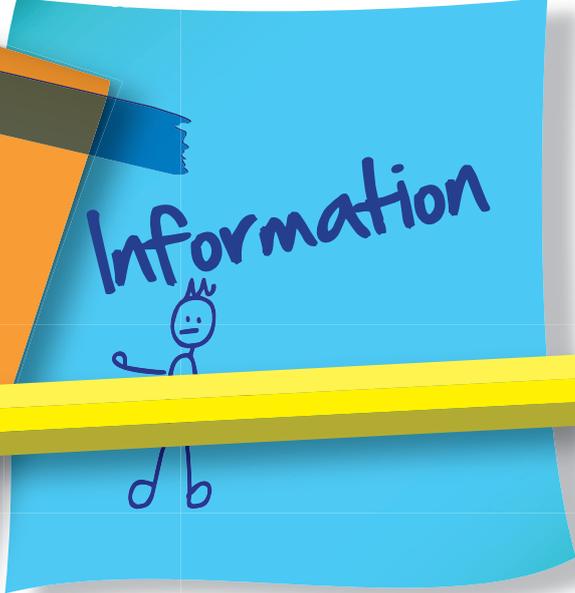


Years

5-6



Information



A&AA

Introduction

These activities provide the knowledge and understanding and embedded skill development that foster allergy awareness and safety among Year 5-6 students. These understandings and skills are linked to the Australian Curriculum: Health and Physical Education and the K-10 Health and Physical Education Scope and Sequence in the contexts of Lifestyle choices and Safety.

Key understandings

- There are a range of personal and social factors that help keep a person healthy, happy and safe, including avoiding foods and other things that they may be allergic to.
- **Awareness** of the warning signs and symptoms of allergies; the dangers of allergens and knowing what foods your friends are allergic to can help people with allergies feel safe, strong and supported in any situation.
- **Avoidance** of exposure to allergens is the only prevention of an allergic reaction. Ways to protect self and others from allergens include washing hands after eating; not sitting with someone you know has a food you are allergic to or is allergic to a food you have; not sharing food; reading labels to check for known allergens; following the rule 'no autoinjector, **NO EAT**'; wearing a medical identification bracelet; not leaving drink containers unattended and wearing shoes if allergic to insects; avoiding latex or medications.
- **Actions** such as getting adult help immediately if others have an allergic reaction; helping those who may be bullied or pressured about their allergies; stopping friends with allergies from taking risks with their eating; telling an adult as soon as you feel the early warning signs of an allergic reaction; and knowing where your auto injector is at all times help people with allergies feel safe, strong and supported in any situation.
- Positive self-talk is an important skill to maintain an optimistic outlook on situations involving allergens.
- Allergic reactions do not always lead to anaphylaxis but we need to keep a close eye on those who may be at risk and get adult help immediately if an allergic reaction is apparent.
- A range of factors influence our safety choices in risky situations, such as family, peer, school, community and media influence.
- Adrenaline (epinephrine) given as an injection using an autoinjector (such as an EpiPen®) into the outer mid-thigh muscle is the most effective first aid treatment for anaphylaxis.

Years 5-6

Information



A&AA

- Just nine foods are responsible for 90% of all severe allergic reactions – peanuts, tree nuts, seafood, fish, cow's milk, eggs, soy, sesame and wheat. If these ingredients are in a food product, manufacturers must say so, no matter how small the amount.
- These foods are often listed on food labels under other names or in the 'may contain traces of' part of the labelling.
- There are a range of reliable sources of information on food allergies.
- Everyone is responsible for their own health and personal safety and individuals can help build a healthy community.

Key skills to practise

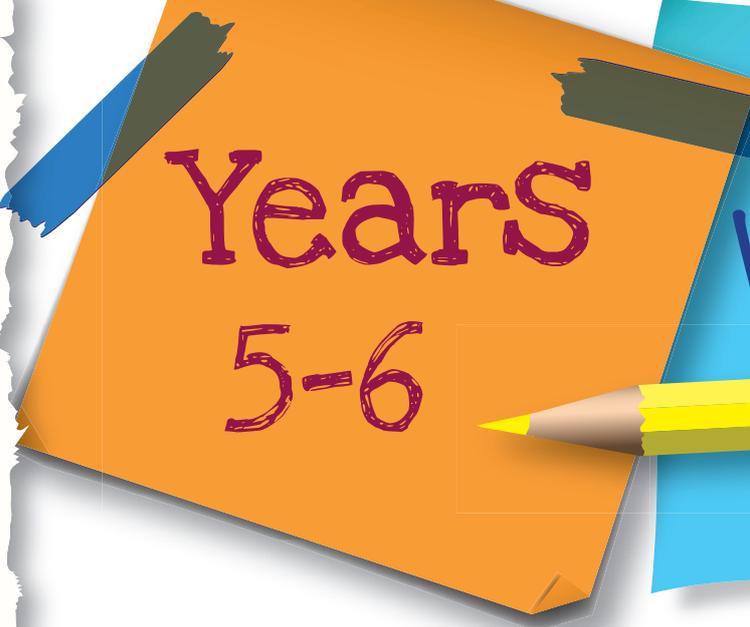
- Identify and make decisions about unsafe or bullying situations involving allergens
- Respond to risky situations involving potential exposure to allergens
- Respond to risky situations involving an allergic reaction
- Use 'avoidance' strategies around eating or handling food and avoiding other allergens
- Positive self-talk
- Respond to diversity with respect
- Celebrate own unique qualities
- Value differences

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 (www.acara.edu.au).

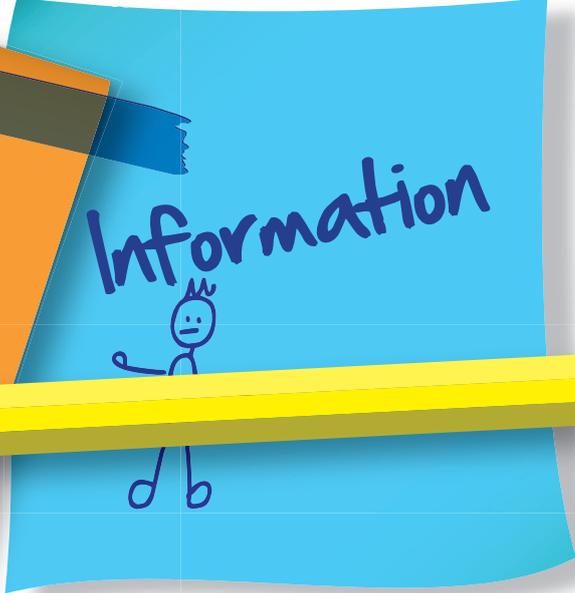
This allergy safety resource provides opportunities for students to develop and use the following capabilities.

Activity	Literacy	Numeracy	Information & Communication Technology	Critical & creative thinking	Ethical behaviour	Personal and social competence	Intercultural understanding
1							
2							
3							
4							



Years

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Information



A&AA

What are allergies?

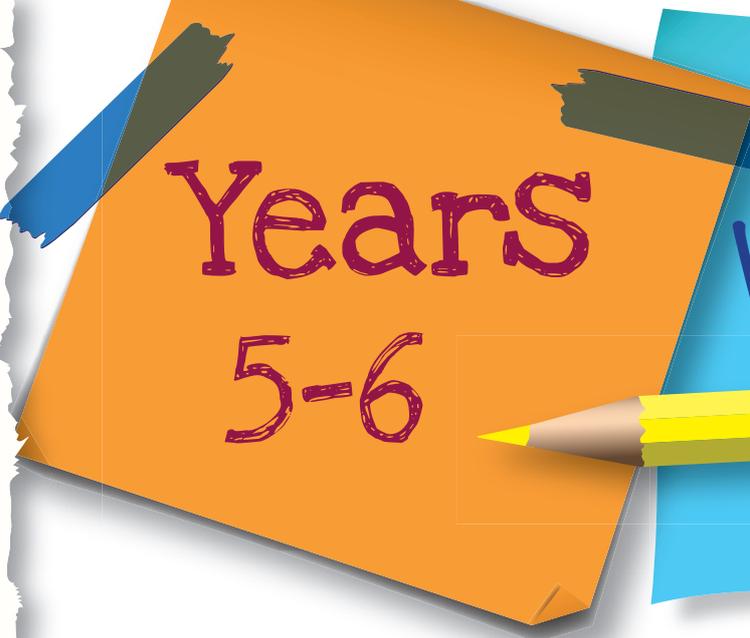
- Allergies occur when the immune system produces antibodies against substances in the environment (allergens) that are usually harmless. A food allergy is an immune system response to a food protein that the body mistakenly believes is harmful. When the individual eats food containing that protein, the immune system releases massive amounts of chemicals, triggering symptoms that can affect a person's breathing, gastrointestinal tract, skin and/or heart.
- It is estimated that up to 2% of Australian adults and 1 in 10 infants* aged 12 months, have food allergy and some of them will experience a life-threatening allergic reaction (anaphylaxis). Approximately 10 people die from anaphylactic reactions each year in Australia.

* 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

What are the symptoms of allergies and anaphylaxis?

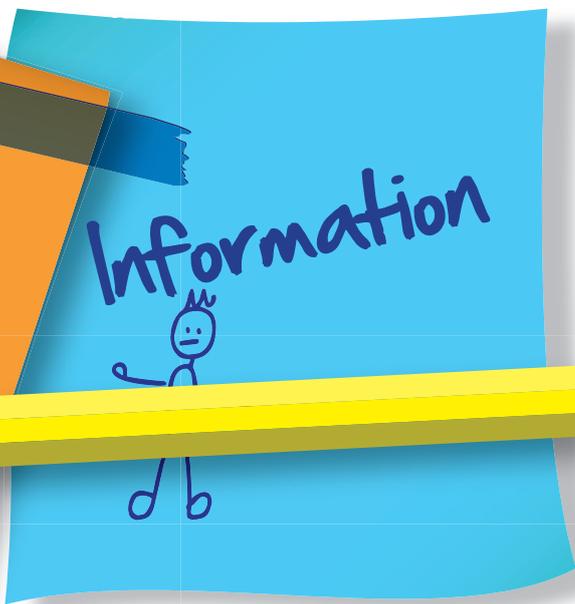
- The symptoms of a **mild to moderate allergic reaction** can include:
 - Tingling in the mouth
 - Swelling of the lips, face and eyes
 - Hives or welts
 - Abdominal pain and/or vomiting
- Symptoms of anaphylaxis – a **severe allergic reaction** can include:
 - Difficulty breathing or noisy breathing
 - 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
- A severe allergic reaction usually occurs within 20 minutes to 2 hours of exposure to the trigger and if left untreated, can be fatal.
- Eating a small amount of food; playing with toys or touching hands that have been contaminated by the food can cause an allergic reaction.





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Information

What are the main causes?

- There are nine foods that account for 90% of allergic reactions: peanuts, tree nuts (walnuts, almonds, cashews, pistachios, pecans etc.) fish, shellfish, eggs, cow's milk, sesame, soy and wheat.) The other 10% are triggered by foods such as kiwi fruit, banana, chicken, mustard and celery.
- Peanuts are the leading cause of fatal food induced anaphylactic reactions.
- Currently, there is no cure for food allergy. Avoidance of the food is the only way to prevent a reaction.
- Other allergy triggers include insect stings, particularly bee stings, medications, latex

Why is it important to know about anaphylaxis?

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

How can anaphylaxis be treated?

- Adrenaline (epinephrine) given as an injection using an autoinjector (such as an EpiPen®) into the outer mid-thigh muscle is the most effective first aid treatment for anaphylaxis.
- Adrenaline (epinephrine) autoinjectors are designed so that anyone can use them in an emergency.
- Parents/guardians should provide schools with an adrenaline (epinephrine) autoinjector and ASCIA Action Plan for their child, which should be stored unlocked and easily accessible to staff.
- If a child is treated with an adrenaline (epinephrine) autoinjector, an ambulance must be called immediately to take the child to a hospital.

How can anaphylaxis be prevented?

- The key to the prevention of anaphylaxis is:
 - Knowledge of children who are at risk,
 - Awareness of known allergens, and
 - Avoidance of exposure to known allergens
- Some children wear a medical warning bracelet to indicate allergies.





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Activity 1



A&AA

Privacy considerations

It is important to be aware that some parents/guardians may not wish their child's identity 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, canteens and/or other common areas.

TUNING IN

ALLERGY AWARENESS

Making Allergies Manageable

Preparation

Activity sheet 1.1 The allergy awareness quiz – photocopy one per student

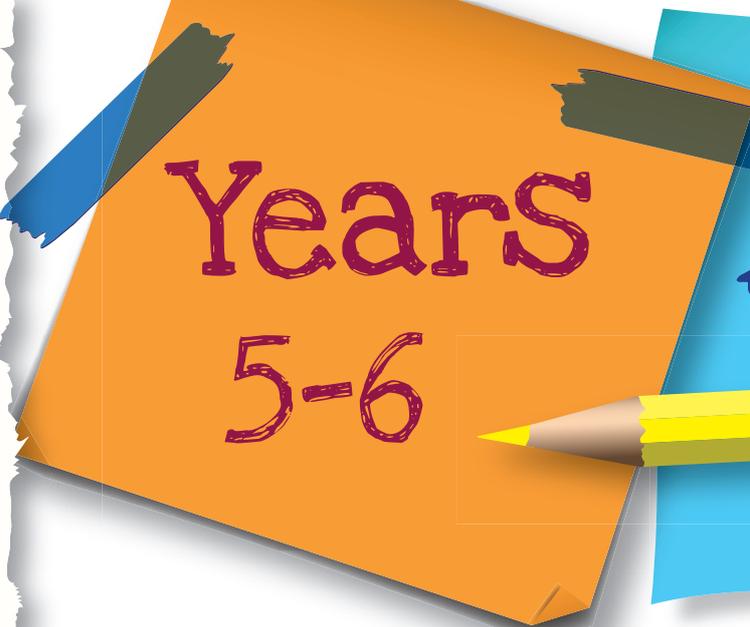
Activity sheet 1.2 Recognising an allergic reaction to food – place on interactive whiteboard or photocopy to A3

Explain that Australia has the highest incidence of food allergies in the world and that one in ten Australian children aged 12 months now has a food allergy. Stress that having a food allergy is manageable if we are all more allergy aware because avoiding the trigger food is the only way to prevent an allergic reaction and we can all help those with allergies avoid their triggers.

Ask

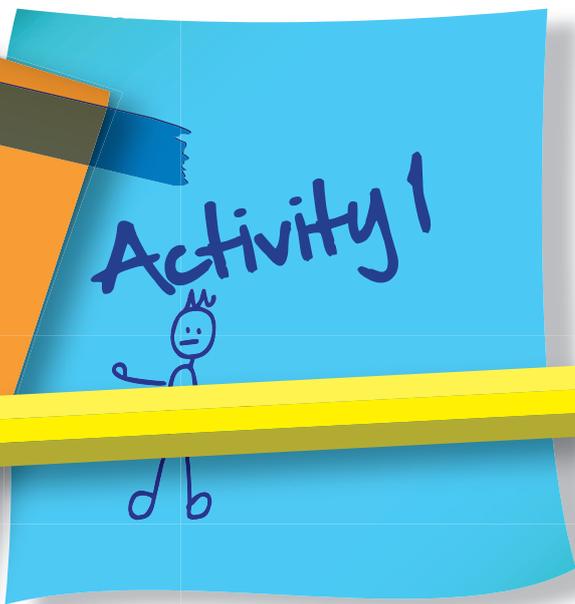
- Do you know someone with a food allergy?
- Do you know someone who is allergic to something else, maybe insects like bees and wasps, medicine like Penicillin or latex like in rubber gloves and swimming caps?
- Do you know how many students are affected by allergies in our school? (find this out prior to activity).
- Explain that to see how allergy aware students are they are going to do a quiz.
- Students complete Activity sheet 1.1 The allergy awareness quiz individually or in small groups.
- Discuss the correct answers and clarify misunderstandings





Years

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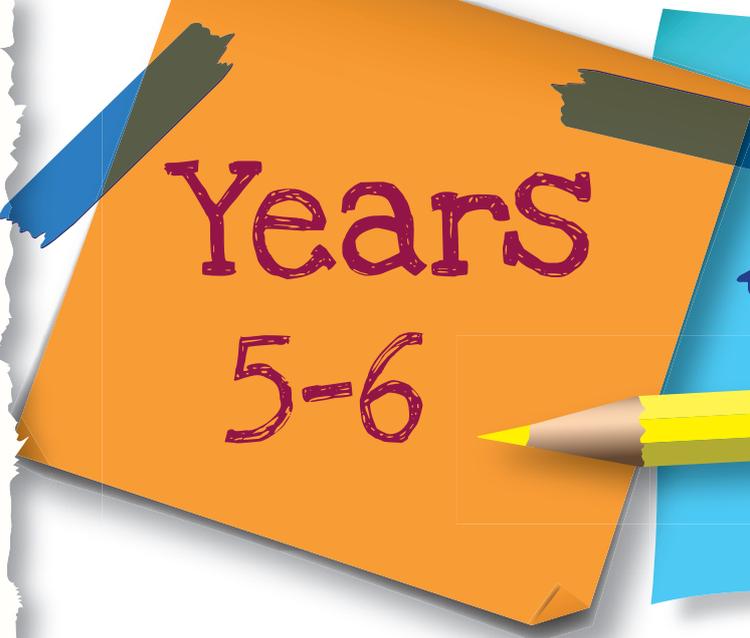
Activity 1



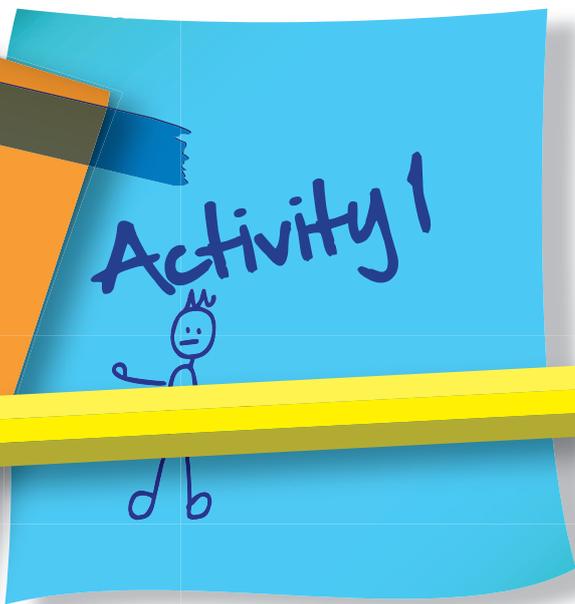
A&AA

Ask (and whiteboard key ideas)

- Were there any answers that surprised you? If so, why?
- 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: not sit with someone when you have a food you know someone is allergic to; make sure you wash your hands before and after eating; never share your food; 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 you might look like if you have an allergic reaction; not sit with someone you know has a food or item like latex that you are allergic to; don't eat food that others may share with you; read labels to check for your known allergens; follow the rule 'no autoinjector, **NO EAT**'; wear a medic-alert bracelet; don't leave drink containers unattended and wear shoes if you are allergic to insects.
- What do you think a person might look like if they were having an allergic reaction? (show Activity sheet 1.2 Recognising an allergic reaction to food and explain the difference between a mild and severe allergic reaction (anaphylaxis), stressing that anaphylaxis can be a life threatening condition.
- What action do you think you should take if you saw someone at school with any of these signs and symptoms? (tell the person to stay calm and find someone to sit with them and get an adult's help immediately.)
- How do you think you might feel if you had an allergy? (scared, unhappy, disappointed, left out, special).
- What is some positive self-talk a person with an allergy can use to make him/herself feel better about their allergies? ("everyone is different"; "I know how to stay safe around these foods/items"; "there is no need to be scared or unhappy, I just need to be careful"; "I am lucky to have good friends who will help me stay safe around these foods/items"; "can get other treats instead of food treats"; "I get lots of extra love and care from my family" "my allergy doesn't stop me doing lots of fun things" and "My allergy makes me unique but I also share lots of qualities with others".)
- What are some actions you could take to let a person with an allergy know you are there to support them and be their friend? (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, eat with them if someone in the group is eating something that is unsafe and they have to move away, tell them that you will get help for them if they feel sick.)



Years
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Activity 1

- 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 is some positive self-talk you could use to make sure you do the right thing? (remind yourself that being courageous is not always easy; remind yourself that bullying is not allowed at our school; remind yourself that good friends stick up for each other; 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.
- Why do you think we are learning about allergies? (because being more aware of what triggers cause allergies can help those who have an allergy avoid these things and help others know what to avoid eating or using around people with allergies. When people are aware of the symptoms of an allergy they can act quickly to avoid an emergency. There is no cure for allergies. Avoidance is the only way to prevent a reaction.)
- Students write a summary of this discussion in their own words and then prepare prompt cards and illustrations to use to help them with a discussion with their buddy class student (or other younger student) about allergy awareness e.g. The three most important things kids in Year 1 need to remember about keeping yourself or others safe from allergies.
- Send Parent Information sheet 1 Being allergy aware home with students now and an information letter to parents if there are any students in your class with known allergies (see page 12 for sample). Leave extra copies in the school foyer, library and pick up areas.



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Activity 1



A&AA

The allergy awareness quiz

How allergy aware are you? Match the following questions with the correct answer.

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

1. Are all allergies harmless?

Adrenaline (epinephrine) given using an auto injector (such as an EpiPen®) into the outer mid-thigh muscle is the most effective first aid treatment for anaphylaxis.

2. Are peanuts one of the most common triggers for an allergic reaction to foods?

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.

3. What are some examples of tree nuts?

Yes. The top nine allergens that trigger 90% of food allergies are peanuts, eggs, cow's milk, tree nuts, fish, shellfish, soy, sesame and wheat.

4. Can a doctor cure a food allergy?

Tree nuts include pistachio, macadamia, walnuts, brazil nuts, almonds and hazel nuts to name a few.

5. Can someone get anaphylaxis reaction just from touching the food they are allergic to?

Most people 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.

6. Do manufacturers in Australia have to label the top nine allergens if they appear in small quantities in products?

Some of the signs and symptoms of an allergic reaction (mild, moderate and severe) are: vomiting, swelling of the face and lips, bumpy, red and itchy skin, difficulty breathing, coughing, sneezing and watery eyes

7. Are food allergies more common in children than adults?

If someone is showing signs and symptoms of an allergic reaction you should get an adult's help immediately so they can so they can follow instructions on their ASCIA Action Plan.

8. What is the most effective first aid treatment for anaphylaxis?

Allergies are not all harmless. Some allergies to foods, drugs and insect stings can lead to a potentially life threatening reaction called anaphylaxis – which leads to about 10 deaths in Australia each year.

9. What are some signs and symptoms of an allergic reaction?

In Australia, the top 9 food allergens must be labelled if they appear as an ingredient in a product, no matter how small the quantity is.

10. What should you do if you see someone showing signs and symptoms of an allergic reaction

One in 10 infants aged 12 months and 2 in 100 adults have a food allergy in Australia.



Years

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Activity 1.1



A&AA

The allergy awareness quiz - teacher's answer sheet

1. Are all allergies harmless?

Allergies are not harmless. Some allergies to foods, drugs and insect stings can lead to a potentially life threatening reaction called anaphylaxis – which leads to about 10 deaths in Australia each year.

2. Are peanuts one of the most common triggers for an allergic reaction to foods?

The top nine allergens that trigger 90% of food allergies are peanuts, eggs, cow's milk, tree nuts, fish, shellfish, soy, sesame and wheat.

3. What are some examples of tree nuts?

Tree nuts include pistachio, macadamia, walnuts, brazil nuts, almonds and hazel nuts to name a few.

4. Can a doctor cure a food allergy?

There is no cure for food allergies. The only way to prevent an allergic reaction is to avoid that food. Everyone has a role to play in keeping those with allergies safe.

5. Can someone get anaphylaxis reaction just from touching the food they are allergic to?

Most people 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.

6. Do manufacturers in Australia have to label the top nine allergens if they appear in small quantities in products?

In Australia, the top 9 food allergens must be labelled if they appear as an ingredient in a product, no matter how small the quantity is.

7. Are food allergies more common in children than adults?

One in 10 infants aged 12 months and 2 in 100 adults have a food allergy in Australia.



Years
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Activity 1.1



8. What is the most effective first aid treatment for anaphylaxis?

Adrenaline (epinephrine) given as an injection using an autoinjector (such as an EpiPen®) into the outer mid-thigh muscle is the most effective first aid treatment for anaphylaxis.

9. What are some signs and symptoms of an allergic reaction?

Some of the signs and symptoms of an allergic reaction are:

- vomiting
- swelling of the face and lips
- bumpy, red and itchy skin
- difficulty breathing
- coughing, sneezing and watery eyes

10. What should you do if you see someone showing signs and symptoms of an allergic reaction?

If someone is showing signs and symptoms of an allergic reaction you should get an adult's help immediately so they can give them their medication including their adrenaline (epinephrine) autoinjector (such as an EpiPen®) if require.

Get a teachers help even if your friend does not want you to.



Years
5-6

Activity 1.2



A&AA

Recognising an allergic reaction to food



Allergy & Anaphylaxis
Australia

Food Allergies

Recognising an allergic reaction to food

- Food allergic reactions may be mild, moderate or severe (anaphylaxis).
- Mild to moderate symptoms can include: hives or welts, swelling of the face, lips and eyes, tingling mouth, stomach/gut pains and vomiting
- Other symptoms can include a very runny or blocked nose, watery eyes, skin redness, itchy skin or diarrhoea.

Community



Allergy & Anaphylaxis
Australia

Food Allergies

Recognising a severe allergic reaction (anaphylaxis) to food
Symptoms of anaphylaxis include:

- 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 (in young children)

Community



Years
5-6

Parent
Sheet 1



Parent Information

Being allergy aware

Dear family

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

What are allergies?

An allergy is when the immune system reacts to substances (allergens) in the environment which are usually harmless (e.g. food proteins, pollen, dust mites).

What is anaphylaxis?

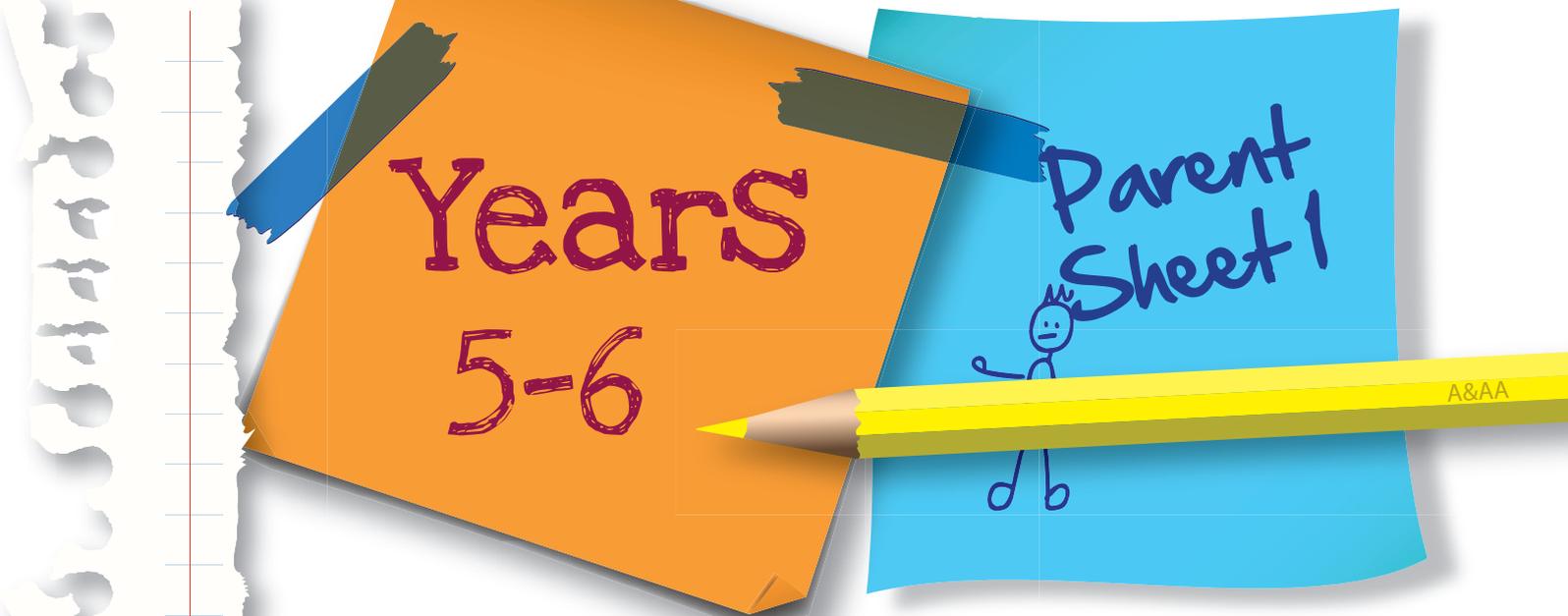
Anaphylaxis is a severe allergic reaction that is potentially life threatening.

What causes anaphylaxis?

Anaphylaxis is most commonly caused by food allergies. Any food can cause an allergic reaction, however nine foods cause 90% of reactions in Australia, these are:

- Peanuts
- Tree nuts (e.g. hazelnuts, cashews, almonds)
- Egg
- Cow's milk
- Wheat
- Soy
- Fish
- Shellfish
- Sesame.





Years
5-6

Parent
Sheet 1

Other causes of anaphylaxis include:

- Insect stings and bites
- Medications
- Latex
- Exercise.

What are the signs and symptoms?

Mild to moderate allergic reaction

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

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).

How can anaphylaxis be prevented?

There is no cure for food allergy. The key to the prevention of anaphylaxis is:

- Knowledge of children who are at risk,
- Awareness of known allergens, and
- Prevention of exposure to these allergens.

How can anaphylaxis be treated?

- Adrenaline (epinephrine) given as an injection using an autoinjector (such as an EpiPen®) into the outer mid-thigh muscle is the first aid treatment for anaphylaxis.





Years
5-6

Activity 2.1



A&AA

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

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

What can you do to help your child support a classmate who is at risk of anaphylaxis?

- Talk to you child about not sharing food with other children
- Talk to your child about washing hands before and after eating
- Talk to your child about the signs and symptoms of anaphylaxis and the importance of getting an adult's help if they see anyone with these symptoms.

*Adapted from Anaphylaxis Fact sheet –WA Department of Health and developed by Allergy & Anaphylaxis Australia
For more information see www.health.wa.gov.au/anaphylaxis*

FINDING OUT

Food labelling for allergies

Preparation

Activity sheet 2.1 Reading Ingredient lists – photocopy one per student

Clean, empty food packaging e.g. boxes, bottles and plastic containers

Teaching tip

Ensure that the empty food packages are free of any food (including crumbs or smears).

- Explain that while being able to read the nutrition information panel and ingredients list on packaged foods is a healthy skill for everyone to have (because it gives us valuable information about the kilojoules or energy; fats; salt and sugar in the food so we can make healthier food choices), it is a lifesaving skill for people with food allergies.
- Explain that the nine foods that are responsible for 90% of all severe allergic reactions – (peanuts, tree nuts, seafood, fish, cow's milk, eggs, soy, sesame and wheat must always be listed on the ingredients list of packaged foods if they are present, no matter how small the amount.

Years
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Activity 2.1



A&AA

- Explain that some labels include 'may contain...' statements for allergens (e.g. 'may contain traces of peanuts and tree nuts') if there is a chance of allergens being present due to shared equipment or cross contamination. It is not a legal requirement that manufacturer's do this so a product that doesn't have a 'may contain' statement might not be safer than one that does.
- Stress that reading food labels can often be a confusing task for people with food allergies because the foods are often listed in scientific names not the everyday ones.
- Read through Activity sheet 2.1 Reading Ingredient lists with students. Students complete the matching activity individually.
- **Answers: (peanut – groundnut),(tree nut – pistachio, almond, walnut), (egg- albumin), (milk–casein, hydrolysed whey), (fish– tuna, anchovy, salmon), (shellfish– crayfish, prawns, crab), (wheat– gluten),(soy–tofu), (sesame–tahini)**
- Distribute empty and clean boxes and bottles of packaged foods and ask students to identify from their Ingredients List on their item:
 - The amount of Kilojoules/100g
 - The amount of fats/100g
 - The amount of salt/100g
 - The amount of sugar/100g
 - 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 discuss results.

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 (epinephrine) – no eat' is particularly important if someone with a food allergy is not sure what is in a food item?



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5-6

Activity 2.1



A&AA

- 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; not sit with someone when you have a food you know someone is allergic to; make sure you wash your hands before and after eating; never share your food; never try to trick them into eating food they are allergic to.)
- Food labels are one reliable source of information about food allergies. Where else could a person with a food allergy get information? (parents, doctors, hospital staff, the media, Allergy & Anaphylaxis Australia pamphlets, the internet) - Whiteboard responses.
- With your partner, rank these sources of information from most reliable (1) to least reliable (5) – Discuss responses and clarify that Allergy & Anaphylaxis Australia and other government department sites may be more reliable than personal blogs and uploads on YouTube.
- Students devise a way to explain to a younger student with a food allergy how reading food labels; using the 'No adrenaline (epinephrine) – no eat' rule and accessing reliable information can help them stay safer.
- Students make a personal spelling list from any new or difficult words from the Activity sheets.
- **At Home Activity:** Students locate three nutrition information panels on packaged foods at home and explain to their family/caregivers the foods that are allergens.



Years 5-6

Activity 2.1



READING INGREDIENT LISTS

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

Tips for everyone:

First things first: In any list, the biggest ingredients must be listed at the top. Beware of foods that start out with sugars (like sugar, corn syrup, and sucrose), fats and oils (vegetable oil, soybean oil), and salt. If these ingredients appear early in the ingredient list, the food is probably not a healthy choice.

Shorter is better: Healthier food usually has a short list of natural sounding ingredients and not too many ingredients which sound like chemicals.

TIPS FOR PEOPLE WITH PEANUT ALLERGY		TIPS FOR PEOPLE WITH TREE NUT ALLERGY	
<p>Some other names for peanuts on food labels</p> <ul style="list-style-type: none"> • Beer nuts • Groundnuts • Mixed nuts • Nut pieces • Peanut oil 	<p>Products that may contain peanuts</p> <ul style="list-style-type: none"> • Cakes and biscuits • Breakfast cereals • Chocolates • Dried fruit mixes • Muesli bars & snack foods • Ice-creams • Salads and salad dressings • Soups and sauces 	<p>Some other names for tree nuts on food labels</p> <ul style="list-style-type: none"> • Almonds • Brazil nuts • Cashews • Hazelnuts • Macadamia nuts • Almond paste • Pine nuts • Pistachios • Walnuts 	<p>Products that may contain tree nuts</p> <ul style="list-style-type: none"> • Cakes and biscuits • Breakfast cereals • Chocolates • Dried fruit mixes • Muesli bars & snack foods • Ice-creams • Pastries • Salads and salad dressings • Soups and sauces



Years
5-6

Activity 2.1



TIPS FOR PEOPLE WITH EGG ALLERGY

Some other names for eggs on food labels

- Albumen
- Egg solids
- Egg white
- Egg yolk
- Flovoproteins
- Meringue-mix
- Ovalbumin
- Powdered-egg



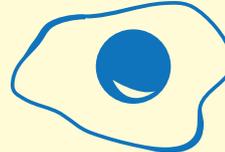
Products that may contain eggs

- Cakes and biscuits
- Custards
- Frozen desserts
- Mayonnaise
- Mousse
- Omelette
- Pavlova
- Quiche
- Rissoles
- Salads and salad dressings
- Soups and sauces
- Soufflés

TIPS FOR PEOPLE WITH COW'S MILK ALLERGY

Some other names for milk on food labels

- Ammonium caseinate
- Casein
- Hydrolysed whey
- Lactalbumin
- Whey protein
- Whey solids
- Whitener



Products that may contain milks

- Cakes and biscuits
- Custards and puddings
- Frozen desserts
- Batter fried foods
- Dips
- Deli meats
- Flavoured drinks
- Frozen desserts
- Fruit Juice
- Margarine spreads
- Meat pies
- Pastries



Years
5-6

Activity 2.1



Reading Ingredient lists (cont.)

Be a food allergy detective. Match up the nine foods that are responsible for 90% of all severe allergic reactions with other names that they may be listed as under an Ingredients List. e.g. milk ↔ casein. **Remember, some foods may have more than one name.**

FOOD

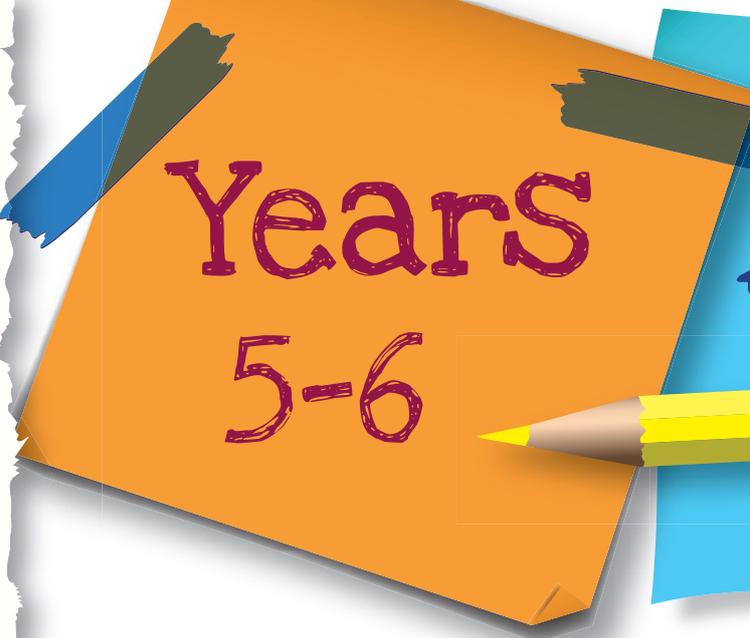
PEANUT
TREE NUT
EGG
COW'S MILK
FISH
SHELLFISH
WHEAT
SOY
SESAME



SYNONYM

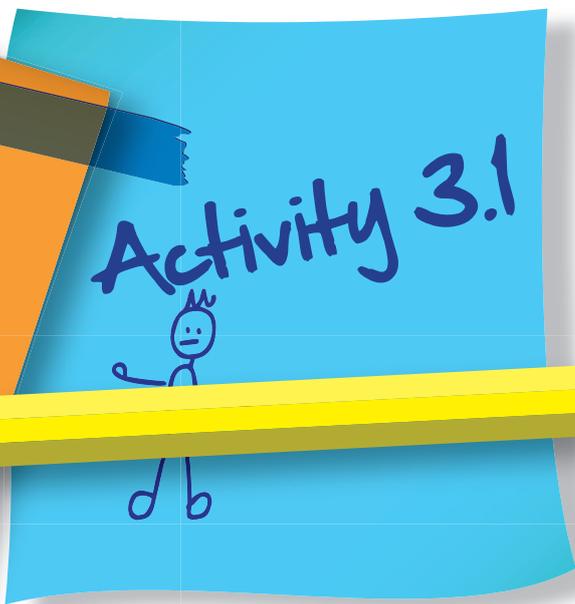
TUNA
PISTACHIO
ALBUMIN
CRAYFISH
ANCHOVY
WALNUT
HYDROLYSED WHEY
CASEIN
ALMOND
PRAWNS
SALMON
TAHINI
CRAB
TOFU
GROUNDNUTS
GLUTEN





Years

5-6



Activity 3.1



A&AA

SORTING OUT

Taking action and managing influences on safety choices

Preparation

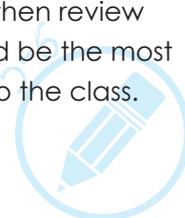
Activity sheet 3.1 Taking action – photocopy one per group

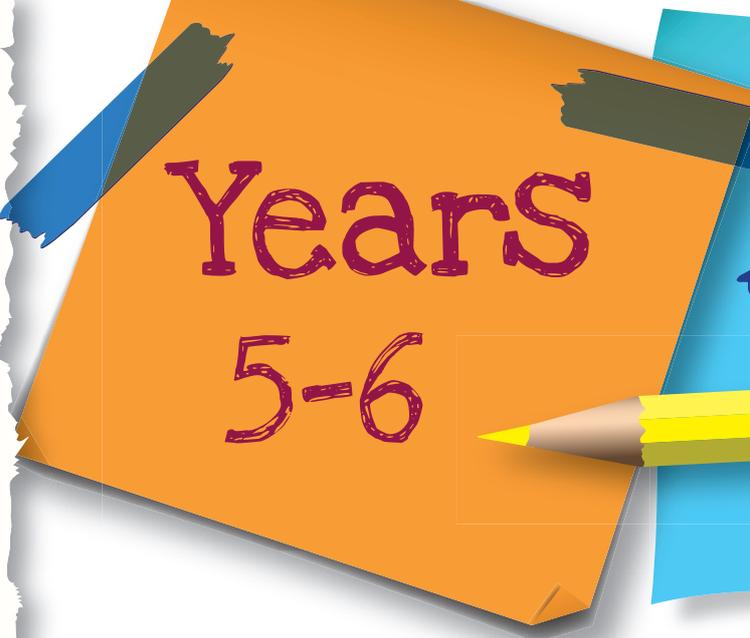
Six large envelopes

- Revise the actions students could take to let a person with an allergy know they are there to support them and be their friend? (help them if they are bullied about their allergies or being pressured into eating a certain food; stop them from taking risks with their allergen or eating; help them read food labels, eat with them if someone in the group is eating something that is unsafe and they have to move away, tell them that you will get help for them if they feel sick.)

Ask

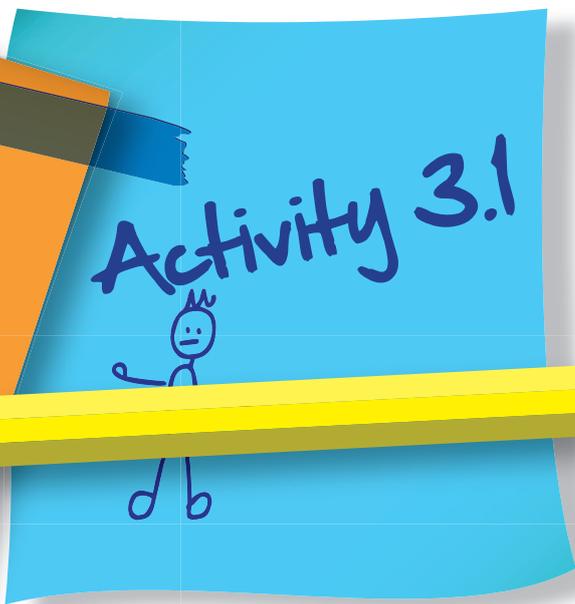
- What are some things that might stop you from doing the right thing in these risky situations? (might be scared you will get bullied yourself; might not want to draw attention to your friend's allergy; might not want to feel left out; might be scared to go and get help if your friend looks sick.)
- What 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 Action Plan which may mean administering their adrenaline (epinephrine) autoinjector (such as an EpiPen®))
- Students form small groups and assign one scenario from Activity sheet 3.1 Taking action and large envelope to each group. Ask students to paste their scenario to their envelope.
- Give groups three to five minutes to consider their scenario and brainstorm a range of solutions to their problem. The solutions are listed and enclosed in their envelope.
- Students pass their envelope to the next group and the process is repeated. Remind students not to read the solutions identified by the previous group.
- Repeat the process until groups have completed all the scenarios. Groups then review all the ideas suggested in their envelope and decide which solution/s would be the most effective or the one they would feel confident to use and present findings to the class.
- Each group presents their solution as a role play.





Years

5-6



Activity 3.1



- As the end of each role-play, sit the characters down and assign a student from the same group to represent the 'brain' of each character in the role-play. The 'brain' should stand behind their character and when asked, reveal the hidden thoughts or feelings that may not have been expressed by their character.

Ask

- What might your character be afraid of?
- What might your character be hoping will happen?
- What might be stopping your character from doing what is right or safe?
- What would help your character get on and do this (maybe some positive self-talk or some help from someone else)?
- At the conclusion of the hidden thoughts role-play, ask the class to offer any further advice to the characters in the scenario.
- Students choose one scenario and imagine they are one of the characters and write a letter to a friend from this person's point of view explaining the situation, how they felt and what they did to make the situation better. OR
- Students prepare a table that outlines examples of how safety choices in risky situations (e.g. food allergies, road safety, drug use) are influenced by:
 - their family
 - their peers
 - their school
 - the media
 - governments.



Years 5-6

Activity 3.1



A&AA

Taking action

Tom saw a group of boys wipe peanut butter on Jack's T-shirt when he was in the shower after swimming lessons. The boys knew Jack was allergic to peanuts and thought it would be a joke to see what happened when he put his shirt back on.

What could Tom do or say to keep Jack safe?

Su-Lin's friend Meg got a lift with Su-Lin's Mum to their friend's 12th birthday party. As she got out of the car, Meg threw the small bag that she usually keeps her Epi-pen® in back onto the back seat of the car and said, "It's too much hassle to take it. I'll get it when we go home."

What could Su-Lin do or say to keep Meg safe?

Tran is going to a pizza night at his friend Brad's place after the football grand final. Tran is allergic to shellfish and is worried that he might offend his hosts if he makes a 'big deal' when they come to order the pizzas.

What could Tran do or say to keep himself safe?

Toby is part of a Year 6 sub-committee that is working with teachers and parents to organise the Graduation Dinner for the end of the year. They have chosen to go to a Thai restaurant. Toby remembers that two boys in their class are allergic to peanuts but is too shy to speak up in front of the adults and remind everyone of this fact.

What could Toby do or say to keep the two boys safe?

Tiki has invited Carly over to her house after school. Tiki knows Carly is allergic to tree nuts. She and her Mum have gone to a special effort and checked on the labels of the muesli bars and yogurt to see that they do not contain tree nuts. Carly says she has never tried these products before and doesn't feel safe about eating them.

What could Tiki do or say to make Carly feel more safe?

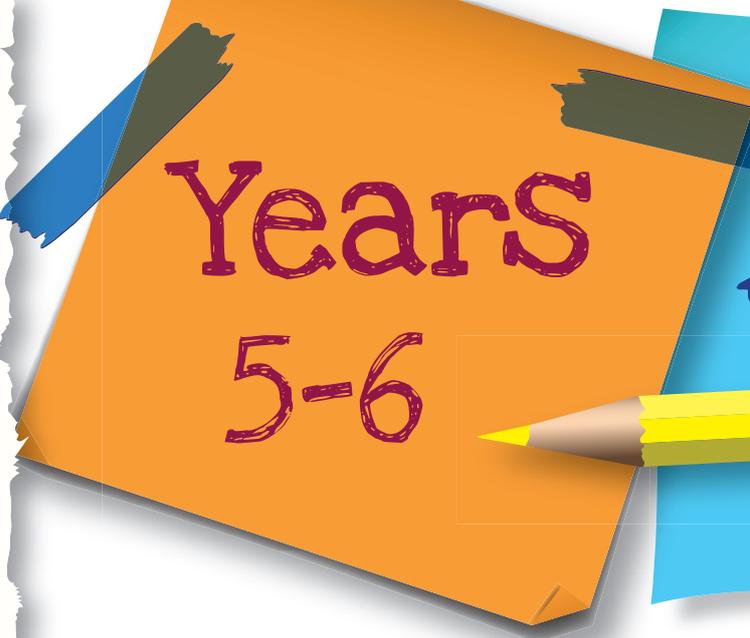
Ali and her friend Levi are at a pizza place after going to the movies together. Ali goes to the toilet and when she comes back Levi's face and lips are swollen and he looks like he is having trouble breathing. It is still 20 minutes before Levi's Mum is coming to pick them up and Ali does not know anyone else in the restaurant.

What could Ali do or say to keep Levi safe?

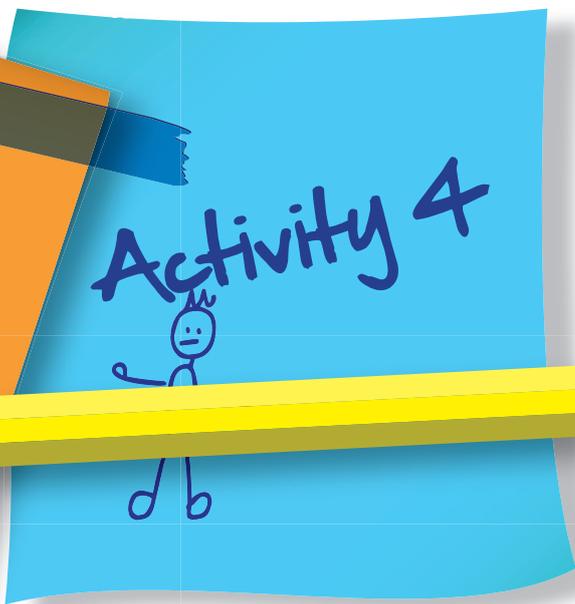
Kieran is very allergic to bee stings. The only way he can avoid anaphylaxis is to avoid being stung by a bee.

What could Kieran, his friends and his teacher do or say to keep him safer?





Years
5-6



Activity 4

REFLECTION

What does this all mean to me?

Preparation

A collection of dice – one per group of six students

Activity sheet 4.1 Allergy Awareness, Avoidance and Action Toss a Die– photocopy one per group

- Students form groups of four. Give each group a die and a copy of Activity sheet 4.1 Allergy Awareness, Avoidance and Action Toss a Die.
- Explain that one person in the group is to roll the die and answer the question on the sheet that corresponds with the number thrown.
- The other group member's listen to the student's response. The person to the left of the speaker must ask one question about what they have heard. After the speaker answers the question the die is passed to the person on the left and the process is repeated. Students can re-roll the die if the same number is rolled or give an alternative viewpoint to the same situation.
- Repeat until all group members have had the opportunity to answer two questions each.
- At Home Activity: Students design a pamphlet, poster or PowerPoint presentation that raises key awareness, avoidance and action messages around allergies for:
 - Students in Foundation -Year 3 or
 - Parents
- Display in school library or office areas or use with buddy classes.



Years
5-6

Activity 4.1



Allergy Awareness, Avoidance and Action Toss a die

Roll the die. Answer the question that corresponds to your number. The person on your left will now ask you another question based on your answer.

Once you have answered their question, pass the die to them and repeat the process until everyone has answered 2 questions. Don't worry if someone rolls the same number as you – they may have a different opinion, so listen to their answer.

- 1 What are the top nine foods that trigger 90% of food allergies?
- 2 What are some sign and symptoms of someone having an allergic reaction?
- 3 What can we do as a class to help those students with allergies avoid their triggers?
- 4 What can those with food allergies at our school do to avoid their triggers?
- 5 Why do you think raising the awareness of food allergies in our school will help those students with food allergies feel safe, strong and supported in every situation?
- 6 What do you do at our school if you see someone who looks to be having an allergic reaction?
- 1 What could you say to someone who is being teased about their allergy to make them feel more supported?
- 2 What could you say to someone who is teasing a student about their allergy to stop them from teasing again?
- 3 Do you think keeping someone safe from allergies is everyone's responsibility or just the person with the allergy's responsibility? Why?
- 4 Why should a person with a food allergy always read the labels on processed foods, even if they have eaten this food before?
- 5 What is the emergency treatment that an adult uses when someone at our school has a severe allergic reaction or anaphylaxis?
- 6 What are some actions a person with a bee allergy can take to stay safer at school?

