

# 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 7–8 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 7 – 8

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

Help-seeking	Practise and apply strategies to seek help for themselves or others (ACPPS072)
Making healthy and safe choices	Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)

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

Interacting with others	Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)
Health literacy	Evaluate health information and communicate their own and others' concerns (ACPPS076)

### CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES SUB-STRAND

Community health promotion	Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077)
Valuing diversity	Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)

## Design and Technologies

Years 7 – 8

### KNOWLEDGE AND UNDERSTANDING STRAND

Food specialisation	Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for eating (ACTDEK033)
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# Key understandings

## Health and Physical Education and Design and Technologies

- There are a range of personal and social factors that help keep a person healthy and safe, including avoiding foods and other things that they may be allergic to.
- **Awareness** of the signs and symptoms of an allergic reaction, the common allergens and what your classmates are allergic to, can help people with allergies feel safe and supported in any situation.
- **Avoidance** of the known allergen is the only way to prevent an allergic reaction. Ways to minimise risk include washing hands after eating something your classmate is allergic to; not sharing food with students with food allergy; reading labels to check for known allergens; following the rule 'no adrenaline injector, no eat'; wearing a medical identification bracelet; not kissing someone who has just eaten a known allergen; not leaving drink bottles unattended and wearing shoes outside if allergic to insects; avoiding latex or certain medications if you have a latex or medication allergy.
- **Actions** such as getting adult help immediately or administering an adrenaline injector if others have an allergic reaction; helping those who may be bullied or pressured about their allergies; stopping classmates with allergies from taking risks with their eating; telling an adult as soon as you have any signs or symptoms of an allergic reaction; and knowing where your adrenaline injector is at all times as this can help people with allergies feel safe and supported in any situation.
- Allergic reactions can be life threatening and while they do not always lead to anaphylaxis, we need to get an adult to follow the ASCIA Action Plan and administer an adrenaline injector immediately if it is a severe allergic reaction (anaphylaxis). Information on the ASCIA Action Plan will help step someone through an allergic reaction and advise on what needs to happen.
- Adrenaline (epinephrine) given using an 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.
- There are a range of settings and circumstances where allergy risks may occur e.g. school canteen; school grounds, science and home economics classrooms; school excursions and camps; restaurants; shopping centres; parties; air travel – anywhere there are food and/or insects.
- 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.
- If these ingredients (as well as lupin) are in a food product, manufacturers must include them in the ingredient list, no matter how small the amount. Precautionary allergen labelling e.g. 'may contain traces' is not covered under food labelling laws.
- It is important to check ingredient labels and preparation procedures for potential cross contamination when preparing food for those with food allergies.
- Recipes and food preparation procedures can be adapted to accommodate those with food allergies.
- Early adolescence is a time when those with allergies become less dependent on their families for their safety around allergens and more exposed to risky situations around allergens.
- Strong, respectful relationships support students with allergies, promoting health and wellbeing and the inclusion of others.
- There are a range of personal, social, environmental and cultural beliefs that influence an individual's management of food allergy.
- Our school has an Anaphylaxis Management Policy to help support students with allergies.
- We all need to do what we can to help each other stay healthy and safe.

# Key skills to practise

- Identifying risks and planning to manage situations involving allergens.
- Responding to situations involving an allergic reaction.
- Using techniques and procedures to work safely with foods and equipment, especially when eating or handling food. When possible, avoiding the use of allergens.
- Complying with safety procedures and processes to reduce risk when allergens are used.
- Removing allergens and adapting recipes to accommodate food allergies where possible.
- Using creative and collaborative processes to work with a group to manage allergy safely, such as students with food allergy having their own workspace and equipment if others in the group are using an allergen to which they are allergic.
- Recognise instances of discrimination or harassment and act responsibly to support own and others' rights and feelings, and the health, safety and wellbeing of 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	✓			✓
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 the Years 7 and 8 achievement standard. Specific contributions toward the achievement standard are highlighted below.

## HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT STANDARDS

### Years 7 – 8

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. **Students evaluate the impact on wellbeing of relationships and valuing diversity.** They analyse factors that influence emotional responses. **They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.** They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

**Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing.**

Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

# 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 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 signs and symptoms of allergic reactions including anaphylaxis?

- Signs and 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).
  - Signs and 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://www.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 (i.e. a crumb of peanut, a sip of milk) or touching hands or mouths (i.e. kissing) that have been contaminated by the food can cause an allergic reaction.
  - It is highly unlikely that someone will have a severe allergic reaction (anaphylaxis) as a result of touch or smell of an allergen. The food allergen almost always needs to be eaten for a severe allergic reaction to occur.
  - Some students are diagnosed with food allergy but are not prescribed adrenaline 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. kiwi fruit, banana, chicken, mustard and celery).
- Other allergy triggers include insect stings or bites (particularly bee stings), some medications, latex and even exercise.
- 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 students to minimise exposure to known allergens and reduce stigma, bullying and teasing that may result for some young people.
- Knowledge of severe allergies will assist staff and students to better understand how to help individuals who have a severe allergy and are at risk of anaphylaxis.



## How can anaphylaxis be treated?

- Adrenaline (also known as epinephrine) given as an injection using an adrenaline injector (EpiPen® or Anapen®) into the outer mid-thigh muscle (half-way between the hip and knee joint) is the most effective first line treatment for anaphylaxis.
- Adrenaline injectors are designed so that anyone can use them in an emergency even the person having the allergic reaction, however, sometimes they may be too unwell to do this.
- 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 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 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, canteen, library and/or other common areas.

# TUNING IN

## Activity 1

# Allergy awareness – accessing reliable information

### PREPARATION

**Activity sheet 1.1 Being allergy aware** – photocopy one per student

Access to internet and Allergy & Anaphylaxis Australia's website: <https://www.allergyfacts.org.au>

Large envelopes – one per group

Explain that Australia has one of the highest incidences of food allergies in the world and that one in ten Australian babies and one in twenty Australian children have a food allergy. Stress that having a food allergy is manageable if we are all more allergy aware because we can all help those with allergies avoid their triggers. Avoiding the trigger allergen (e.g. food or bees) is the only way to prevent an allergic reaction.

### Ask or conduct a Think, pair, share and group work

- Do you know someone with a food allergy?
- Do you know someone who is allergic to something else, maybe insects like bees, wasps or ants, medicine like penicillin or latex like in balloons, rubber gloves and swimming caps or even exercise?
- State the total number of students in the school. Using the statistic that one in twenty children have a food allergy, ask the students to calculate the predicted number of students with allergy at the school.
- Do you know how many students are affected by allergies in our school? (Find this out prior to activity). Compare the predicted calculations to the actual number of students with allergy in the school. Discuss.
- Why do you think some people may know more about allergies than others? (Our knowledge and attitudes towards allergies are influenced by family, friends, community and past experiences).
- Explain that our behaviour around those with allergies is influenced by our knowledge of allergies and their triggers. Being able to work out facts from myths will help students make safer decisions around those with allergies and act quickly to manage an emergency if it occurs.
- Distribute **Activity sheet 1.1 Being allergy aware** and read with class. Explain that this is a starting point for students to develop their knowledge about allergies and that the Allergy & Anaphylaxis Australia (A&AA) website is another valuable and reliable source.

- In pairs, students access the A&AA website [www.allergyfacts.org.au](http://www.allergyfacts.org.au) and click on the '**Allergy & Anaphylaxis**' drop down from the top menu.
- Ask one half of the class to look at all drop down boxes to identify, what is allergy, what is anaphylaxis and signs and symptoms.
- Ask the other half of the class to look at all drop down boxes to identify, food allergens and food allergy.
- Ask both groups to devise ten possible quiz questions and correct answers from the information available from the drop down boxes.
- Students write the numbered questions on the outside of a large envelope and put the numbered answers on one sheet inside the envelope.
- Students swap envelopes with a group from the other half of the class and then research the other drop down menu to find the answers to the question on their new envelope. Students write down their answers and then check with the answers in the new envelope.

## Ask and then record answers to:

- Did you learn anything new about allergies and particularly food allergies from your classmates even before you looked on the A&AA website? What?
- Why do you think friends are a common source of information about food allergies?
- Do you think friends are always the most reliable source of information? (Discuss the importance of factual, reliable information when making decisions about food allergies).
- Where else can you get information about food allergies? (Parents, teachers, health promotion information, doctors, dietitians, government websites, Internet/social media, movies, documentaries, reference books at libraries).
- Which of these sources do you think would give you reliable information? (Teachers, school nurses, doctors, pharmacists, government websites are reliable sources. Internet, the media and even parents sometimes may be unreliable sources). Students can also contact A&AA for more information: <https://allergyfacts.org.au/contact>
- What three questions do you think every person at this school should know the answer to so that our school is more allergy **aware**? Why?
- What could you do at our school to help those people with allergies **avoid** their triggers? (Remind them about their allergy: ensure that Home Economics classroom benches and other classes that use food are wiped down with warm soapy water to avoid cross contamination; wash your hands after eating something to which your classmate is allergic; never share your food with students with food allergy; never try to trick them into eating food they are allergic to).
- What could you do if you have an allergy to help **avoid** your triggers at school? (Tell your friends about what you are allergic to and what the signs and symptoms might look like if you have an allergic reaction; don't eat food that others may offer you; read labels to check for your known allergens; follow the rule 'no adrenaline injector, no eat'; wear a medical identification bracelet; know where your adrenaline injector is at all times; tell your close friends how to use your adrenaline injector; don't leave drink bottles unattended and wear shoes when outside if you are allergic to insects).

- What **action** do you think you should take if you saw someone at school with the signs and symptoms of a severe allergic reaction (anaphylaxis)? (Tell the person to stay calm; help them to lay on the ground or sit on the ground with their legs out flat in front of them if they are having trouble breathing; find someone to sit with them and get an adult's help immediately so they can bring the adrenaline injector and follow instructions on the ASCIA Action Plan. Some students who carry their adrenaline injector may be able to self-administer the adrenaline injector).
- What is some positive self-talk you could use to make sure you do the right thing? (Remind yourself that being brave or courageous is not always easy; remind yourself that getting an adult's help is the school rule when someone looks like they are having an allergic reaction; remind yourself that acting fast is the safest option; remind yourself of what could happen if you don't do the right thing; remind yourself that if you are unsure whether it is an allergic reaction, still get help – it's better to be safe than sorry).

## Processing

- Students write the five most important things they have learnt from this activity in their workbooks, using the information from the activity sheet and website for referral.
- Share **Parent/Guardian Information Sheet 1** Being allergy aware home with students now. Leave extra copies in the school foyer, library and pick up areas.

# Activity sheet 1.1

## Being allergy aware

Remember, being allergy aware can help people with allergies feel safe and supported in any situation.

- Allergies can be life-threatening. Some allergies to foods, medications and insects can cause a severe allergic reaction called anaphylaxis – which leads to about 10–20 deaths in Australia each year.
- There is no cure for food allergies. The only way to prevent an allergic reaction is to avoid the food. Everyone has a role to play in keeping those with allergies safe.
- Ninety percent of food allergic reactions are caused by the common allergy causing foods. These are peanut, tree nuts (e.g. walnut, almond, cashew), fish, crustacea, molluscs, milk (dairy), egg, soy, sesame and wheat.
- Some of the signs and symptoms of a **mild to moderate allergic** reaction are:
  - Swelling of the lips, face, eyes
  - Hives or welts
  - Tingling mouth
  - Abdominal pain and/or vomiting (these are signs of a severe allergic reaction to insects)
- Most people with food allergy need to eat a food for anaphylaxis to occur. It is rare for touch or smell to cause life-threatening reactions, but contact should still be avoided, so help keep areas where food is prepared thoroughly clean.
- If someone is showing signs and symptoms of an allergic reaction you should get an adult's help immediately so they can follow instructions on the ASCIA Action Plan such as administer medication or ask them where their medical kit containing their adrenaline injector (EpiPen® or Anapen®) and ASCIA Action Plan is and get it immediately. Some students who carry their adrenaline injector may be able to self-administer it.
- Ways to protect yourself and those with food allergy include:
  - Tell your friends about your allergies or ask your friends if they have any food allergies.
  - If you have an allergy, wash hands before and after eating.
  - If you eat something a classmate is allergic to, wash your hands after you eat.
  - Wash food preparation areas and utensils after use with warm, soapy water.
  - Don't share food with students with food allergies.
  - Read labels to check for known allergens.
  - Follow the rule 'no adrenaline injector, no eat' rule.
  - Don't kiss someone who has just eaten a known allergen.
- In Australia, the common food allergens must be labelled on packaged food if they appear as an ingredient in a product, no matter how small the quantity is. If a customer asks about allergens in unpackaged food, the laws requires the food business to provide accurate information either verbally or in writing.

## Parent/Guardian Information Sheet

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
- exercise



Peanut



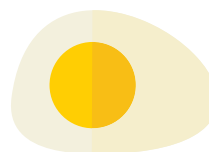
Crustacea  
(e.g. prawns,  
crayfish)



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



Molluscs  
(e.g. oysters)



Egg



Soy



Milk (dairy)



Sesame



Fish



Wheat

### What are the signs and symptoms?

Signs and symptoms of a **mild to moderate** allergic reaction can include:

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

Signs of a **severe allergic reaction (anaphylaxis)** include any one of the following:

- 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 with students with a 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>

**A&AA Information for the high school years:** <https://allergyfacts.org.au/allergy-management/13-18-years>

### National Allergy Strategy 250K youth project

The 250K project aims to provide information and support for young people living with severe allergy. The primary target is 11–25 years old individuals. Visit: <https://teen.250k.org.au>

**Free 250K bookmarks are available from the A&AA shop:** <https://allergyfacts.org.au/shop/nasr/250k-bookmarks-x-10>

# FINDING OUT

## Activity 2

# Friendships and allergies

### PREPARATION

Access A&AA online videos Dating and Travelling (2 minutes each)

<https://allergyfacts.org.au/resources/videos-from-a-aa>

**Activity sheet 2.1 What would a friend do?** – photocopy one per student

- Brainstorm 'the qualities that make a good friend' and respectful relationships ensuring that students' answers focus on qualities, not actions (e.g. non-judgemental; good listener; reliable; honest; fun; supportive).
- Explain that students with food allergies can be supported by friends so that's why it's important for them to let their friends know about their allergy and not keep it hidden.
- Studies show that teenagers are the highest risk group for dying from anaphylaxis to food. Risks are sometimes hard to avoid, like when you're trying to fit in or not stand out in a crowd. But when it comes to food allergy, taking even the smallest risk might lead to a very serious allergic reaction.
- Watch the Dating and Travelling videos and ask students to record the key messages of both:
  - Food allergies are serious.
  - It's important to let friends and the people who are preparing your food know that you have a food allergy.
  - A small amount of the food or drink you are allergic can trigger an allergic reaction.
  - Swollen tongue or throat, difficulty breathing, coughing, difficulty talking, dizziness and collapse are symptoms of anaphylaxis and require immediate treatment with adrenaline using an adrenaline injector (EpiPen® or Anapen®).
  - A person with a food allergy must have their adrenaline injector close by and easily accessible at all times (not in a locked room, cupboard or locker).
  - Having supportive friends and classmates makes living with a food allergy easier.
- Explain that recorded deaths from anaphylaxis, although rare, are most often young people and have most often occurred in situations away from home where the emergency medication has not been readily available and/or has not been administered in a timely manner. Therefore, it is important at these times when the student is most at risk, that suitable strategies are in place.
- Explain the school's Anaphylaxis emergency response plan to an allergic reaction, e.g. teachers need to be contacted immediately, the patient must be kept lying or sitting down with legs out flat in front of them, where students' ASCIA Action Plans and adrenaline injectors are kept in the school, and in the event an injector is used, an ambulance must be called. What happens on excursions and camps must adhere to the school's Anaphylaxis emergency response plan.



- Note that some students, as part of their Individual Anaphylaxis Health Care/Management Plan, may carry their adrenaline injector, as well as keep one on-site at the school, but they may not physically be able to self-administer due to the effects of a reaction, so a staff member still needs to be contacted.
- Stress that a severe allergic reaction (anaphylaxis) can be rapid in onset (as short as 5 minutes) and commonly occurs within 20 minutes to two hours after eating.
- Brainstorm situations at school when a student with a food allergy is most at risk.
- Responses may include, when:
  - They don't tell the people making their food that they have a food allergy.
  - They eat a food without checking the label.
  - Their routine is broken (e.g. sports carnivals, incursions) and they do not have an adrenaline injector with them.
  - They are off the school site (e.g. excursions, camps).
  - Immediate access to medical services is not available.
  - They are being bullied or teased about their allergy.
  - Staff changes occur (e.g. relief/casual staff).
  - They don't tell someone if they are unwell.
  - They participate in activities involving food (e.g. cooking lessons).
  - They accept food without a label.

## Ask or conduct a Think, pair, share

- **What actions could you take to let a classmate with an allergy know you are there to support them?**

(E.g. help them if they are bullied about their allergies or being pressured into eating a certain food; stop them from taking risks with their eating; help them read food labels, tell them that you will get help for them if they feel sick).

- **What are some things that might stop you from doing the right thing in these risky situations?**

(Might be scared you will get bullied yourself; might not want to draw attention to your friend's allergy; might not want to feel left out; might be scared to go and get help if your friend looks sick).

- **What skills would you need to overcome these barriers?**

(Positive self-talk; courage; assertive communication; help-seeking skills; recognising an emergency).

- **What are some things we could do in the Home Economics classroom to help classmates with food allergies avoid their triggers?**

(Wash hands after handling food; cover and label stored food; clean work surfaces after use; wash utensils well after use; have a dedicated area for preparing allergen free meals; read food labels). Washing your hands properly with soap and warm water can help prevent food borne illness as well as protect people from food allergens. Hand sanitisers do not remove the allergen from your hands.

- **How do you think someone with a food allergy may feel during a Home Economics lesson if they are not certain that everyone has followed the rules to prevent food cross contamination?**

(May feel unsafe, nervous, anxious, left out, unheard, angry).

- **What could this person do or say to feel more positive?**

(Talk to teacher and friends about their food allergy and the importance of following the rules to prevent cross contamination; talk to them about the signs and symptoms of their allergic reactions; use positive self-talk; be assertive when friends are not following the cross-contamination rules).

- **What is the most important action you can take if you see someone having an allergic reaction?**

(Tell the teacher or person in charge immediately so they can follow the student's ASCIA Action Plan which may mean administering their adrenaline injector (EpiPen® or Anapen®), keep the person calm and still in a lying position or sitting on the ground with legs flat in front of them if they are having breathing difficulty).

# Activity sheet 2.1

## What would a friend do?

List what you could do in each of these situations to make it less risky for a person with a food allergy and be a MATE.

### IN THE HOME ECONOMICS CLASSROOM

What could the person with a food allergy do?	What could their classmates do?
<ul style="list-style-type: none"><li>Tell the teacher and other students about their food allergy in advance</li><li>Offer suggestions for product substitution or recipe modification</li><li>Bring product alternatives from home that cannot be easily sourced</li></ul>	<ul style="list-style-type: none"><li>Wash benches and utensils with warm soapy water or place in a dishwasher for washing after every use</li><li>Be willing to use different ingredients or recipes if cooking with the friend with food allergy</li><li>Not offer food they make to classmates with food allergy</li></ul>

### AT A SCHOOL CAMP OR EXCURSION

What could the person with a food allergy do?	What could their classmates do?
<ul style="list-style-type: none"><li>Tell the camp cooks and all teachers that they are the student with food allergy</li><li>Bring their own food/snacks if camp is unable to safely cater</li><li>Ensure adrenaline injector is close by</li></ul>	<ul style="list-style-type: none"><li>Consider whether a classmate might be allergic to the foods/snacks they take on the camp or excursion and be responsible when consuming them (e.g. wash hands after eating)</li><li>Don't share food with your classmate with a food allergy</li></ul>

### OUT WITH FRIENDS ON THE WEEKEND

What could the person with a food allergy do?	What could their good friend or others do?
<ul style="list-style-type: none"><li>Select a place to eat where they can choose something 'safe' to eat</li><li>Read labels if eating at parties (e.g. potato chips)</li><li>Take safe snacks with you, just in case your options are limited</li><li>Be aware that if there are foods containing the allergen, people may be contaminating the food without the allergen with their hands/utensils</li><li>Always carry your adrenaline injector when eating out</li></ul>	<ul style="list-style-type: none"><li>Allow their friend to choose where to eat</li><li>Understand that eating out can be stressful for their friend</li><li>Suggest their friend with food allergy put safe food on a plate before everyone starts serving themselves</li></ul>

# SORTING OUT

## Activity 3

# Eating with friends with food allergies

### PREPARATION

**Activity sheet 3.1 Reading ingredient lists** – photocopy one per student

Eating out with food allergies brochure – A&AA – one per student

<https://allergyfacts.org.au/resources/help-sheets/eating-out>

**Activity sheet 3.2 Eating with friends with food allergies** – photocopy one per student

### Teaching tip

- Having a food allergy is manageable if we are all more allergy aware and support people with food allergy.
- Explain that making food at home with friends or going out to fast foods places and eating at shopping centres is a fun part of being independent but can be stressful for those with food allergies. Highlight that there are many things that the person with the allergy and their friends can do to make eating away from home a more relaxed experience.
- Explain that reading food labels is one skill that can reduce the risks. Point out that being able to read and understand the ingredients list and any allergen statements on packaged foods is an important skill for everyone to have and it is a lifesaving skill for people with food allergies.
- Explain that the ten foods that are responsible for 90% of all severe allergic reactions – peanuts, tree nuts, crustacea, molluscs, fish, milk (dairy), eggs, soy, sesame and wheat (as well as lupin) must always be listed on the ingredients list of packaged foods if they are present, no matter how small the amount.
- Explain that some labels include Precautionary Allergen Labelling statements e.g. 'may contain...' statements if there is a chance of allergens being present due to shared equipment or contamination with common allergy causing foods.
- Stress that reading food labels can sometimes be a confusing task for people with food allergies because the ingredients are not always in simple, plain English terms (e.g. "casein" might be written instead of milk). This is changing in Australia with new laws about how allergens are displayed on labels.
- Read through **Activity sheet 3.1 Reading Ingredient lists** with students.
- Distribute empty and clean boxes and bottles of packaged foods and ask students to review packaging as a group and then identify allergens:
  - Any allergens or traces of allergens.
  - Any alternate or scientific names used instead of the everyday allergen food name.
- Record and graph the results as a whole class activity and compare with individual and group predictions. Discuss findings as a class.

## Ask or conduct a Think, Pair, Share

- Tell your partner what you learnt from this activity.
  - Why do you think it's so important for people with food allergies to read the labels of packaged foods every time they eat that food, not just the first time they eat it? (Because the manufacturing process may have changed from the first time they ate this food).
  - How could you help a friend with a food allergy always remember to read the label before eating a packaged food?
  - Why do you think the rule 'No adrenaline injector – no eat' is particularly important if someone with a food allergy is not sure what is in a food item?
  - Reading food labels is one way that food allergies can be **avoided**. Remind me again of some other things that everyone can do to help those with food allergies **avoid** their allergen?
- (Remind them about their allergy; make sure you wash your hands after eating something your friend is allergic to; never share your food with students with food allergies; never try to trick them into eating food to which they are allergic; wash cooking utensils and benches with warm soapy water).
- Washing your hands properly with soap and water can help prevent food borne illness as well as protect those with food allergies. Hand sanitisers do not remove the allergens from your hands.
  - Students read Eating out with food allergies and using this information and the information on **Activity sheet 4.1 Reading Ingredient lists** complete the research task on **Activity sheet 3.2 Eating with friends with food allergies**.

# Activity sheet 3.1

## Reading ingredient lists

Reading the label including the ingredient list on packaged foods is a skill that helps us make healthy and safe food choices, but it takes some practise. It is particularly important that people with food allergies read the label of packaged food because this will help them avoid the foods that they are allergic to.

### Tips for everyone

#### TIPS FOR PEOPLE WITH EGG ALLERGY

Some other names for eggs on food labels	Products that may contain eggs
<ul style="list-style-type: none"><li>• Albumin</li><li>• Egg solids</li><li>• Egg white</li><li>• Egg yolk</li><li>• Flavoproteins</li><li>• Meringue mix</li><li>• Ovalbumin</li><li>• Powdered egg</li></ul>	<ul style="list-style-type: none"><li>• Cakes and biscuits</li><li>• Custards</li><li>• Frozen desserts</li><li>• Mayonnaise</li><li>• Mousse</li><li>• Omelette</li><li>• Pavlova</li><li>• Quiche</li><li>• Rissoles</li><li>• Salads and salad dressings</li><li>• Soups and sauces</li><li>• Soufflé</li></ul>

#### TIPS FOR PEOPLE WITH MILK (DAIRY) ALLERGY

Some other names for milk on food labels	Products that may contain milk
<ul style="list-style-type: none"><li>• Ammonium caseinate</li><li>• Casein</li><li>• Hydrolysed whey</li><li>• Lactalbumin</li><li>• Whey</li><li>• Whey protein</li><li>• Whey solids</li><li>• Whitener</li></ul>	<ul style="list-style-type: none"><li>• Cakes and biscuits</li><li>• Custards and puddings</li><li>• Frozen desserts</li><li>• Batter fried foods</li><li>• Dips</li><li>• Deli meats</li><li>• Flavoured drinks</li><li>• Frozen desserts</li><li>• Fruit Juice</li><li>• Coconut products (milk, cream, powder)</li><li>• Ice cream</li><li>• Yoghurt</li><li>• Margarine spreads</li><li>• Meat pies</li><li>• Pastries</li></ul>

## TIPS FOR PEOPLE WITH PEANUT ALLERGY

Some other names for peanuts on food labels	Products that may contain peanuts
<ul style="list-style-type: none"><li>• Beer nuts</li><li>• Groundnuts</li><li>• Mixed nuts</li><li>• Nut pieces</li><li>• Peanut oil</li></ul>	<ul style="list-style-type: none"><li>• Cakes and biscuits</li><li>• Breakfast cereals</li><li>• Chocolates</li><li>• Dried fruit mixes</li><li>• Muesli bars &amp; snack foods</li><li>• Ice creams</li><li>• Salads and salad dressings</li><li>• Soups and sauces</li></ul>

## TIPS FOR PEOPLE WITH TREE NUT ALLERGY

Some other names for tree nuts on food labels	Products that may contain tree nuts
<ul style="list-style-type: none"><li>• Almonds</li><li>• Brazil nuts</li><li>• Cashews</li><li>• Hazelnuts</li><li>• Macadamia nuts</li><li>• Almond paste</li><li>• Pine nuts</li><li>• Pistachios</li><li>• Walnuts</li><li>• Pecans</li></ul>	<ul style="list-style-type: none"><li>• Cakes and biscuits</li><li>• Breakfast cereals</li><li>• Chocolates</li><li>• Dried fruit mixes</li><li>• Muesli bars &amp; snack foods</li><li>• Ice creams</li><li>• Pastries</li><li>• Salads and salad dressings</li><li>• Soups and sauces</li></ul>

# Activity sheet 3.2

## Eating out with food allergies

### ENJOY EATING OUT WITH CAREFUL PLANNING

#### Avoiding high risk restaurants, cafes, and takeaways

- If allergic to fish, crustacea or molluscs, avoid seafood restaurants and fish and chip shops. Keep in mind cross contamination at other restaurants.
- If allergic to peanut or tree nuts, it is best to avoid styles of cooking that use plenty of these ingredients (e.g. Vegan, Asian style food like Chinese, Malaysian, Thai, Vietnamese, Indian and African foods).
- If sesame allergic, avoid Middle Eastern (e.g. Lebanese) style dishes, patisseries and salad garnishes.
- Be aware that fried foods may share cooking oil with crustacea, fish, egg and other allergens.
- If allergic to egg or milk, avoid crumbed or battered foods (e.g. schnitzels, tempura) and creamy sauces that contain these ingredients.
- Cafés sometimes use the same equipment for cow's milk and other milks (e.g. soy milk, rice milk, other plant-based milk).
- Some pasta dishes, meatballs and hamburgers may contain egg, milk, peanuts or tree nuts.
- Check salads and garnishes for allergens.
- Vegetarian style food often contains nut ingredients.
- Vegan food is not necessarily safe for people with milk and egg allergy. Vegan food can contain traces of milk and egg which can cause allergic reactions in people with milk or egg allergy.
- Remember pastries and desserts may contain tree nuts or peanuts in their decorations or bases.
- Avoid buffet style (all you can eat) restaurants where serving utensils can be shared and foods may accidentally mix/spill into containers that do not contain the allergy causing food.

#### Finding a restaurant or food outlet

- Try to choose a restaurant that is less risky depending on what you are allergic to.
- Call ahead to the restaurant or cafe to see if they can cater for your food allergy.
- Speak to the manager or chef prior to arrival, if possible.
- Try to go to a restaurant at a less busy time if you have not made enquiries beforehand.
- Check the menus on display or on their websites.
- Tell the staff about your food allergy and check with them to see if they can provide you with a meal that doesn't contain the food you are allergic to.
- Ask about the dishes on the menu that DO contain your allergen/s and be sure to avoid these.



## Placing your order

- Read the menu carefully.
- Tell the restaurant/cafe/canteen staff about your food allergy every time. Be clear.  
Say: "I have a severe allergy to peanut/egg/milk, does this have any peanut/milk/egg in it?"
- Use an A&AA Chef Card (<https://allergyfacts.org.au/resources/chef-card-template>). The card outlines the food allergen/s you must avoid.  
Ask that the card go to the chef and be returned with your meal. Having the card come back with your meal will make it more likely that the right meal is given to the right person.
- Ask the staff if the dish you have chosen is free from the allergen. If they are not certain it would be better to avoid that dish.
- Be prepared to wait while they check an ingredients folder, a label or whilst they speak to someone more informed on food allergy.
- You may be served first or last, be patient.
- If you feel the staff are not taking your food allergy seriously – leave and eat somewhere else.
- Watch out for 'hidden' ingredients. For example:
  - pesto may contain cashews or peanuts
  - satay sauce contains peanuts
  - Worcestershire sauce may contain anchovies
  - tahini is made from sesame seeds
  - hummus contains chickpeas, tahini/sesame
  - sweet pastry bases may contain ground almonds
  - marzipan contains ground almonds
  - praline and nougat contain nut products
  - breads, cakes and pastries that are shiny have probably been glazed with milk or egg

## Making careful food choices

With careful planning, there is no reason you can't enjoy eating out with friends and family.

- Consider ordering simply prepared dishes such as grilled meats without sauces, steamed vegetables, and baked potato. These are less likely to have hidden food allergens.
- Garnishes (a food item used to decorate a food dish, such as herbs, spices or a drizzle of oil) often contain food allergens so check the garnish.
- Consider fresh fruit for dessert.
- Even if you've previously eaten at a restaurant, check with the staff about the ingredients of the dish you want to order. A dish that has been safe in the past may now be unsafe. They may have a new chef or have changed the recipe.
- Don't presume a dish in one restaurant is the same in another.
- Cross contamination during preparation mainly occurs in 3 ways:
  - food to food as in touching and dripping
  - food to hand – handling by kitchen staff, waiter
  - food to equipment – sharing of utensils

## Being prepared

If at any time during your meal you think you may be having a reaction, stop eating. Tell those around you immediately and follow your ASCIA Action Plan.

### **The most important rule to remember:**

If you do not have your emergency medication (i.e. adrenaline injector) with you, **DO NOT EAT!**

Eating out is seldom a solitary experience, it is a social event for everyone to enjoy.

Help educate those in the food service industry and help make eating out a safer experience for children, teenagers and adults who have food allergies.

For more information about eating out with a food allergy visit the 250K website (<https://teen.250k.org.au/eating-out-with-a-food-allergy>) which has information and support for young people (age 11–25) living with severe allergy.

## RESEARCH TASK

**David has a peanut allergy and Emma has an egg allergy. Scott has invited them both over to his house after school.**

- Read the food labels of snack foods in your pantry at home or at the supermarket and suggest a product that Scott could buy that would be safe for both his friends, giving reasons for your answer.
- Adapt or suggest a recipe for a homemade snack or small meal that would be suitable for Scott to cook for David and Emma.
- What would Scott have to do to avoid cross contamination during food preparation?
- Invite Scott and Emma to bring their own snack for afternoon tea.
- Ask Scott and Emma to suggest foods they can have so you can have them in their packs ready for them to read the ingredient list when they arrive.

**Tasha is allergic to tree nuts and Libby is allergic to eggs. They are going to an Italian restaurant for their netball windup.**

- What are some things they can do before they get to the restaurant that will make their experience safer?
- What are some things they can do before they order that will make their experience safer?
- What dishes should they avoid and why?
- What dishes would be safest for them to order and why?
- Why is important that they take their adrenaline injectors (EpiPen® or Anapen®) and ASCIA Action Plans with them even if they order what they consider to be safe food?

# REFLECTION

## Activity 4

### Investigating all options

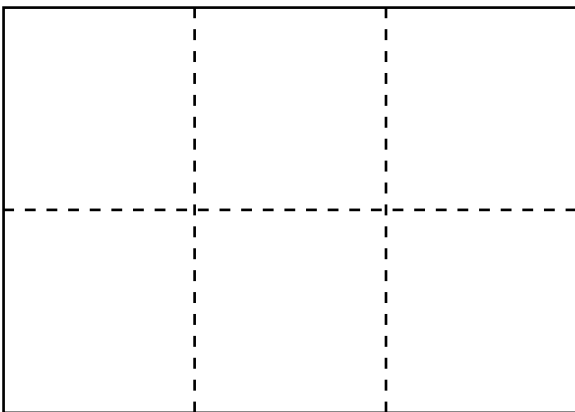
#### PREPARATION

**Activity sheet 4.1 Six thinking hats** – photocopy one per group, plus an A3 or piece of Butchers' paper

#### Teaching tip

Encourage students to use all the activity sheets and pamphlets they have been given for this module to assist them in their group research task. Access to internet and the A&AA website (<https://www.allergyfacts.org.au>) may also be useful.

- Students form small groups and are assigned one statement from **Activity sheet 4.1 Six thinking hats**. Distribute a sheet of A3 paper or Butcher's paper to record the findings of each group. Ask students to circle their statement on the Activity sheet 4.1 and then re-write their statement at the top of the A3 or Butchers' paper.



- Ask the students to fold the paper once, and in half horizontally – creating a horizontal crease. Ask the students to split the paper into thirds vertically – creating two vertical creases. Ask the students to unfold and straighten the paper so when flat, it now has six sections as per the above

image. Ask the students to label the six sections in a clockwise motion, from left to right (top = white, red, yellow) and from right to left (bottom = black, green, blue). Students will work in a clockwise motion to complete the investigation.

- Explain the three steps involved when applying **Debono's Six thinking hats** and how each hat is to be applied to their allocated statement.
- Ask the students to complete step two as per the instructions. That is, give groups 30 minutes to consider their statement and record findings for each of the six thinking hats.
- Ask students to record their response to the investigation on Activity sheet 4.1 – in the space below their statement.
- Each group places together, Activity sheet 4.1 and their A3 or Butcher's paper, on a table for other groups to view.
- Allow time for groups to rotate to view the findings of other groups or hear findings as a whole class.
- As a group, students choose some key messages of allergy awareness, avoidance or actions to take in an emergency and promote the key messages in a:
  - PA announcement suitable for pre-lunch PA announcements
  - Poster to inform canteen helpers
  - Posters to inform students in Home Economics areas
  - Posters to inform students

# Activity sheet 4.1

## Six thinking hats

In your groups choose one suggestion/idea below and use the **Six thinking hats** to make a group decision on the suggestion/idea. That is, do you support or discount the suggestion/idea and justify why?

### **1 Allergy education at school should just be given to students who have food allergies.**

**Teacher notes:** We all need to do what we can to help each other and stay healthy and safe. All students need to be aware that some foods can cause allergic reactions, including anaphylaxis and understand what they can do. It can help students with allergies a great deal if school staff and other students know what to do if they are having an allergic reaction. Being allergy aware can help students with food allergy feel safe and supported in any situation.

### **2. Schools should remove all peanuts and tree nuts from the school canteen to keep students with peanut and tree nut allergies safe.**

**Teacher notes:** Schools can be 'allergy aware' and put strategies in place to reduce the risk of students being exposed to a food they are allergic to. Nuts are sometimes removed because they are not a major food group. Removing nuts does not help students who are allergic to milk (dairy), wheat, eggs, etc so it is more important to be allergy aware and have in place other strategies to reduce risk such as not sharing food with the classmate with food allergy, washing hands after eating something your classmate is allergic to, washing hands before eating if you have food allergy etc.

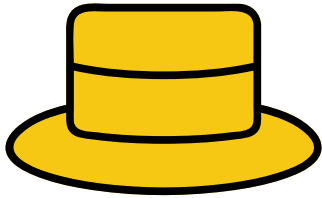
### **3 Students at risk of anaphylaxis should always have their adrenaline injector nearby (EpiPen® or Anapen®). How do you think this should happen when in class, playing sport on the oval, swimming, or on an excursion or camp?**

**Teacher notes:** Adrenaline injectors should be stored with the student's ASCIA Action Plan for Anaphylaxis in an easily accessible location away from direct sunlight and heat.

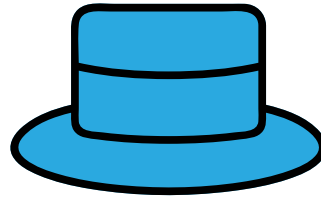
### **4. Photos of students with food allergies should be put up in the school canteen so everyone can see them.**

**Teacher notes:** It would be important to speak to the student and their parents/guardians about having a photograph and information about the student's food allergy visible. The photo should be visible to canteen staff and volunteers but not to students as the student's privacy must be protected.

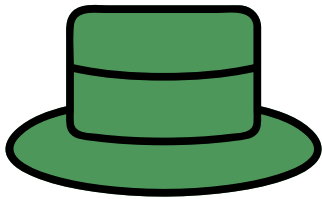
## Six thinking hats



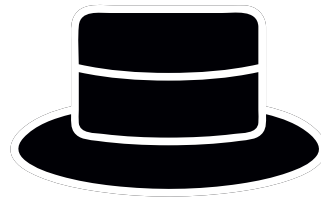
**Yellow Hat**



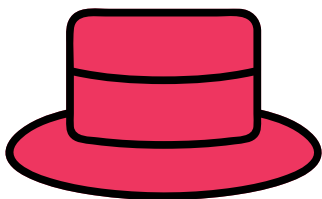
**Blue Hat**



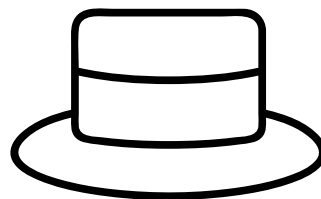
**Green Hat**



**Black Hat**



**Red Hat**



**White Hat**

Each group should apply the following three step decision-making process to confirm and/or discount the suggestion/idea in their statement. That is:

<b>Step 1</b>	Select a statement from Activity sheet 4.1 and discuss as a group to ensure that each group member understands the suggestion/idea in the statement. Move to step 2.
<b>Step 2</b>	Using the A3 or Butcher's paper, apply the six thinking hats to the statement to investigate and contemplate the suggestion/idea. For each section on the paper, record your group responses to the following hats:
	White Hat: What do you already know about the suggestion/idea in the statement? What do you need to know? How can you find out about the suggestion/idea?
	Red Hat: How do you feel about the suggestion/idea in the statement? How might others feel?
	Yellow Hat: What's good about the suggestion/idea? What could make this suggestion/idea better or more acceptable?
	Black Hat: What are the possible negative outcomes or not so good aspects of the suggestion/idea? Will it work? What don't you like about it?
	Green Hat: What could make this suggestion/idea better or more acceptable? Are there any alternatives to the suggestion or new ideas?
	Blue Hat: What does your group think about the suggestion? Can you make a group decision supporting or discounting the suggestion/idea in the statement? Summarise your group view?
<b>Step 3</b>	Return back to <b>Activity sheet 4.1</b> and record what was found through the investigation using the six thinking hats. That is, record the group's decision regarding the suggestion/idea by summarising and justifying the group's view.

Source: Edward de Bono

<https://www.debonogroup.com/services/core-programs/six-thinking-hats/>