

Allergy Awareness Activities



Acknowledgements

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Introduction

These activities provide the knowledge, understanding and skill development to foster allergy awareness and safety among Years 3–4 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

Years 3 – 4

BEING HEALTHY, SAFE AND ACTIVE SUB-STRAND

Identities	Explore how success, challenge and failure strengthen identities (ACPPS033)
Help-seeking	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
Making healthy and safe choices	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)

COMMUNICATING AND INTERACTING FOR HEALTH AND WELL-BEING SUB STRAND

Interacting with others	Describe how respect, empathy and valuing diversity can positively influence relationships
Health literacy	Discuss and interpret health information and messages in the media and internet (ACPPS039)

CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES SUB-STRAND

Community health promotion	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)
Valuing diversity	Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)

Key understandings

- There are many actions that can be taken to 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.
- Having a balanced diet with a variety of foods is important for health and wellbeing but some people must exclude certain foods to avoid an allergic reaction. Excluding certain foods is a way for some people to keep safe.
- A range of factors affect eating habits, including what your family and friends eat, what we see people eat on TV, the cost and availability of a food, our cultural background or religious beliefs and food allergies.
- There are a range of self-management strategies that help people with food and other allergies to stay safe, such as only eating foods that their Mum, Dad, Guardian or significant other like a teacher have packed or checked when at school; only eating food from trusted adults; not eating food if they are unsure about what is in it, reading the labels on their foods and drinks; labelling drink bottles and not leaving them unattended, and wearing shoes when playing outside (if they have insect allergy).
- There are a range of strategies that people can follow to help those with food and other allergies stay safe and feel respected and valued, such as never sharing food with anyone with food allergy; washing hands after eating something to which a classmate is allergic to; labelling drink bottles and not leaving them unattended; getting adult help if others say they feel sick; helping those who may feel different or uncomfortable about their allergies to feel included.
- Food and other allergies are serious and can be dangerous. There are a range of signs and symptoms that indicate mild to moderate and severe allergic reactions (anaphylaxis) and immediate response is necessary.
- Allergic reactions do not always lead to anaphylaxis, but we need to keep a close eye on those who may be at risk.
- There are a range of people who can help when someone has an allergic reaction. Seeking out an adult who can help can keep everyone safe.
- Our school has an Anaphylaxis Management Policy to help support students with allergies.
- Adrenaline (epinephrine) given using an injector (EpiPen® or Anapen®) into the outer mid-thigh muscle is the most effective first line treatment for anaphylaxis.
- People with allergies may feel uncomfortable, unsafe and excluded. Being persistent when following safety rules, being inclusive and showing respect and empathy can help to build positive relationships. Everyone has the right to feel safe.
- People with allergies need to feel safe, strong and supported in any situation.
- Positive self-talk is an important skill to maintain an optimistic outlook in situations involving allergens. Everyone faces and experiences challenges and successes, they make us who we are, and they strengthen our identity.
- Never tease or bully others about their allergies.
- We all need to do what we can to help each other stay healthy and safe.
- 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.
- Exploring and demonstrating ways to show respect, care and concern for others, including when a classmate has an allergic reaction.

Key skills to practise

- Identifying adults who can help to keep you safe and healthy.
- Describing a range of different needs and feelings when feeling sick.
- Communicating to an adult when feeling sick.
- Responding to situations when others are hurt, unwell or unsafe, such as seeking immediate adult help.
- Identifying, discussing and selecting healthy, healthier, safe and safer choices.
- Applying safety rules about eating and/or handling food in classroom and school.
- Understanding when and how to use adrenaline injectors keep people with allergies safe.
- Reporting unsafe or bullying situations connected to a student's allergies and wellbeing.
- Listening when others talk.
- Applying positive self-talk when challenged, uncertain or when experiencing failure.
- Showing respect and empathy.
- Valuing differences by showing care, understanding, and accepting and including others.

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 (ICT) capability		✓	✓	
Critical & creative thinking	✓	✓	✓	✓
Personal & social competence	✓	✓	✓	✓
Ethical understanding	✓	✓	✓	✓
Intercultural understanding	✓		✓	

Key learning related to the Achievement Standards

This allergy awareness resource provides opportunities for students to work toward the Years 3 and 4 achievement standard. Specific contributions toward the achievement standard are highlighted below.

HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT STANDARDS

Years 3 – 4

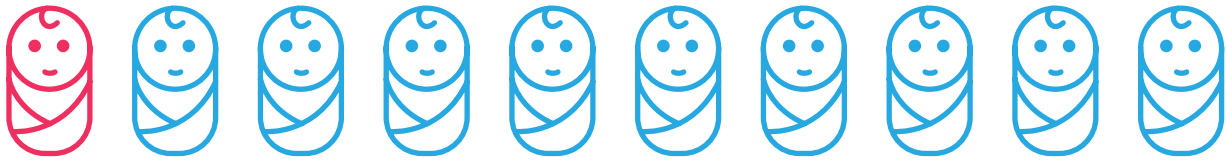
By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and **understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy** and physically active. They describe the connections they have to their community and **identify local resources to support their health, wellbeing, safety** and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. **They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy** and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

Allergy and anaphylaxis basics for teachers

What are allergies?

- 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 the food, 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)^{1,2}. Approximately 10–20 people die from anaphylaxis each year in Australia, however, we currently have no system to capture this information.
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 a **severe allergic reaction (anaphylaxis)** 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. Touching equipment (tables, pencils) 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 friends 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. kiwi fruit, banana, chicken, mustard, and celery.
- Other allergy triggers include insect bites or 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 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 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 students with known allergies to food, insect stings or bites, must provide 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 instructions on 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 a 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 students 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 child 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: A way to stay healthy and safe

PREPARATION

Butcher's paper, pencils

Activity sheet 1.1 What I know about allergies quiz – photocopy one per student

Activity sheet 1.2 Things that most often cause allergies – photocopy one per group

Card cut into postcard shape – one per student

Teaching tips

The 'before and after' quiz will determine students' prior knowledge of allergies and highlight areas that need addressing with further learning experiences.

Part One

- Students complete the 'before' column of **Activity sheet 1.1 What I know about allergies quiz**, either individually or with a partner. They complete the 'after' column at the completion of the module. Clarify terms such as EpiPen®/Anapen® and anaphylaxis.
- Discuss the answers. The answer to all statements is True.
- Mark and tally scores and create a class tally of quiz results.

Part Two

- In groups, students draw a Y chart titled: **'Things that most often cause allergies'** on butcher's paper with the categories 'Causes allergies', 'Doesn't cause allergies' and 'Don't know' labelled.
- Using the cut-up items from **Activity sheet 1.2 Things that most often cause allergies**, students place each item into the category

THINGS THAT MOST OFTEN CAUSE ALLERGIES

Year:

Date:

Don't know

Cause allergies

Doesn't
cause allergies

they consider to be most appropriate in their Y chart. Encourage students to discuss their reasoning before making their classification.

- Clarify any items in the 'Don't know' category and any other misconceptions; pumpkin, Brussel sprouts and rice are not common causes of allergic reactions, but they may trigger anaphylaxis in people who are allergic to them.

Ask

- Were there any items that were in the 'Causes allergies' section that surprised you? If so, why?
- Put up your hand if you know anyone who is allergic to any of these items?
- What do you think this person needs to tell his/her friends so he/she can stay safer? (Tell them about the allergy; ask them to not eat things with these foods or use these items or ingredients that might have the allergen when they are near him/her/other; ask them not to share food or these items with him/her/other; ask them not to share straws, cups or cutlery with him/her/other; ask them to get help quickly from an adult if they see him/her/other starting to appear and/or reporting feeling sick).
- How do you think a person might feel about having allergies? (Scared, unhappy, left out, OK, special).
- What is some positive self-talk a person with an allergy can use to make him/her/other feel better about their allergies? ("Everyone is different"; "I know how to stay safe around these foods/items"; "there is no need to be scared or unhappy, I just need to be careful"; "I am lucky to have good friends who will help me stay safe around these foods/items"; "I can get other treats instead of food treats"; "I get lots of extra love and care from my family" and "my allergy doesn't stop me doing lots of fun things").
- What are some things you could do to keep a person with an allergy safer? (Remind them about their allergy and not to take food from other students; try to eat food that does not contain their allergen when you are with them; make sure you wash your hands after eating something your classmate is allergic to; tell an adult if anyone is teasing them about not being able to eat certain foods or touch certain items; never try to trick them into eating food they are allergic to; tell the teacher if they look different or say they feel sick).
- Why is it important for a person with an allergy to tell an adult as soon as they feel different to normal e.g. feel sick, get itchy, get a rash, have swollen eyes or lips, have a tingling tongue? (Because this may mean they have come in contact with the thing they are allergic to and their quick action could help save their life).
- What do you think this person's friends can do when they see that he/she/other looks different to normal? (Tell them to stay calm, get someone to stay with them and get an adult straight away).
- What did you learn about allergies by doing this activity? Why do you think we are learning about allergies? (Because knowing what things can cause allergic reactions can help those who have an allergy avoid these things and help others know what to avoid eating or using around people with allergies. There is no cure for allergies. Avoidance is the only way to prevent a reaction).
- Students write a summary of this discussion in their own words and complete the 'after' column of the quiz. Remark and tally scores and compare class tallies with the 'before' scores. Graph results.
- At Home Activity: Students design the front of a postcard titled: '**Understanding allergies helps me and others stay healthy, and safe**' to visually inform their family of the things that most often cause an allergic reaction. On the back of the postcard students write what they have learnt from this activity. (Students may refer to their correct quiz information).
- Send **Parent/Guardian Information Sheet 1: Being Allergy Aware** home with students.
- Send an information letter to parents/guardians if there are students in the class with known allergies (see page 12 for sample).
- Leave extra copies of the information sheet in the school foyer, library and pick up areas.

Activity sheet 1.1

What I know about allergies quiz

Answer the following questions with true (T), false (F) or unsure (U). Your teacher will tell you whether to answer in the Before column or the After column to answer in the Before column or the After column.

Before	Allergy Statement	After
	One baby in every ten babies has a food allergy in Australia.	
	Food allergies can be dangerous.	
	Food allergies happen when the body wrongly thinks that a certain food is harmful.	
	Washing your hands after eating something to which a classmate is allergic helps to keep classmates with food allergies safe.	
	Someone may be allergic to something if they: <input type="checkbox"/> have vomiting <input type="checkbox"/> have swelling of their face <input type="checkbox"/> have skin that's red and itchy <input type="checkbox"/> have trouble breathing	
	Children with food allergies have hobbies and talents just like other children.	
	If someone has a food allergy, even a tiny bit of food (e.g. a crumb) or sip of a drink can make them very sick.	
	If you see someone is having an allergic reaction, you should get adult help immediately.	
	There is no cure for food allergy.	
	Any food can cause a dangerous allergic reaction.	
	Anaphylaxis is a word that means a very severe allergic reaction.	
	Having a very severe allergic reaction can be scary but adults can help by using an EpiPen® or Anapen® to give adrenaline.	

Activity sheet 1.2

Things that most often cause allergies

Parent/Guardian Information Sheet

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 or children, and some tips on what you need to do to help your child/children at school if they have 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, some medication and latex).

What is anaphylaxis?

Anaphylaxis is a severe allergic reaction that is potentially 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



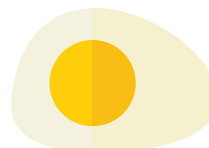
Crustacea
(e.g. prawns,
crayfish)



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) include any one or more 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 joints) 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) photograph of your child.

- Provide the school with an adrenaline injector for your child with an ASCIA Action Plan for Anaphylaxis. Check, record and remain aware of the expiry of the injector.
- 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

Self-respect and allergies

PREPARATION

Photocopy **Activity sheet 2.1 We can stay safe** – one per student

Finger puppets

Teaching tips

Don't ask and allow students to role-play bullying behaviour. Always use puppets and debrief well with comments such as: 'Thanks actors, welcome back to the real world.'

Jeremy's First Camp by Bethany Tucker (<https://allergyfacts.org.au/resources/e-books/jeremy-s-children-book-series>) focuses on a wallaby called Jeremy's allergy to nuts and eggs and how he still has as much fun as all his peers on his first school camp by being responsible for his own safety around food and showing self-respect. A shared reading of this book would complement this Finding Out activity.

- Explain that self-respect is when you value and accept yourself and believe that you should be treated well by others. If you have self-respect you are also careful to keep yourself safe.
- Explain that self-respect is impacted by successes, failures and at times, how we are treated by others. Self-respect can go up and down depending on the situation.
- Seat students on the floor in a circle to ask the following questions. Use a ball to roll to a respondent and ask questions repeatedly so that students are exposed to a range of opinions:
 - How does someone who has self-respect behave?
 - How does someone with self-respect feel?
 - How does someone with self-respect keep themselves safe?
 - How does someone with self-respect keep themselves safe walking to and from school?
 - How does someone with self-respect keep themselves safe around others who may be smoking?
 - How does someone with self-respect include others in their games?
 - How does someone with self-respect keep themselves safe at school if they are allergic to a certain food? (Tells their friends about their allergy and what the signs and symptoms of an allergic reaction are; only eats foods that their Mum or Dad have checked when at school; doesn't eat food if they are unsure about what is in it, reads labels on canteen food; makes sure their emergency medication is where it should be; tells someone if they feel sick after eating).
 - How does someone with self-respect keep themselves safe at school if they are allergic to bees? (Tells their friends about their bee allergy and what the signs and symptoms of an allergic reaction are; doesn't leave drink bottles unattended and wears shoes when outside, makes sure their emergency medication is where it should be such as with the teacher on duty; tells an adult immediately if they are stung by a bee).

- Give me some examples of disrespectful behaviour (e.g. name calling; leaving someone out of a game; using phone or computer communication in a nasty way; embarrassing someone because they are different; forcing someone to do something they don't want to; physically hurting someone; hiding or breaking someone's possessions).
 - Ask how disrespectful behaviour toward a person might make them feel?
 - How does it impact self-respect?
 - What does respectful behaviour look and sound like?
 - How does respectful behaviour impact our self-respect?
- Ask for a show of hands – who likes to be treated respectfully? Count the hands. Then ask:
 - How do you think someone who is being bullied might feel? (Highlight feelings such as anger, fear, helplessness, worry, nervousness, sadness).
 - Why do some people get picked on more than others? (They may appear shy so other children think they are easy to boss around; they may appear different or be different in some way, but this is not an excuse to bully someone; they may not stand up for themselves when they have been teased in the past).
 - What does someone who is being included look and sound like?
 - What does it feel like to include someone?
- Ask for a show of hands – who likes to include others? Then ask:
 - What does someone look and sound like when they are being confident? (They stand tall, they look people in the eye, they talk with a loud voice in a friendly way, they don't use a baby or silly voice, and they don't ignore it if someone is mean to them).
 - Why do you think acting confidently can protect you from being bullied? (You look like you have self-respect and might stand up for yourself if you are bullied so someone is less likely to be mean to you).
 - How might someone who is different feel?
 - How do you think someone with allergies might feel? (Highlight feelings such as fear, helplessness, worry, nervousness, sadness).
 - How do you think they might look if they are exposed to something that they are allergic to? (Might vomit, have swollen face and lips; have red and itchy skin; be coughing; have trouble breathing).
- Explain that it is important to be confident and think for yourself. This helps protect us from being bullied and it also gives us the strength to help someone else who is being bullied.
- Explain that including others helps our self-respect and the self-respect of the other person.
- Put **Activity sheet 2.1 We can stay safe** on the interactive whiteboard. Revise the three steps to help someone who is being bullied and the five steps when being bullied.
- Ask students for examples of the comments that they could make in steps 1 to 3.
- Explain that if they can't help someone who is being bullied or stop someone bullying them, by following the first four steps, then the last step: Ask a teacher for help is a rule they must follow at school. Discuss other appropriate adults in the school they could get help from if they could not find their class teacher or duty teacher.
- Students work in groups of three to decide what each character on the activity sheet could do or say.
- Role-play the response to each scenario using finger puppets at the front of the class. Do not allow students to role-play bullying, focus on the response.

Activity sheet 2.1

We can stay safe

What could you do if you saw someone being bullied?

1. Tell the person who is bullying to stop.
2. Move away together with the person being bullied.
3. Ask a teacher for help.

What could you do if you were being bullied?

1. Move away.
2. Ignore the bully and don't respond.
3. Ask them to stop in a friendly voice.
4. Stare and ask them to stop in a strong voice.
5. Ask a teacher for help.

Sam's mum is a chef and always packs a lunch that looks amazing. Some of the other students in Sam's class want to try the food.

What should Sam say to keep everyone safe

Kelly doesn't like to eat bananas. The class is having morning tea and Kelly is offered a piece of banana by the teacher.

What could Kelly say to the teacher?

Sanjin brings samosas and other Indian food to school each day for lunch. For the last two weeks some boys have been teasing him about his lunch. This is making him feel angry.

What could Sanjin do and say to stop the teasing?

Sarah sees Rachel sitting alone in the playground.

What could Sarah say to Rachel to invite her to join Sarah's group and sit under the tree?

Brad's friends often pick on Max because he's allergic to eggs and can't eat the cupcakes that other students bring in for their birthday. Brad feels sorry for Max but is a bit scared about speaking up for him.

What could Brad do and say to help Max?

What could Max do and say to stop the friends from bullying

Tran is very allergic to bees. Because of this he always wears closed in shoes and never takes his shoes off for sport. At the sports carnival some boys were calling Tran 'a freak' and making fun of him because everyone else was running their races barefooted.

What could Tran's friends do and say to help him?

What could Tran do and say to stop the boys from bullying?

A girl often dares Tom to eat her sandwich. Tom is allergic to wheat and eating normal bread makes him feel sick, so he always says no thanks and tells her about his allergy. The girl always yells to everyone "Tom's a scaredy cat!" This makes him feel sad.

What could Tom do or say to stop the bullying?

What could Tom's friends do or say to stop the bullying?

Harry's birthday is on Friday and wants to include Tyson when he brings cupcakes to school but Harry knows Tyson can't eat the cupcakes because he has a food allergy.

What could Harry do to make sure Tyson is included?

Kate is allergic to latex. At swimming lessons, she accidentally touched her friend's swimming cap and her eyes got watery and her face and lips got puffy. Some of the girls in her lesson were laughing and pointing at her mild allergy symptoms.

What could Kate do or say to stay safe now in this situation?

What could Kate do or say so this bullying does not happen again?

SORTING OUT

Activity 3

Recognising and responding to situations involving allergens

PREPARATION

Activity sheet 3.1 Risky situations? – photocopy one per group

Activity sheet 3.2 What does being a MATE mean? – photocopy and enlarge and display in classroom.

Scissors, glue

Access to computers

An adrenaline injector training device (EpiPen® or Anapen® Trainer).

Teaching tips

Explain that many different things influence what we eat, some in a positive way, some in a negative way and that eating a healthy diet is often not just about us having the willpower to eat healthy food, but it's also got a lot to do with managing all these different influences.

- Conduct a think pair share where students tell their partner about a time:
 - They have eaten something because their friends were eating it (e.g. a pizza at a football wind-up).
 - They have eaten something because their Mum, Dad, Guardian or family member put it on their plate or in their lunch box.
 - They have eaten something for a special occasion (e.g. Birthday cake, Easter eggs, Matzo ball soup).
 - They have eaten something because they saw it advertised on TV (e.g. fast foods, confectionery).
 - They have eaten something for a treat or a reward.
 - They have eaten something from the canteen because it was all they could buy with the money they had.

- They had eaten something because it was the food of their culture or someone else's culture (e.g. spring rolls, tacos, sushi).
- They have eaten something just because it was available (e.g. it was on the kitchen bench, it was in season, at the canteen).
- They have not eaten something because their friends were allergic to it.
- They have not eaten something because they were allergic to it.
- They have not eaten something because they read the label on the food.
- Hear several responses after each statement and stress that a range of factors affect eating habits, including family and peers, the media, special occasions, cost, cultural or religious background, availability and food allergies.
- Explain that we all need to make decisions about the food we eat to stay healthy. For example: I have decided to only eat special treat foods occasionally because if I ate them every day, I may become unhealthy because special treat foods are often high in fat or sugar. If I had an allergy to peanuts, I would decide to not eat foods containing peanuts because if I did, I might have a severe allergic reaction and be very sick.

- Explain that some decisions about the foods we eat have more serious consequences than others. For example: If I decided to eat just one more special treat like a piece of chocolate cake, the consequences of this decision would not be very big; maybe I would just feel a bit full. If I was allergic to peanuts and decided to eat just one mouthful of a peanut butter sandwich, the consequences of this decision would be very big; I would have a severe allergic reaction. My tongue could swell up and I could have trouble talking and breathing and I might collapse, and an adult would have to give me my adrenaline injector in my thigh to make me feel better again and then call an ambulance. Stress that allergic reactions do not always lead to anaphylaxis but that we need to keep a close eye on those who may be at risk.
- Show the adrenaline injector trainer device and explain that only adults use this to help students, staff or visitors to the school who may have a severe allergic reaction.
- Explain that people with allergies can help keep themselves safe by recognising safe and unsafe situations and that other people can help those with allergies feel safe, strong and supported by also being able to recognise safe and unsafe situations around allergens (or the things that cause their allergies).
- Read each of the situations on **Activity sheet 3.1 Risky situations?** to students.
- After discussing each situation in their group, students cut and paste it under the appropriate heading on a 'safe' – 'unsafe' group T chart.
- Discuss reasons why each situation is safe or unsafe as a class.

Safe	Unsafe
No 2 Washing hands after eating something to which a class 'mate is allergic reduces their risk of coming into contact with the food.	No 1 Not telling your friend is unsafe because they can help you avoid your allergen by not eating foods with the allergen in them when they are around you.
No 4 Telling your friends with food allergy about your party gives your friend's family time to prepare food that is safe for them and reduces the risk of them being tempted to eat food that is not safe for them at your party.	No 3 Forcing someone to eat food or drink fluid they may be allergic to, even a sip or a small mouthful, because this may be enough to cause an allergic reaction.
No 5 Telling an adult as soon as you notice your friend is not feeling well is the safest thing to do.	No 7 Sharing someone's drink bottle if you are allergic to a food is unsafe because the person may have just eaten the food you are allergic to and a small amount may be in their saliva on their drink bottle. This small amount may be enough to cause an allergic reaction.
No 6 Wearing shoes if you are allergic to bees reduces your chances of treading on a bee. Avoidance of the food or insect that you are allergic to is the best way to prevent an allergic reaction.	No 8 Sharing food with friends who have food allergies is unsafe. Finding out if food is safe for them is tricky. It's safer just not to share.
No 9 Getting an adult to help immediately is the safest thing when you know your friends may have been exposed to allergens (e.g. eaten a food they are allergic to or if they are stung by a bee). Don't wait for the signs and symptoms of an allergy to appear.	No 10 Forgetting your medical kit with your EpiPen® or Anapen® and ASCIA Action Plan for Anaphylaxis.

Ask or use Think, Pair, Share

- If you saw someone doing each of the unsafe things what could you do or say? Consider each situation separately.
- How do you think you'd feel if you just ignored the problem?
- What helpful thinking would you need to have in your head to be able to do this in real life?
- Do you think it would be scary to ask or do this safer thing in real life?
- Would it be easier or harder to ask or do this safer thing if you had your friends around? Why?
- Would it be easier or harder to ask or do this safer thing if you had a teacher or trusted adult around? Why?
- How does practising making these decisions about staying safe around allergens help you and others in real life?
- Explain **Activity sheet 3.2 What does being a MATE mean?** Display as a poster in the classroom.
- Brainstorm **new words** students have learnt since discussing allergies and use the brainstormed list to write a story about keeping self or others safe around allergens. Possible words may include, allergens, allergies, swollen face, tingling, hives, rash, wheezing, unconscious, collapse, emergency, adrenaline, ambulance, anaphylaxis, cashews, walnuts, sesame, soy, adrenaline injector, EpiPen®/Anapen®.
- Students use a computer program to create a PowerPoint in groups to highlight the key safety messages they have learnt. The best presentation could be put on continuous loop in the library or school foyer.
- In pairs, ask students to develop a health message to keep people safe around food.
- In pairs, ask students to identify three ways to help keep a person with an allergy safe.

Activity sheet 3.1

Risky situations?

Which situations are 'safe' and which situations are 'unsafe'?



1. Not telling your friends you are allergic to peanuts.
2. Washing your hands after eating something that another student in your class is allergic to.
3. Telling a friend with milk (dairy) allergy to have a sip of your chocolate milk.
4. Telling your friend, who is allergic to eggs, when your birthday party is so his/her Mum has time to prepare some 'safe' food for them to eat at your party.
5. Telling the teacher as soon as you notice your friend's skin is getting, itchy, red, and bumpy when you are all doing an art activity with an empty milk container.
6. Always wearing shoes outside when you are allergic to bees.
7. Sharing your friend's drink bottle when you have a food allergy.
8. Sharing food with a friend who has food allergy.
9. Getting an adult immediately when your friend who you know is allergic to wasps gets stung by something.
10. Your friend with food allergy forgets to bring their EpiPen® and ASCIA Action Plan to school.

Activity sheet 3.2

What does being a MATE mean?

Food allergies

- Never share food with friends with food allergy.
- Wash your hands after eating a food to which your friend is allergic.
- Ask what your friend is allergic to and help them to avoid it.
- Take food allergy seriously. Don't make jokes about somebody with food allergy.
- Get help immediately if a friend with a food allergy gets sick after eating.

Even if your friend does not want you to.

REFLECTION

Activity 4

What does this all mean to me?

PREPARATION

Activity sheet 4.1 What does this all mean to me? – photocopy one per student

Teaching tips

Instead of using **Activity sheet 4.1 What does this all mean to me?** to make a mind map, students could fold a small piece of card in two (like a place card) and paste onto cardboard to make a lift up flap. Students could pose a question on the outside (e.g. What are the ten foods that most often cause an allergic reaction?) and then use the information from the activity sheet to write the correct answer under the flap on the inside. Offer students a chance to invite classmates to interact with their work.

- Students form small groups around a desk with one sheet of paper and a pen. One student writes what they know or their opinion about one of the following statements, folds over their response and passes the pen and paper onto the next student. Repeat until all students in the group have responded and then open up the sheet and discuss similarities and differences in responses. Write each statement on the whiteboard and only keep the writing time short so students stay engaged:
 - All kids should learn about food allergies. What do you think? Why?
 - The most important thing my parents need to know about food allergies is...
 - The most important thing I learnt about allergies was....

- Some signs of an allergic reaction are....
- Knowing what ten foods most often cause an allergic reaction is useful because...
- If I saw a classmate's face and eyes look puffy and saw them scratching at red welts on their neck I would...

- Students use the words on **Activity sheet 4.1 What does this all mean to me?** to draw a mind map to reflect what they have learnt about allergies.

- Alternatively, students use **thought shapes** to reflect on the following:



the most important thing I learnt about allergies was....



What I enjoyed most about learning about allergies....



How I feel about helping a classmate or myself when an allergic reaction happens...



Thoughts still going around in my head about allergies...

- At Home Activity: Students share their reflections with their family/caregivers.

Activity sheet 4.1

What does this all mean to me?

Use the phrases and words below to draw a mind map to record what you have learnt about being safer around **things that cause allergies**. Add your own headings and any extra words you need.

Peanut, tree nuts, milk (dairy), egg, soy, fish, crustacea, molluscs, sesame and wheat

Insect stings and bites, medications and latex

Tingling mouth, body rash, itching, vomiting, swelling of lips, eyes and face

Anaphylaxis

Adrenaline

Wash hands before and after eating

Don't share food with a classmate with food allergy

Tell your friends about your allergy

What to do if someone is being bullied about their allergy

Get an adult immediately

An adrenaline injector (EpiPen® or Anapen®)