



# Allergy Awareness Resource for Primary Years



TEACHER RESOURCE



**Allergy & Anaphylaxis  
Australia**

Your trusted charity for allergy support



**Department of  
Health**

# Allergy Awareness Resource

## for Primary Years



### **Be a MATE:**

### **An Allergy Awareness Resource for Primary Years**

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



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Page  
1

# Allergy Awareness Resource for Primary Years



<b>Contents</b>	<b>Page</b>
Acknowledgements	3
Foreword	3
Introduction	4
Components of this resource	5
Why teach resilience/drug education in the primary years?	7
Why use Be a MATE: an allergy awareness resource for primary years to teach?	8
Why adopt a whole-school approach to allergy education?	9
Whole-school enrichment activities for allergy education	10
Sample letter to parents	13
Sample School-based Policy	13
Sample ASCIA Action Plan for Anaphylaxis and Allergic Reactions	14
Resources/Useful links	15

## **Learning Activities**

**Bands of Learning:**

Foundation-Year 2

Years 3-4

Years 5-6

# Allergy Awareness Resource

## for Primary Years



### Acknowledgements

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#### Be a MATE Pilot Schools

Esperance Anglican Community School, Esperance

Good Shepherd Catholic School, Lockridge

Iona Presentation Primary School, Mosman Park

John XXIII College, Claremont

Our Lady of Lourdes School, Dardanup

St Joseph's College, Albany

Wanneroo Senior High School, Wanneroo

Woodbridge Primary School, Woodbridge

#### Curriculum Writer

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### Foreword

Did you know that 1 in 20 school age children suffer from food allergies and some of these will experience a severe, potentially life threatening allergic reaction called anaphylaxis? Australia has one of the highest allergy rates in the world, and the problem is growing. Whilst insect allergy, including the risk of anaphylaxis, is less common than food allergy in the school setting, the school community needs to understand how they can help support someone at risk.

Currently there is no cure for food allergy so avoidance of the food trigger is the only way to prevent a reaction. It is important to note that for some individuals, small amounts of a food can trigger a severe allergic reaction.

This Be a MATE (Make Allergy Treatment Easier) allergy awareness resource for Primary school years is designed to provide educators with information for teaching Year K-6 students what allergies are and how to help friends who have them, including being able to recognise a severe allergic reaction (anaphylaxis) and act appropriately when it occurs.

The interactive activities in this resource have been designed to be used as part of the school's Health and Physical Education and Technology and Enterprise (Home Economics) programs. It uses a range of appropriate learning and teaching styles and provides clear, planned curriculum opportunities for students to understand and explore areas linked to allergy safety education. The parent information sheets also promote a whole school approach to students' learning.

The education systems and sectors within Western Australia support the implementation of Be a MATE: an allergy awareness resource for primary years and strongly urge principals, teachers, parents and communities to become involved in this exciting new resource for our young people.

Allergies impact on quality of life. The quality of life and safety of those with a potentially severe allergy is increased if they have community support, awareness and understanding.

Thank you for supporting students with food and insect allergy through education of their peers and the community.

Maria Said

**President**

**Allergy & Anaphylaxis Australia**

# Allergy Awareness Resource

## for Primary Years



### Allergy & Anaphylaxis Australia

Allergy & Anaphylaxis Australia is a not for profit organisation that strives to raise awareness of life threatening allergy in the community. It provides research-based information, resources and services to support children and adults living with the risk of anaphylaxis. It is supported by funding from the Australian Government and supported by a medical advisory board comprised of allergists/immunologists from around Australia.

Allergy & Anaphylaxis Australia has a comprehensive website: **[www.allergyfacts.org.au](http://www.allergyfacts.org.au)** a range of books and posters available for purchase online; and also produces a quarterly newsletter.

Food Allergy Week is promoted every year in May by Allergy & Anaphylaxis Australia.

### Resources and professional learning

**A comprehensive range of resources for schools are available from Allergy & Anaphylaxis Australia through the following link:**

**[www.allergyfacts.org.au](http://www.allergyfacts.org.au)**

These include story books for primary years, posters, awareness tools, and adrenaline auto injector carriers.

#### Managing Anaphylaxis Resource

**Visit: <http://www.allergyfacts.org.au/caring-for-those-at-risk/schools>**

For more detailed guidelines on how schools in all education sectors can respond effectively to the Anaphylaxis Management Guidelines for WA schools at

**[www.health.wa.gov.au/anaphylaxis/roles/schools.cfm](http://www.health.wa.gov.au/anaphylaxis/roles/schools.cfm).**

### Aim of Be a MATE: An allergy awareness resource for primary years

Be a MATE is an allergy awareness education resource designed for K-Year 6 students. The resource assists teachers to plan and implement health and physical education programs in the K-10 Health and Physical Education Syllabus contexts of Lifestyle choices and Safety and the Australian Curriculum General Capabilities.

The resource aims to ensure that students:

- understand the importance of being allergy **aware**;
- make decisions and take actions to protect and promote their own and others' health and wellbeing to **avoid** allergens;
- understand what **actions** to take if someone has a severe allergic reaction/anaphylaxis;

# Allergy Awareness Resource

## for Primary Years



- develop personal and social skills such as expressing needs and feelings; negotiating, respecting others and making decisions around allergy safety
- learn to access valid health and safety information about allergy safety
- are supported by parents and community agencies who reinforce the same health and safety messages.

### Components of this resource

- **Foundation -Year 2**
- **Years 3-4**
- **Years 5-6**

Developmentally appropriate learning activities are grouped under the following bands of learning:

The **Introduction** to this teacher resource provides a rationale for teaching allergy awareness in the primary years and in particular a rationale for why this book can help teachers do this effectively. It also provides a range of **Whole-school Enrichment Activities** for schools to implement to ensure full engagement with the school community and increase the likelihood of sustainable improvements in health attitudes and behaviours.

**Teacher notes** precede the learning experiences in each band of learning. These notes provide key content information such as allergy facts, symptoms of anaphylaxis, how to avoid triggers and what to do in emergency. It is recommended that teachers read them before commencing any of the activities.

**Key Understandings** and **Key skills to practise** and also the **General Capabilities** from the Australian Curriculum are outlined at the beginning of each band of learning. This information will help teachers to make judgments about students' specific skills and depth of understanding in relation to allergy awareness.

**At Home activities and Parent Information** sheets aim to engage parents/carers to improve their knowledge of anaphylaxis and how they and their children can help support students at risk. They may be photocopied on school letterhead and sent home with students to encourage families to discuss information covered in class and strengthen a whole-school approach to students' learning. Teachers must be aware that not all parents/carers will be willing or able to undertake At Home Activities, so it is important to ensure that children are not excluded from classroom activities as a result.

**Activities** are presented in a sequential format under the Inquiry Learning model of Tuning In; Finding Out; Sorting Out and Reflection; however, teachers are encouraged to choose activities that suit the learning needs of their students. Some activities are followed by an accompanying **Activity sheet** which can be photocopied or placed on an interactive whiteboard.

Early childhood activities have been designed for a 20-30 minute time period and the middle and upper primary activities have been designed to be completed

# Allergy Awareness Resource

## for Primary Years



in a 45 minute time period, however, teachers are encouraged to adapt the activities to suit the learning needs of their students. For example, one activity could be broken down into smaller 'chunks' to suit the shorter lesson times of early childhood.

By referring to the **Key Understandings and Key skills** to practise in the Introduction section of each band of learning, teachers can decide which activities would be appropriate **assessment tasks** for their students.

### How to use this resource in a range of contexts in the K-10 Health and Physical Education Scope and Sequence?

Allergy education complements and reinforces the content that needs to be taught in a range of contexts in the K-10 Health and Physical Education syllabus. It is not envisaged that teachers would use this resource in isolation, but rather to complement a range of content within a planned health education program. The diagram below is an early childhood example of how allergy education could be used to address a range of contexts within the topic of Keeping ourselves and others safe



How allergy awareness education may fit into and be reinforced by a range of contexts in the K-10 Health and Physical Education Syllabus (Early childhood)



# Allergy Awareness Resource

## for Primary Years



### Why teach allergy safety in primary years?

- Severe allergy is on the increase in Australia. One in ten Australian children aged up to 12 months now have a food allergy. \* Allergies to other things such as insect stings, medication, latex, exercise also effect our children. Allergic reaction can be mild to moderate or severe (Anaphylaxis).
- A severe allergic reaction can be rapid in onset and commonly occurs within 20 minutes to two hours after eating the food or being in contact with the allergen, so students need to be able to recognise the symptoms of allergies and respond by seeking an adult's help.
- The nine foods that cause 90% of food related allergic reactions (peanuts, tree nuts, fish, shellfish, eggs, milk, sesame, soy, and wheat) are commonly consumed on school grounds and sold in school canteens so strategies to reduce the risk of exposure and to avoid these allergens need to be understood by all staff and students.
- There is no cure for allergies, therefore, avoidance of the food or allergen is the only way to prevent an allergic reaction so all staff and students need to be aware of strategies to reduce avoidance such as washing hands after eating and not sharing food.
- The personal and social skills that protect and promote students own and others' health and wellbeing around allergens such as expressing needs and feelings; negotiating, respecting others and making safe decisions; are the building blocks that also promote learning and affect a students' capacity to succeed academically – so the primary years are crucial times to start explicitly teaching these skills.
- It has long been recognised that engaging the broader school community enhances the effectiveness of the delivery of the Health and Physical Education curriculum. The **Whole-school Enrichment Activities** (see page x) in this resource provide a range of ideas on how to enhance the school environment in order to promote safer behaviours and attitudes in regard to allergies
- In the primary years, parents are the most important influence in a child's life and increasing parental awareness of allergies and strategies to avoid triggers should be considered as part of a whole school allergy safety program. At **Home activities and Parent Information sheets** in this resource will assist with this.
- The Australian Curriculum's General Capabilities that address thinking skills, creativity, self-management, teamwork, intercultural understanding, ethical behaviour and social competence are also addressed through this program. These General Capabilities are expected to be taught in all curriculum areas to all students.
- An allergy safety program also underpins other national frameworks, such as the Revised National Safe Schools Framework; the Early Years Learning Framework for Australia and the National Family-School Partnerships.

\* Osbourne 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: 668-676



# Allergy Awareness Resource

## for Primary Years



### Why use Be a MATE: an allergy awareness resource for primary years to teach allergy safety education?

- It helps teachers make links to the Australian Curriculum: The Australian Curriculum: Health and Physical Education has two inter-related strands for F-10:
  - Personal, social and community health
  - Movement and physical education

Be a MATE addresses the content of the Personal, social and community health strand, helping students to develop personal and social capabilities abilities necessary to engage in their learning as well as develop a positive identity and an ability to adjust to life events and transitions.

During Foundation-Year 2, students need support to develop and practise interpersonal skills, such as appropriate sharing, expressing needs and feelings appropriately, respecting others and making decisions in group situations.

In Years 3-4 students need to develop appropriate ways to respond to diversity that demonstrate respect and value difference as well as further develop their understanding about a range of personal and social factors that can influence their health.

In Years 5-6 students need to know what steps to take to manage their own health and safety, seeking adult assistance when necessary and understanding basic emergency care procedures. The interactive activities in this resource provide teachers with learning experiences that explicitly teach the skills that are appropriate for these age groups.

- **It helps teachers make links to General Capabilities and improve students' literacy skills:** In the *Australian Curriculum* the skills, behaviours and attributes that students need to succeed in life and work in the twenty-first century have been identified as General Capabilities. These General Capabilities are expected to be taught in all curriculum areas to all students.

Literacy	Numeracy	Information & communication technology	Critical & creative thinking	Ethical behaviour	Personal & social competence	Intercultural understanding
😊	😊	😊	😊	😊	😊	😊

Each of these seven capabilities has been embedded in the content of Be a MATE.

- **It helps teachers make links to the K-10 Health and Physical Education Integrated Scope and Sequence:** The *Be a MATE* resource addresses the content listed under the strands from the Early and Middle Childhood phases of the *Health and Physical Education K-10 Scope and Sequence* in the contexts of Lifestyle choices and Safety. The key knowledge content and skills to practise for students in each band of learning (as outlined in the HPE K-10 Scope and Sequence) are listed at the beginning of each set of learning activities.

# Allergy Awareness Resource

## for Primary Years



- **It has collated all the resources teachers need in one resource:** The Be a MATE resource is a collation of songs; pamphlets; activity sheets and parent information sheets relevant to allergy safety education of young children in a specific band of learning. This makes it easier for teachers to plan, implement and review effective Lifestyle choices and Safety education programs.
- **It is linked to a comprehensive website:** The Allergy & Anaphylaxis Australia website: [www.allergyfacts.org.au](http://www.allergyfacts.org.au) provides comprehensive allergy safety education for schools, parents and young people. It also provides free downloadable copies of all A&AA resources; including this one; access to current research; and access to newsletter snippets.
- **It complements other national health and safety frameworks and programs relevant to schools:** Be a MATE underpins other national frameworks, such as the Revised National Safe Schools Framework; the Melbourne Declaration on Educational Goals for Young Australians; the National Framework in Values Education; the Early Years Learning Framework for Australia; the National Family-School Partnerships; and the Healthy Schools model adopted by Mindmatters and Kidsmatter. These links assist schools to plan and review whole school initiatives in these areas.

### Why adopt a whole-school approach to health education?

A comprehensive, whole-school approach is widely acknowledged as best practice in working holistically to promote student health and wellbeing. By adopting this approach, schools ensure full engagement with the school community and are more likely to secure sustainable improvements.

### The Health Promoting Schools (HPS) Framework

The Health Promoting Schools Framework (1986), developed by the World Health Organisation is a whole school approach for schools to address the health and wellbeing of their staff, students, parents /carers and the wider community through three key components working in unison. These are:

- **Curriculum:** teaching and learning, how this is decided and the way in which teaching is delivered and learning encouraged
- **Ethos and Environment:** the physical environment, the ethos and values as well as the policies and structures developed to create a conducive environment for living, learning and working
- **Parents and community:** internal partnerships with parents, staff and students and external partnerships with other schools, health workers, government and non-government organisations.

By addressing each component of the framework when planning health education or responding to a health concern within the school, school communities can take a coordinated whole-school approach to health.

# Allergy Awareness Resource

## for Primary Years



### Whole-school enrichment activities for allergy safety education

The following activities and tips are provided to assist schools plan a whole school allergy safety program. They have been listed under the three components of the HPS framework.

Consider grouping of dot points in each section e.g. all dot points pertaining to canteens in the ethos and environment section to be grouped together

### Curriculum

- Decide which learning experiences in Be a MATE each year group is going to complete and by when and develop a scope and sequence chart that can be handed to the ongoing teachers of a specific year group at the beginning of the following year.
- Carefully consider any learning activities that involve food or possible cross contamination during food preparation. Talk about these with the parents of students with food allergies.
- Consider non-food reward options for students such as stamps and stickers.
- Be aware of the possibility of hidden allergens in cooking, science and art classes (e.g. egg or milk cartons).
- Consider purchasing story books and posters and ordering free Be a MATE brochures and bookmarks (available in Class packs of 30; Year packs of 100 and School packs of 500) from [www.allergyfacts.org.au](http://www.allergyfacts.org.au) to complement the learning experiences in this resource.
- Promote whole school activities learning activities during Food Allergy Week in May each year.
- Have regular discussions with students about the importance of washing hands, eating their own food and not sharing food.
- Casual/relief teachers should be provided with a copy of relevant students' ASCIA Action Plans.

### Ethos and Environment

- Have the school leaders articulate a clear, shared vision of a whole-school allergy safety program to staff and parents, including anaphylaxis management policies or guidelines and emergency strategies. (see link to sample policy on page 13)
- Encourage teaching and canteen staff to undertake anaphylaxis training available free online at [www.allergy.org.au](http://www.allergy.org.au)
- Keep information about students' food allergies in a prominent place where all staff (including casual staff) and helpers will remain aware of it e.g. sick bay, canteen, library.
- Ensure parents of students prescribed an adrenaline autoinjector provide an ASCIA Action Plan for Anaphylaxis (see sample page 14) completed by their doctor and store this in their medical kit with their adrenaline autoinjector pen, (EpiPen<sup>®</sup> or Anapen<sup>®</sup>) in a place that is easily accessed in an emergency. (at room temperature and away from light)
- Encourage all students in classes where students with known food allergies are present to wash hands after eating and not play with toys while eating. Also wash toys and equipment regularly.

# Allergy Awareness Resource

## for Primary Years



- Discourage sharing of food, drinks and utensils (straws and bottles).
- Clean up food spills immediately and regularly wipe down tables where food has been present.
- Educate canteen staff about the most common food allergens and check the preparation procedures for potential cross-contamination, as well as ingredient labels for food offered for sale.
- With permission from parents/guardians, brief canteen staff (including volunteers), about students at risk of anaphylaxis, preventative strategies in place and the information in their ASCIA Action Plans.
- With permission from parents/guardians, have the students name, photo and the foods they are allergic to, displayed in the canteen as a reminder to staff.
- Food banning is not recommended, however, many school communities choose not to stock peanut and tree nut products (including nut spreads) in their canteen as one of the school's risk minimisation strategies.
- Staff trained to provide an emergency response to anaphylaxis should be readily available during non-class times (e.g. recess and lunch).
- It is advised that schools develop a communication strategy for the yard in the event of an anaphylaxis emergency. Staff on duty need to be able to communicate that there is an anaphylaxis emergency without leaving the child experiencing the reaction unattended.
- Party balloons or latex swimming caps should not be used by students with known allergies to latex.
- Use Food Allergy Week to review the school's allergy management strategies and to ensure that all students enrolled with an autoinjector pen have up to date ASCIA Action Plans and a valid expiry date on their adrenaline pens.
- Ensure that all staff attending school camps or excursions have received recent training in when and how to use adrenaline autoinjectors pens; that students' food allergies are communicated to camp operators and caterers; that an emergency response plan has been developed for students at risk of an allergic reaction or anaphylaxis.
- Consider nominations for Allergy & Anaphylaxis Australia's two annual awards:
  - **Dr John Ruhno award** for an individual who has made a significant contribution to raising awareness of anaphylaxis, and
  - **Be a MATE award** to a school anywhere in Australia that has made allergy treatment easier for those students suffering from food allergies. Nominations start in July with the winners being later in the year.

# Allergy Awareness Resource

## for Primary Years



### Parent and Community

- Inform parents through assemblies and newsletters of the school's commitment to a whole-school allergy safety program and the importance of their support and involvement, possibly during Food Allergy Week.
- Invite parents to see their child perform learning activities from this resource at assemblies.
- Use the *At Home Activities and Parent Information Sheets* in this resource in the classroom, in the library and in public areas around the school.
- Publish up to date allergy information in the school newsletter or website. To obtain allergy information snippets contact [coordinator@allergyfacts.org.au](mailto:coordinator@allergyfacts.org.au)
- Encourage parents of students with food allergies to provide alternative non-food treats or safe home cooked cupcakes in clearly labeled containers that can be kept in the freezer and defrosted when other students bring birthday cakes to school.
- Inform parents of students with food allergies of upcoming school excursions and school camps.
- Contact local media and advocate to the Parent Body to gain publicity and school support for successes resulting from the school's allergy safety program.

### Anaphylaxis management in schools

**When a young person known to be at risk of anaphylaxis attends a school, parents/guardians must:**

- Inform staff of the young person's allergies and discuss risk minimisation strategies with staff
- Work with staff to complete an Individual Anaphylaxis Health Care Plan
- Provide the school with a copy of the young person's ASCIA Action Plan that has been completed by a medical practitioner and has an up-to-date photograph
- Supply the young person's adrenaline auto injector and ensure it has not expired

### It is recommended that staff involved:

- Know the identity of students who are at risk of anaphylaxis
- Communicate regularly with parents/ guardians
- Follow information contained in the young person's Individual Anaphylaxis Health Care Plan
- Obtain training in how to recognise and respond to an anaphylactic reaction, including administering an adrenaline auto injector
- Ensure the adrenaline autoinjector is stored in an unlocked, easily accessible place
- Know where the adrenaline autoinjector is located
- In the event of a reaction, follow the procedures in the young person's ASCIA Action Plan, including calling an ambulance if an adrenaline autoinjector is used.

# Allergy Awareness Resource

## for Primary Years



For a sample school based anaphylaxis policy and Anaphylaxis Management Guidelines for WA schools see: <http://www.health.wa.gov.au/anaphylaxis/roles/schools.cfm>

### Sample letter to parents

*Insert Your Logo Here  
or print on your letterhead*

Dear parent(s)/guardian(s)

This year in our school there is a student who is severely allergic to xxxx. This could result in the student experiencing anaphylaxis which is a sudden, severe allergic reaction that requires immediate medical treatment and is potentially fatal.

We are seeking the support and cooperation of all families to minimise the risk of this student coming into contact with specific foods. Therefore, we request you follow these simple steps:

- ✓ Please don't give your children foods containing XXXX to bring to school
- ✓ Be aware of foods that may contain XXXX such as xxx

Thank you for recognising the need for ongoing vigilance to minimise the potential life threatening risk to one of our students.

If you have any queries in relation to this matter please contact your child's teacher or the school office.

Yours sincerely

[Principal]

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# Allergy Awareness Resource

## for Primary Years



### Sample Australian Society of Clinical Immunology and Allergy (ASCIA) Action Plan for Anaphylaxis



australian society of clinical immunology and allergy  
[www.allergy.org.au](http://www.allergy.org.au)

## ACTION PLAN FOR Anaphylaxis

For use with EpiPen® adrenaline autoinjectors

Name: \_\_\_\_\_  
Date of birth: \_\_\_\_\_

Photo

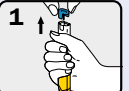
Confirmed allergens:  
\_\_\_\_\_  
\_\_\_\_\_

Family/emergency contact name(s):  
\_\_\_\_\_  
\_\_\_\_\_


Work Ph: \_\_\_\_\_  
Home Ph: \_\_\_\_\_  
Mobile Ph: \_\_\_\_\_

Plan prepared by:  
Dr: \_\_\_\_\_  
Signed: \_\_\_\_\_  
Date: \_\_\_\_\_


**How to give EpiPen®**




**1**  
Form fist around EpiPen® and PULL OFF BLUE SAFETY RELEASE.



**2**  
PLACE ORANGE END against outer mid-thigh (with or without clothing).



**3**  
PUSH DOWN HARD until a click is heard or felt and hold in place for 10 seconds.



**4**  
REMOVE EpiPen®. Massage injection site for 10 seconds.

Instructions are also on the device label and at [www.allergy.org.au/health-professionals/anaphylaxis-resources](http://www.allergy.org.au/health-professionals/anaphylaxis-resources)

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)

ACTION

- For insect allergy, flick out sting if visible. Do not remove ticks.**
- Stay with person and call for help
- Locate EpiPen® or EpiPen® Jr
- Give other medications (if prescribed) .....  
Dose: .....
- Phone family/emergency contact

Mild to moderate allergic reactions may or may not precede anaphylaxis

Watch for any one of the following signs of Anaphylaxis

ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- 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)

ACTION

- 1 Lay person flat. Do not allow them to stand or walk. If breathing is difficult allow them to sit.**
- 2 Give EpiPen® or EpiPen® Jr**
- 3 Phone ambulance\*- 000 (AU), 111 (NZ), 112 (mobile)**
- 4 Phone family/emergency contact**
- 5 Further adrenaline doses may be given if no response after 5 minutes (if another adrenaline autoinjector is available)**

If in doubt, give adrenaline autoinjector

**After giving adrenaline:**

- Commence CPR if there are no signs of life
- Give asthma medication if unsure whether it is asthma or anaphylaxis

EpiPen® is generally prescribed for adults and children over 5 years.  
EpiPen® Jr is generally prescribed for children aged 1-5 years.  
\*Medical observation in hospital for at least 4 hours is recommended after anaphylaxis.

Additional information \_\_\_\_\_

Note: This is a medical document that can only be completed and signed by the patient's treating medical doctor and cannot be altered without their permission.



Page  
14



# Allergy Awareness Resource for Primary Years



## Resources/useful links

- Department of Health anaphylaxis website  
[www.health.wa.gov.au/anaphylaxis](http://www.health.wa.gov.au/anaphylaxis)
- Allergy & Anaphylaxis Australia website  
[www.allergyfacts.org.au](http://www.allergyfacts.org.au)
- The EpiClub Reminder Program open to schools and individuals  
[www.epiclub.com.au](http://www.epiclub.com.au)
- Australasian Society of Clinical Immunology and Allergy website  
[www.allergy.org.au](http://www.allergy.org.au)
- ASCIA Action Plans can be accessed from  
[www.allergy.org.au/content/view/10/3/#r1](http://www.allergy.org.au/content/view/10/3/#r1)
- Department of Education website [www.det.wa.edu.au](http://www.det.wa.edu.au)
- Individual Anaphylaxis Health Care Forms can be accessed from  
[www.det.wa.edu.au/](http://www.det.wa.edu.au/) and <http://www.inclusiveeducation.com/detcms/navigation/careand-protection/promoting-student-health-care>
- Policies can be accessed from  
<http://policies.det.wa.edu.au>
- Catholic Education Commission of Western Australia website  
[www.ceo.wa.edu.au](http://www.ceo.wa.edu.au) Policy statements can be accessed from [http://web4.ceo.wa.edu.au/policy\\_statements.asp](http://web4.ceo.wa.edu.au/policy_statements.asp)
- Association of Independent Schools of Western Australia website  
[www.ais.wa.edu.au](http://www.ais.wa.edu.au)  
Member schools can log on to the AISWA member section of the website to access policies.