause an allergic reaction e.g. lupin, kiwi fruit, banana, chicken, mustard, and celery.
- Other allergy triggers include insect stings (particularly bee stings), some medications and latex.
- Currently, there is no cure for food allergy. Avoidance of the food is the only way to prevent an allergic reaction.

## Why is it important to know about anaphylaxis?

- Avoidance of known allergens is crucial in the management of anaphylaxis. Schools and children's education and care services need to work with parents/guardians and children to minimise a child's contact with known allergens and reduce stigma, bullying and teasing that may result for some children. Knowledge of severe allergies will assist staff and students to better understand how to help children who have a severe allergy and are at risk of anaphylaxis.

## How can anaphylaxis be treated?

- Adrenaline (also known as epinephrine) given using an adrenaline injector (EpiPen® or Anapen®) into the outer mid-thigh muscle (half-way between the hip and knee joint) is the first line treatment for anaphylaxis.
- Adrenaline injectors are designed so that anyone can use them in an emergency.
- Parents/guardians of children with known allergies to food, insect stings or bites, must provide the school with an ASCIA Action Plan completed and signed by their child's doctor or nurse practitioner.
- Where the student has been prescribed an adrenaline injector, parents/guardians should provide the school with an adrenaline injector and ASCIA Action Plan for Anaphylaxis for their child, which should be stored unlocked and easily accessible to staff.
- If a student is having an allergic reaction, follow their ASCIA Action Plan.
- Someone experiencing anaphylaxis should not stand or walk – they should lay down with their legs out flat in front of them. If breathing is difficult, they can sit with their legs out flat in front of them (i.e. not on a chair).
- If someone is treated with an adrenaline injector, an ambulance must be called immediately to take them to hospital for further treatment and close observation for at least four hours.

## How can anaphylaxis be prevented?

- The key to the prevention of anaphylaxis is:
  - **Knowledge** of children who are at risk
  - **Awareness** of known allergies
  - **Avoidance** of known allergens
- Some children wear a medical identification bracelet to indicate allergies, however, any teacher caring for a student with food or insect allergy, including the risk of anaphylaxis, must be aware of them being in their care.

## Privacy considerations

It is important to be aware that some parents/guardians may not wish their child's identity to be disclosed to the wider school community. This may also apply to the student themselves. It is recommended that this be

discussed with the student's parents/guardians and written consent obtained to display the student's name, photograph and relevant treatment details in staff areas, sick bay, library, canteen, and/or other common areas.

# TUNING IN

## Activity 1

# Understanding allergies: Exploring ways to stay healthy and safe

### PREPARATION

A large teddy suitable to be 'Healthy Harry'

An adrenaline injector training device such as an EpiPen® or Anapen® Trainer

Access The Wiggles – Allergy Song on YouTube

Coloured marker pens for whiteboard

Images of food (peanuts, eggs, and food containing peanuts, eggs, and peanuts and eggs)

### Teaching tips

Jeremy's Cake by Bethany Tucker (an interactive storybook available for purchase on A&AA online store under Children's books (<https://allergyfacts.org.au/resources/apps/jeremys-cake>) focuses on a Wallaby called Jeremy who is allergic to nuts and eggs and how he and his mother keep him safe at his first birthday party. A shared reading of this book would complement this Tuning In activity.

- Introduce Healthy Harry to the class. Explain that he does lots of things to stay healthy and safe.
  - Brainstorm things Harry might do to keep healthy and safe (e.g. healthy food and water, lots of rest, lots of exercise, lots of laughing, shares worries with someone he trusts, does things he enjoys, always holds an adult's hand around roads, always wears a seatbelt when travelling in a vehicle, always follows school rules).
  - Ask students for ways they keep healthy and safe at school, at home or in the community.
- Play The Wiggles – Allergy Song and encourage students to dance to the song. Play it again while students are seated and discuss the key messages that are raised about allergies.
    - ✓ Everyone reacts to things like dust, pets, and certain foods differently.
    - ✓ Allergies can make us sneeze, wheeze, have itchy eyes, have itchy skin.
    - ✓ Allergies to food are serious and we shouldn't offer food to people with food allergies.
    - ✓ Having an allergy can be scary but other people like adults can help.
    - ✓ Things that can cause allergies include pets, dust, pollen and foods like nuts, fish, sesame, eggs and milk (dairy).
    - ✓ Allergic reactions are ways for bodies to tell the individual that the allergen is harmful to them.

- Explain that Healthy Harry has an allergy to peanuts and eggs and that if he eats even a tiny bit of these foods, he will be very sick. His tongue swells up and he can't breathe, and he needs an adult to help him straight away with medicine called adrenaline from a special pen called an EpiPen® or Anapen®.
- Explain that Healthy Harry is similar to his friends but different because he has food allergies.
- Explore with the students how they are similar to their friends and how they are different like hair colour, size and names. Stress similarities and differences make us special, unique and 'me'.
- Explain that Healthy Harry is different but like lots of others who need an adrenaline injector, he keeps it close by at all times, just in case he has an allergic reaction.
- Show the adrenaline injector trainer to the students, making it clear that it does not contain a needle or adrenaline but looks very similar to the real EpiPen®/Anapen® adrenaline injector. Explain that only an adult can use an adrenaline injector on Healthy Harry (don't let students play with it). Stress that the special pen is for Healthy Harry only.
- Ask students to suggest other health conditions where people need to do different things to keep them from becoming unwell (e.g. diabetics, asthmatics, and people with ADHD or epilepsy).
- Ask students to suggest foods that Healthy Harry might have to avoid to stay healthy, and safe (or foods that may contain peanuts and eggs). Encourage discussion of multicultural foods that may be part of students' diets.
- Draw these on the whiteboard or show images on whiteboard via a PowerPoint (e.g. peanuts, eggs, peanut paste, satay sauce, muesli bars, egg noodles, cakes, biscuits, pies and snack foods that contain peanuts and eggs).
- Ask volunteers to circle with one coloured marker and/or to point to the foods that contain peanuts. Then repeat for the foods that contain eggs using a different coloured marker or a different volunteer. Ask the students can they identify the foods that may contain both peanuts and eggs, consider using a third coloured marker or other volunteers. Create a tally for foods with peanuts, eggs, and peanuts and eggs. Stress that it is hard to tell from just looking at a food what it contains.
- Stress that lots of foods contain allergens but that allergens are only harmful to certain people.
- Stress that Healthy Harry can only eat foods that his Mum or Dad (or sometimes teacher) say are safe for him to eat because it's tricky for him to know what foods contain peanuts and eggs.

## Ask

- What do you think Healthy Harry needs to tell his friends so he can stay safe around peanuts and eggs? (Tell them about his allergy; ask them to not eat things with these foods in when they are near him; ask them not to share food with him).
- How do you think Healthy Harry might feel about having these food allergies? (Scared, unhappy, left-out, special).
- What are some positive thinking tricks he can use to make himself feel better about his allergies? (Tell himself that everyone is different; tell himself that he knows how to stay safe around these foods and there is no need to be scared or unhappy; tell himself that he is lucky to have good friends who will help him stay safe around these foods; remind himself of the other treats he gets instead of food treats; think about the extra love and care he gets from his family).

- What are some things you could do to keep Healthy Harry safer around eggs and peanuts? (Remind him about his allergy and not to eat food from other students; try to eat food that does not contain peanuts and eggs when you are with him; make sure you wash your hands after eating something Harry is allergic to; stick up for him if anyone is teasing him about not being able to eat these foods; tell the teacher if he feels sick).
- Why is it important for Healthy Harry to tell an adult as soon as he feels different to normal (e.g. feel sick, get itchy, get a rash, has swollen eyes or lips, has a tingling tongue)? (This may mean he has come in contact with peanuts or eggs and quick action could help save his life).
- What do you think Healthy Harry's friends can do when they see that he looks different to normal? (Get an adult straight away).
- Students learn the following song:

### **'Ooey, Ooey, Ooey Allergies!'**

Murray Cook, Jeff Fatt, Anthony Field, John Field, Simon Pryce®  
 Wiggly Tunes Pty Ltd  
 International Copyright secured. All Rights reserved.  
 Used with the kind permission of The Wiggles.

Ooey, ooey, ooey, ooey, ooey allergy

You might be playing with a pet and you start to sneeze and cough.

Try not to rub your eyes 'cause that can hurt a lot.

Not everyone's the same and there's no one you should blame.

Yes, everybody's different but allergy's its name.

(the full song can be accessed on [www.youtube.com](http://www.youtube.com))

# Activity sheet 1.1

## At Home Activity:

- Students use a computer drawing program or coloured markers to draw a picture of Healthy Harry and the two foods he has an allergy to or create a story map to illustrate any of the key messages from The Wiggles' Allergy Song. Students discuss the story of Healthy Harry with family/guardians.
- Send **Parent/Guardian Information Sheet 1 Being allergy aware** home with students now and an information letter to Parent/Guardian if there are any students in your class with known-allergies (see page 13 for sample). Leave extra copies in the school foyer, library and pick up areas.

# Parent/Guardian Information Sheet 1

## Being allergy aware

Dear Family

We are conducting an allergy awareness program in our classroom as part of our school health education program. Here are some facts to help you discuss allergy awareness with your child and some tips on what you need to do to help your child at school if he/she/other has a known allergy.

### What are allergies?

An allergy is when the immune system reacts to substances (allergens) in the environment which are usually harmless (e.g. food, grass pollen, insects, pets, house dust mites, medication and latex).

### What is anaphylaxis?

Anaphylaxis is the most severe type of allergic reaction and it can be life-threatening.

### What causes anaphylaxis?

The most common cause of anaphylaxis in children is food allergy. Any food can cause an allergic reaction, however; 90% of reactions in Australia are caused by the common allergy causing foods. These are:

- Peanut
- Tree nuts (e.g. walnut, almond, cashews)
- Egg
- Milk (dairy)
- Fish
- Crustacea (e.g. prawns, crayfish)
- Molluscs (e.g. oysters)
- Soy
- Sesame
- Wheat

### Other causes of anaphylaxis include:

- Insect stings and bites (bees, wasps, ants, ticks)
- Some medication
- Latex



Peanut



Crustacea  
(e.g. prawns,  
crayfish)



Tree nuts  
(e.g. walnut,  
almond, cashews)



Molluscs  
(e.g. oysters)



Egg



Soy



Milk (dairy)



Sesame



Fish



Wheat

## What are the signs and symptoms?

**Mild to moderate** allergic reaction:

- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting (these are signs of a severe allergic reaction to insects)

## Severe allergic reaction (anaphylaxis)

Any one of the following signs:

- Difficult/noisy breathing
- Swelling of tongue
- Swelling/tightness in throat
- Difficulty talking and/or hoarse voice
- Wheeze or persistent cough
- Persistent dizziness or collapse
- Pale and floppy (young children)

## How can anaphylaxis be prevented?

The key to the prevention of anaphylaxis is:

- Knowledge of students who are at risk
- Awareness of known allergens
- Avoidance of known allergens

## How can anaphylaxis be treated?

- Adrenaline given using an adrenaline injector (EpiPen® or Anapen®) into the outer mid-thigh muscle (half-way between the hip and knee joint) is the first line treatment for anaphylaxis.
- If a student is treated with an adrenaline injector, an ambulance must be called immediately to take the student to hospital.

## What can you do if your child is at risk of anaphylaxis?

- Inform staff of your child's allergies and discuss how to minimise risk of an allergic reaction.
- Work with school staff to complete an Individual Anaphylaxis Health Care/Management Plan.

- Provide the school with a copy of your child's ASCIA Action Plan that has been completed by a doctor or nurse practitioner and has a current (less than one year old) photograph of your child.
- Provide an adrenaline injector for students with an ASCIA Action Plan for Anaphylaxis. Check expiry.
- Make sure the ASCIA Action Plan is renewed at least every 12–18 months when the student is reviewed by their doctor and receives a new adrenaline injector prescription.

## What can you do to help your child support a classmate who has an allergy?

- Talk with your child about not sharing food or offering food to students with food allergy.
- Talk with your child about washing hands after eating if they have eaten the food a classmate is allergic to.
- Talk with your child about the signs and symptoms of an allergic reaction, including anaphylaxis and the importance of getting an adult's help if they see anyone with these symptoms.

**Download the Be A Mate resources including a bookmark, brochure and poster:** <https://allergyfacts.org.au/allergy-management/5-12-years/be-a-mate-resources>

**The Be a Mate Bookmarks are available to purchase in quantities of 30, 100 or 500 from the A&AA shop:** <https://allergyfacts.org.au/shop/posters-brochures-and-bookmarks>

# FINDING OUT

## Activity 2

# School rules to keep those with allergies safer

### PREPARATION

A large teddy suitable to be 'Healthy Harry'

Coloured dots or coloured markers

**Activity sheet 2.1** School rules about allergies – photocopy one per student

### Teaching tips

Jeremy's Magic School Day by Bethany Tucker (interactive application available for purchase in our online store under Children's Books (<https://allergyfacts.org.au/resources/e-books/jeremy-s-children-book-series>))

focuses on a Wallaby called Jeremy who has allergies to nuts and eggs and how the school and Jeremy's friends follow some simple rules to make sure that a visit from a magician is just as special for him even though he has allergies. A shared reading of this book would complement this Finding Out activity:

- Brainstorm examples of 'rules' with students. (Draw representations of or write the suggestions on the whiteboard).
- At the completion of the brainstorm, ask what each rule is for and discuss what might happen if the rule didn't exist.
- Discuss why we have rules (e.g. to stop accidents; to keep us safe; to ensure we know how to play a game; to be fair; to have a happy class/family).
- Seat students in one large or two smaller circles where they are facing a partner. The circles allow students to respond to their partner or to the whole group, sharing their opinion/response to the following scenarios:
  - ✓ Your friend drops a sandwich, what could you do?
  - ✓ You wait patiently in line for your turn, but someone pushes in front of you, what could you say?
  - ✓ Your friend who is allergic to peanuts is coming over for a play after school, who could you tell in your family about your friend's allergy?
  - ✓ You see a child in the playground who has been stung by a bee, what should you do?
  - ✓ You see two children arguing over a ball, who might be able to help them share the ball?
  - ✓ You are offered a taste of your friend's lunch treat, what should you say to keep safe?
  - ✓ If you needed help at school, who could you ask for help?

- ✓ You see a younger child who is coughing and wheezing, what should you do?
- ✓ A classmate's EpiPen® has been left on the table, who can you tell?
- ✓ A friend asks to use your water bottle, what could you say to make sure you and your friend are safe?
- Discuss the behaviour or the rules that need to be followed in each scenario. Stress that sometimes applying a rule or 'doing the right thing' is not always the easiest option (e.g. 'you have to have courage and be assertive sometimes to apply the rules').
- Ask for student volunteers to role-play assertive responses and behaviour required to apply these rules with you. Swap roles several times. Always ensure that the role-play focuses on positive behaviours and not harmful behaviours like bullying. For example, ask the students to rehearse saying no to being offered food or asking a teacher to come quick and check on another student.
- Explain that Healthy Harry has an allergy to peanuts and eggs. To keep him safer around these foods, the school has some rules that everyone must follow to ensure Healthy Harry and others remain safe
- Students suggest a list of Do's and Don'ts rules to keep Healthy Harry safer at school, using a teacher directed T chart where pictures are drawn to represent suggestions.

The list could be kept in the Home Corner and added to following discussions with other activities or topics. For example:

#### DO'S

- Wash hands after eating something to which your classmate is allergic.
- Know what your friends and classmates are allergic to.
- Get an adult if your friend or classmate shows signs of an allergic reaction.
- Sit with your friend at eating time.

#### DON'TS

- Don't share food with anyone.
- Don't ask anyone to taste your food even when it is yummy.
- Don't touch someone else's food.
- Students use a coloured dot each (or a green marker to tick) to vote for the rules that they think are the most important rules to keep children safer around foods they may be allergic to at school. Tally votes.
- Extend the list by asking the Principal or school nurse to talk to students about the school's rules about responding to an allergic reaction.
- Develop vocabulary related to signs and symptoms of an allergic reaction (e.g. vomit, swell, itchy, cough, sneeze, wheeze, red skin). Discuss words students can use to describe feelings when they are sick or experiencing an allergic reaction. (e.g. dizzy, frightened, panicky).
- At Home Activity: Students complete **Activity sheet 2.1 School rules** about allergies and take home to discuss with family. Encourage students to discuss other family rules that they may have about eating food.

# Activity sheet 2.1

## School rules about allergies

Find the missing word and place it in the correct sentence:

<b>1</b>	Don't share _____ with anyone.
<b>2</b>	Wash your _____ before and after eating something a classmate is allergic to.
<b>3</b>	Only eat food that Mum, Dad or a Guardian has given you if you have an _____ .
<b>4</b>	Tell an _____ quickly if a friend looks sick.

**FOOD    ALLERGY    HANDS    ADULT**

# SORTING OUT

## Activity 3

### What things are ok to share?

#### PREPARATION

**Activity sheet 3.1 Food allergy cards** – photocopy enough for one per pair of students

A selection of items such as a toy, comb, toothbrush, asthma puffer, book, empty medicine packet or bottle, lunch box with some of the food allergy cards inside.

Check with parents/guardians of students in the class with known allergies whether they are comfortable with their child talking about their allergies with other students.

#### Teaching tip

Keep the cards from the activity sheet in the Home Corner so students can play the games when they have free time.

- Introduce the concept of ownership and sharing by displaying items listed in the Preparation (as above).

#### Ask (or conduct a Think, Pair Share)

- Which of these items are OK to share? (Toy and book).
- Why do we not share medicines? (It may result in adverse side effects, accidental poisoning).
- Who gives you your medicine when you are sick? (Should be trusted adult).
- Why do we not share a comb or a toothbrush? (Could pass on nits and spread germs that may make us sick).
- Why do we not share food in our lunchbox? (Because the other person may be allergic to that food).
- Why is it important to not even share a small piece of these foods? (Because only the smallest amount, even a tiny bit of food or a sip of milk can make the person who is allergic to this food very sick).
- What do you own that you don't like to share?
- How do you feel when someone makes you share something you don't want to?
- Do you think sharing things like toys and books is a good way to be a caring friend?
- What else could you share with your friends to show them you are a caring friend?
- Give each pair of students **Activity sheet 3.1 Food allergy cards**. Explain that the foods on the sheet are the ones that cause the most allergies in people.
- Ask if anyone knows they are allergic to any of these foods or knows someone else who is allergic to these foods. Allow time for sharing of stories of students with allergies (if parents/guardians have approved this discussion).

- Discuss the types of foods where some of these foods may also be found (e.g. milk is found in cheese and yoghurt; eggs and wheat are found in some cakes and biscuits).
- Students cut out the food allergy cards and with their partner play the following games.
  - Concentration game: Students lay the cards face down on the table, shuffle the cards and flip over a matching pair to play concentration. To keep a pair, the students must also describe a type of food where you might also find this food e.g. milk is also found in cheese; peanuts are also found in some snack bars. If they can't provide a food, the pair of cards are returned to the table and re-shuffled.
  - Barrier game: Students divide the pairs of cards. The first player selects one of their cards and places it behind a barrier and describes it to their partner without saying the name. The partner listens and decides which card is being described before placing it on the table. The barrier is removed to check if the cards match. Students swap roles until all the pairs are used.
- Students paste each of their set of ten cards onto a sheet of paper and draw a picture of themselves eating their lunch or recess (or fruit for younger students). Students write under their drawing: I don't share my food with anyone.

# Activity sheet 3.1

## Food allergy cards

Please print each page twice so that you have 2 cards each and cut along lines



Peanut



Crustacea  
(e.g. prawns,  
crayfish)



Tree nuts  
(e.g. walnut,  
almond, cashews)



Molluscs  
(e.g. oysters)



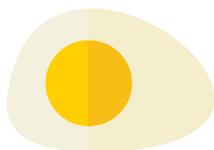
Fish



Wheat



Soy



Egg



Sesame



Milk (dairy)

# REFLECTION

## Activity 4

# Practising making decisions around allergens

### PREPARATION

**Activity sheet 4.1 Time to decide** – photocopy and enlarge or place on interactive whiteboard a large teddy suitable to be Healthy Harry and a smaller teddy for a 'friend'.

- Introduce students to Healthy Harry who is sick. Explain that he has swollen lips and eyes and red welts on his neck and a tingling mouth.
- Encourage students to ask questions of him to find out how he feels and why he is sick.  
(He has had a small bite of a cupcake that someone gave him at a friend's birthday, and he is allergic to eggs and the cake was made with eggs and that is why he is feeling sick).
- Stress that Healthy Harry did not check with his Mum, Dad or Guardian that the cupcake was safe for him to eat. Harry has accidentally eaten a food that he was allergic to and it has made him feel sick. Harry is still learning which foods are safe for him to eat and sometimes the foods he can't eat are 'hidden' as ingredients and he can't see them. That's why checking with Mum, Dad or Guardian is so important.
- Introduce the smaller 'friend' teddy and role play this friend finding someone to sit with Healthy Harry (a student) and going quickly to get an adult. Demonstrate the 'friend' teddy using assertive verbal and non-verbal communication skills to act quickly in an emergency.

### Ask or conduct a Think, pair, share

- What did Healthy Harry's friend do that could have saved his life? (Stayed calm; got a friend to stay with Harry; responded quickly to get an adult so they could give him his EpiPen®).
- Why was this very brave or courageous?
- What feelings do you think Healthy Harry's friend may have had before making such a brave decision?
- What feelings do you think the student may have had while they were waiting for little teddy to get help?
- What feelings do you think Healthy Harry may have had while he was waiting with the student for an adult to come?
- What feelings do you think Healthy Harry's friend may have had after Healthy Harry felt better again?
- Can you think of some different times in your life when doing the right thing or the brave thing was difficult?
- Do you think the situation with Healthy Harry was an emergency?

- How can staying calm in an emergency be helpful? (So, you can think and respond clearly).
- What rule should Healthy Harry have remembered to keep him safe around the foods he is allergic to? (Only eat food that Mum, Dad or Guardian have said is OK).
- Introduce the simple decision-making model **Activity sheet 4.1 Time to decide** in an enlarged form on the interactive whiteboard and ask the students to reflect on the situation that Healthy Harry and 'friend' teddy were just in. Prompt the students to think about the options that were available to 'friend' teddy and why staying calm and getting an adult were the best options?
- Stress that when deciding the best option, it sometimes helps to think about how they would feel if they had chosen each option. Our feelings often affect our actions and words.
- Revise the safety rules around allergens from **Activity sheet 2.1 School rules about allergies**.
- As a whole group of students, use the simple decision-making model to determine what they would say and do in each of the following scenarios and after considering the options available:
  - ✓ Your friend has an egg allergy. Someone in your class brings in their birthday cupcakes to share. Your friend can't have any because they contain eggs and all the special no eggs cupcakes that his Mum sent to school to keep in the freezer have run out. What could you do or say to make your friend feel better?
  - ✓ You have a milk (dairy) allergy. Your friend spills their Chocolate Milk and gets some on you. You wash it off straight away and feel OK. What could you do or say to make sure this never happens again? Who should you tell that this was an accident?
  - ✓ You are playing in the sandpit at school and your friend Jo gets stung by a bee on her leg. After a couple of minutes her face becomes red and swollen and her eyes are all puffy. You are not sure whether Jo is allergic to bees. What could you do or say to make sure Jo stays safe?
- Students draw a comic strip showing the beginning, middle and end of one of the scenarios showing a safer decision-making process. This could be done with a computer drawing program using a comic strip template.

# Activity sheet 4.1

## Time to decide

What are your options?

