



Years  
K-2

Information

## Introduction

These activities provide the knowledge and understanding and embedded skill development that foster allergy awareness and safety among Foundation-Year 2 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 many actions that can be taken to help keep a person healthy and safe. In some individuals with severe allergies, this includes avoiding any triggers such as foods or insect stings which may cause anaphylaxis.
- Foods that are healthy for most people can make some people very sick.
- There are many characteristics that make a person similar to others and unique e.g. an allergy.
- Having a balanced diet is important for your health but some people must avoid one or more foods to avoid food allergies.
- Sharing things with your friends is part of being a good friend but there are some things that should never be shared, such as toothbrushes, hairbrushes, medicines, and in some cases food, if your friend has food allergic reactions.
- Food allergies are serious – never try to trick someone into eating food they are allergic to; never tease or bully others about their allergies.
- There are a range of safety rules that help people with food and other allergies stay safe, such as only eating foods provided from home or foods approved by parents and not eating any food unless the ingredients are known.
- There are a range of safety rules that people can follow to help those with food and other allergies stay safe, such as never sharing food; washing hands before and after eating; not playing with toys when eating; wearing shoes when playing outside; getting adult help if others say they feel sick.
- Some people need to take medicines to keep them from becoming unwell (e.g. insulin dependent diabetics, asthmatics, people with ADHD, people with allergic reactions.)
- Everyone is responsible for their own health and personal safety.
- Our school has an Anaphylaxis Policy/Management Plan to help those with allergies.

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## Key skills to practise

- Tell an adult about symptoms when feeling sick or unwell
- Express a range of different needs and feelings when feeling sick or unwell
- Respond to situations when others are hurt or unwell, such as seeking immediate adult assistance
- Include safety rules about eating and/or handling food in classroom and school rules
- Identify and make decisions about unsafe situations including exposure to allergens
- Listen when others talk
- Treat others with respect
- Ways to show care and concern

## 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).

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							





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## 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 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 are now food allergic \* and some of them will experience a life-threatening allergic reaction (anaphylaxis). Approximately 10 people die from anaphylactic reactions each year in Australia.
- Other allergens apart from foods include insect bites, medications, contact with latex.

### What are the symptoms of allergies and anaphylaxis?

- The symptoms of a **mild to moderate** allergic reaction can include:
  - ✓ Tingling in the mouth
  - ✓ Welling of the lips, face and eyes
  - ✓ Hives or welts
  - ✓ Abdominal pain and/or vomiting (These are signs of a severe allergic reaction to insects)
- Symptoms of **anaphylaxis (a severe allergic reaction)** can include:
  - ✓ 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*

- 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 can trigger anaphylaxis and playing with toys or touching hands that have been contaminated by the food can cause a mild to moderate allergic reaction.

\* 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





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### 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, 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 common 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 and child care services 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 auto injector (such as an EpiPen®) into the outer mid-thigh muscle is the most effective first aid treatment for anaphylaxis.
- Adrenaline (epinephrine) auto injectors are designed so that anyone can use them in an emergency.
- Parents/guardians should provide schools or child care services with an adrenaline (epinephrine) auto injector 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) auto injector, 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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### **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.





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Activity 1

## TUNING IN

### ACTIVITY 1

#### Understanding Allergies – A way to stay healthy and safe

##### Preparation

A large teddy suitable to be 'Healthy Harry'  
An autoinjector training device such as Epipen®  
Access The Wiggles – Allergy Song on YouTube

##### Teaching tips

Jeremy's Cake by Bethany Tucker

(available for purchase on our online store under Childrens books  
<http://www.allergyfacts.org.au/component/virtuemart/>

Focuses on a wallaby called Jeremy's allergy to nuts and eggs and how he and his mother keep him safe at his first birthday party. A shared reading of this book would complement this Tuning in activity

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



# Years K-2

## Activity 1



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- Explain that Healthy Harry has an allergy to peanuts and eggs and that if he eats even a tiny bit of these foods he will be very sick. His tongue swells up and he can't breathe and he needs an adult to help him straight away with medicine called adrenaline (epinephrine) from a special pen called an EpiPen® .
- Show auto injector and explain that only an adult can use this on Healthy Harry. (Don't let students play with it.)
- Ask students to suggest other conditions where people need to take medicines to keep them from becoming unwell (e.g. insulin dependent diabetics, asthmatics, and people with ADHD.)
- Ask students to suggest foods that that Healthy Harry might have to avoid to stay healthy and safe (or foods that may contain peanuts and eggs). Encourage discussion of multicultural foods that may be part of students' diet.
- Draw these on the whiteboard, (e.g. peanuts, eggs, peanut paste, satay sauce, muesli bars, egg noodles, cakes, biscuits, pies and snack foods that contain peanuts and eggs.)
- Ask volunteers to circle the foods that contain peanuts with one coloured marker: the things that contain eggs with another coloured marker: and the things that may contain both peanuts and eggs with a third coloured marker and tally totals.) Stress that it is hard to tell from just looking at a food what it contains.

### **Foundation-Year 2 - Learning Band 5**

- Stress that Healthy Harry can only eat foods that his Mum or Dad or teacher say are safe for him to eat because it's tricky for him to know what foods contain peanuts and eggs.

#### **Ask**

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





# Years K-2

## Activity 1



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

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

*Murray Cook, Jeff Fatt, Anthony Field, John Field, Simon Pryce*

*© Wiggly Tunes Pty Ltd*

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*Used with the kind permission of The Wiggles.*

**Ooey, ooey, ooey, ooey, ooey allergy**

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

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

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

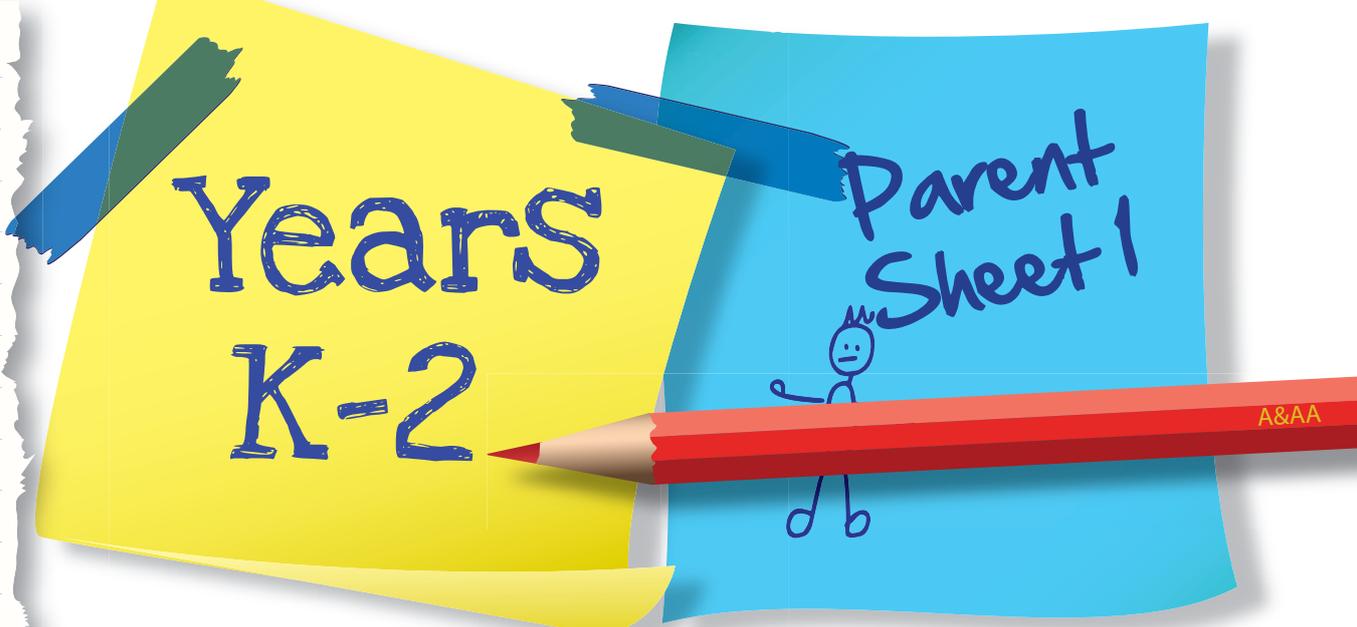
**Yes, everybody's different but allergy's its name**

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

### **At Home Activity:**

- Students use a computer drawing program or coloured markers to draw a picture of Healthy Harry and the two foods he has an allergy to or create a story map to illustrate any of the key messages from the Wiggles' Allergy Song. Students take this home and discuss it with family/caregivers.
- 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 9 for sample). Leave extra copies in the school foyer, library and pick up areas.





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Parent  
Sheet 1

## Foundation-Year 2 Learning Band 6

### Parent Information Sheet 1 Being allergy aware

Dear family

We are conducting an allergy awareness program in our classroom as part of our school health education program. Here are some facts to help you discuss allergy 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, medicines, latex).

#### What is anaphylaxis?

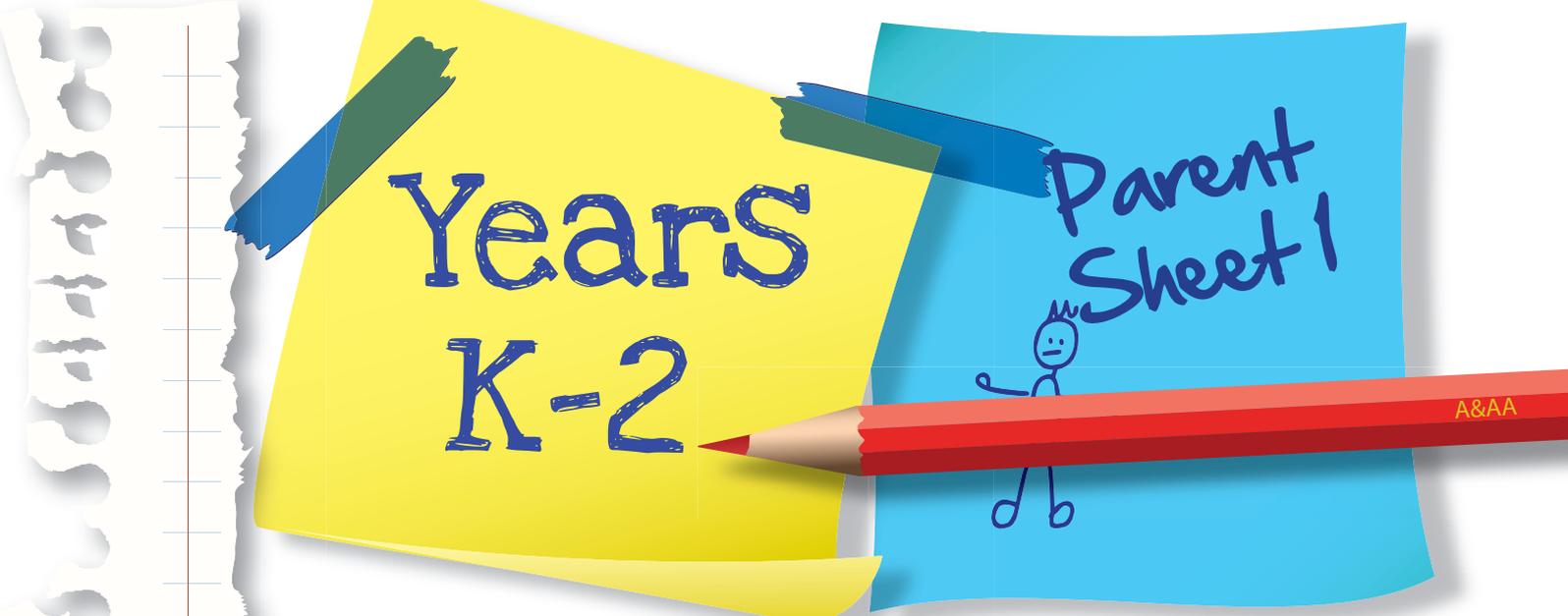
Anaphylaxis is a severe allergic reaction that is potentially life threatening.

#### 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
- soybean
- fish
- shellfish
- sesame.





Years  
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Parent  
Sheet 1



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### **Other causes of anaphylaxis include:**

- insect stings and bites (bees, wasps, ants)
- medications
- latex.

### **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?**

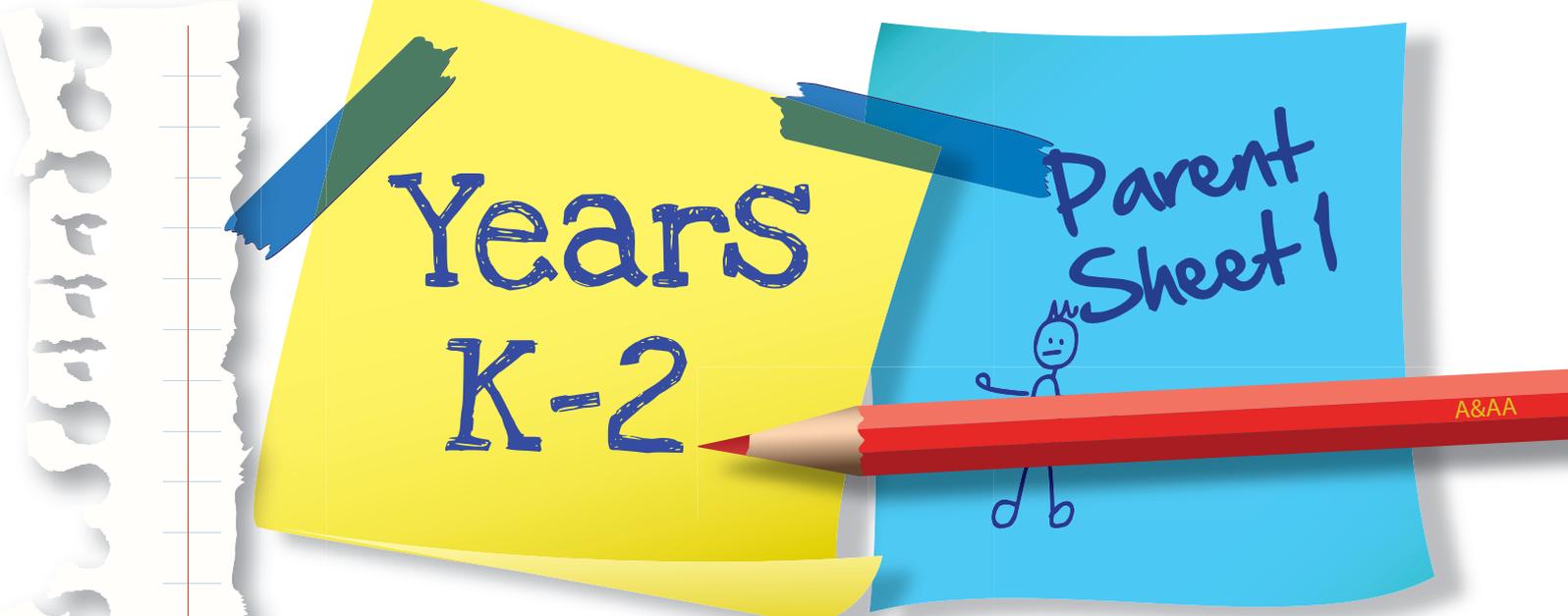
#### **The key to the prevention of anaphylaxis is:**

- 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 auto injector (such as an EpiPen®) into the outer mid-thigh muscle is the first aid treatment for anaphylaxis.





Years  
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Parent  
Sheet 1



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## Foundation-Year 2 Learning Band 7

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

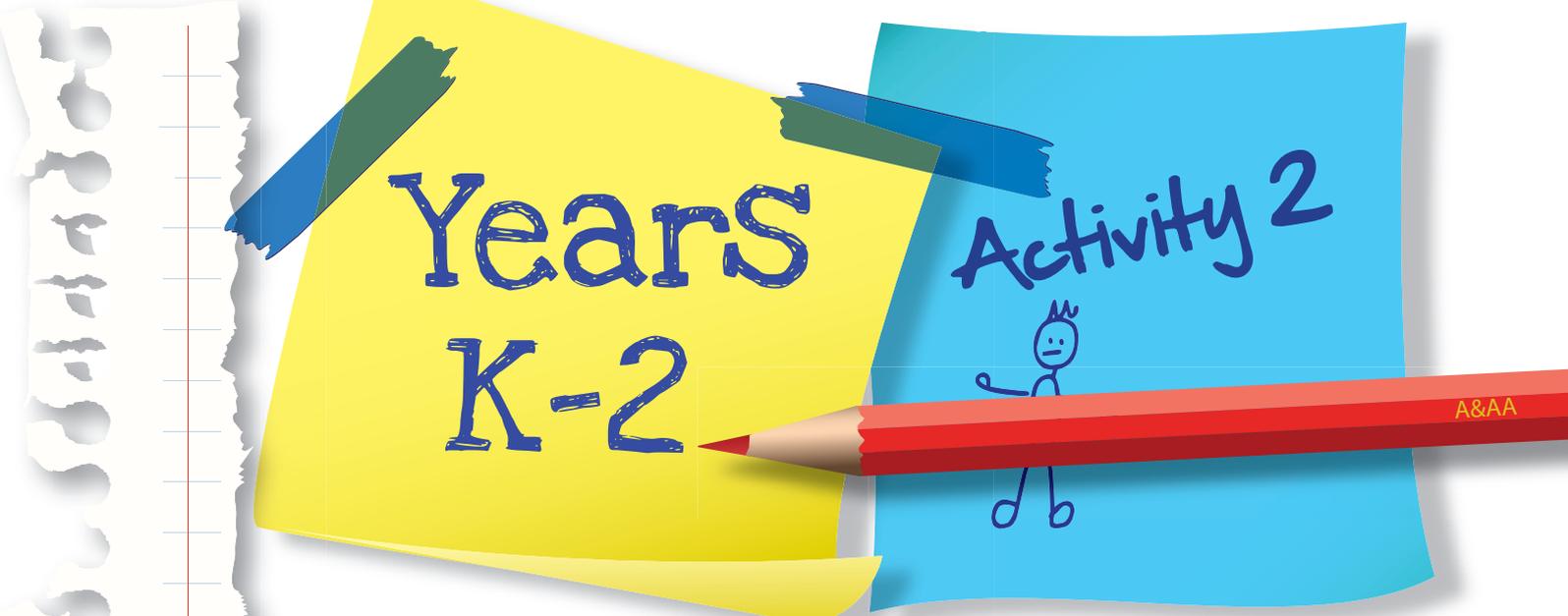
- ✓ Inform staff of your child's allergies and discuss risk minimisation strategies
- ✓ Work with staff to complete an Individual Anaphylaxis Health Care Plan
- ✓ Provide the school with a copy of your child's ASCIA Action Plan that has been completed by a doctor and has an up-to-date photograph
- ✓ 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](http://www.health.wa.gov.au/anaphylaxis)*





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Activity 2



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## Foundation-Year 2 Learning Band 8

# FINDING OUT

## ACTIVITY 2

### School rules to keep those with allergies safer

#### Preparation

A large teddy suitable to be 'Healthy Harry'

Coloured dots or coloured markers

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

#### Teaching tips

Jeremy's Magic School Day by Bethany Tucker (available for purchase in our online store under Childrens Books <http://www.allergyfacts.org.au/component/virtuemart/>)

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

- Brainstorm as many examples of 'rules' as students can recall. (Draw representations of or write the suggestions on the whiteboard.)
- At the completion of the brainstorm, ask what each rule is for and discuss what might happen if the rule didn't exist.
- Discuss why we have rules (e.g. to stop accidents; to keep us safe; so we know how to play a game; to be fair; to have a happy class/family.)
- Seat students in one large circle or two large concentric circles facing a partner to respond to their partner or the whole group about their opinion on the following scenarios:
  - ✓ If your babysitter called for you to run across the road near the school instead of using the crosswalk or holding her hand, would you?
  - ✓ If you saw two children hurting each other in the playground, would you go and get a teacher?
  - ✓ If your little brother was about to take some of Mum's cough mixture, would you grab the bottle from him and go and tell an adult?



# Years K-2

## Activity 2



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- ✓ If your friend kept cheating when you were playing a card game would you stop the game and ask them to stop cheating?
  - ✓ If your friend was allergic to nuts would you give them a bite of your peanut paste sandwich?
  - ✓ If you were allergic to eggs would you only eat food at school that has been given to you by your Mum or Dad?
  - ✓ If your friend got stung by a bee on his face after morning tea would you quickly go and get a teacher?
  - ✓ If you were allergic to eggs would you only eat food at school that has been given to you by your Mum or Dad?
  - ✓ If you were allergic to peanuts would you tell all your friends so they could help you stay safe around peanuts?
  - ✓ If you saw someone in your class being teased because they couldn't eat a certain food would you tell the person doing the teasing to stop?
- Discuss the rules that would need to be obeyed in each scenario. Stress that sometimes obeying a rule or 'doing the right thing' is not always the easiest option (e.g. 'you have to have courage and be assertive sometimes to obey the rules.')
  - Ask for student volunteers to role-play assertive responses and behaviour required to obey these rules with you. Swap roles several times.
  - Explain that Healthy Harry has an allergy to peanuts and eggs but to keep him safer around these foods, the school has some rules that everyone must follow.
  - Students suggest a list of Do's and Don'ts rules to keep Healthy Harry safer at school, using a teacher directed T chart where pictures are drawn to represent suggestions.





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Activity 2



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## Foundation-Year 2 Learning Band 9

This list could be kept in the Home Corner and added to as discussion develops with other activities. For example:

### DO'S

- ✓ Wash hands before and after eating
- ✓ Know what he is allergic to
- ✓ Get an adult if he shows signs of being allergic to food
- ✓ Have a special Action Plan with his photo and his adrenaline (epinephrine) auto injector (Epipen®)

### DON'T

- ✗ Don't share food with him
  - ✗ Don't force him to eat food or trick him into eating food
  - ✗ Don't tease or bully him about the foods he can't eat
- 
- Students use a coloured dot each (or a green marker to tick) to vote for the rules that they think are the most important rules to keep children safer around foods they may be allergic to at school. Tally votes.
  - Extend the list by asking the Principal or school nurse to talk to students about the school's rules about responding to an allergic response.
  - Develop vocabulary related to signs and symptoms of an allergic reaction (e.g. vomit, swell, itchy, cough, sneeze, wheeze, red skin). Also discuss words students can use to describe their feelings when they have an allergic reaction. (e.g. dizzy, frightened, panicky).
  - At Home Activity: Students complete Activity sheet 2.1 School rules about allergies and take home to discuss with family/caregivers. Encourage students to discuss other family rules that they may have about eating food.



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Activity 2.1



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**Foundation- Year 2 Learning Band 10**

**ACTIVITY SHEET 2.1**

**School rules about allergies.**

**FIND THE MISSING WORD  
AND PLACE IT IN THE CORRECT SENTENCE:**

1. Don't share.....with someone with a food allergy.
2. Wash your.....before and after eating.
3. Only eat food that Mum or Dad has given you if you have an.....
4. Tell an.....quickly if a friend looks sick, even if they don't want you to.

**FOOD**

**ALLERGY**

**HANDS**

**ADULT**



Years  
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Activity 3

## Foundation-Year 2 Learning Band 11

# **SORTING OUT**

### **ACTIVITY 3**

#### **What things are ok to share?**

##### **Preparation**

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

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

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

##### **Teaching tip**

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

- Introduce the concept of ownership and sharing by displaying items listed in the Preparation.

##### **Ask (or conduct a Think, pair share)**

- Which of these items are OK to share? (toy and book).
- Why do we not share medicines? (it may result in adverse side effects, accidental poisoning.)
- Who gives you your medicine when you are sick? (should be trusted adult.)
- Why do we not share a comb or a toothbrush? (could pass on nits and spread germs that may make us sick.)
- Why do we not share food in our lunchbox? (because the other person may be allergic to that food.)
- Why is it important to not even share a small piece of these foods (because only the smallest amount, even a tiny bit on your fingers or a sip of milk can make the person who is allergic to this food very sick.)
- What do you own that you don't like to share?
- How do you feel when someone makes you share something you don't want to?
- Do you think sharing things like toys and books is a good way to be a caring friend?



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## Activity 3



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- What else could you share with your friends to show them you are a caring friend?
- Give each pair of students Activity sheet 3.1 Food allergy cards. Explain that the nine foods on the sheet are the ones that cause the most allergies in people.
- Ask if anyone knows they are allergic to any of these foods or knows someone else who is allergic to these foods. Allow time for sharing of stories of students with allergies (if parents/guardians have approved this discussion.)
- Discuss the types of foods where some of these foods may also be found (e.g. milk is found in cheese and yoghurt; eggs and wheat are found in some cakes and biscuits.)
- Students cut out the food allergy cards and with their partner play the following games.
- Concentration: Students lay the cards face down and play concentration. To keep a pair, older students must also describe a type of food where you might also find this food e.g. milk is also found in cheese; peanuts are also found in some snack bars.
- Barrier game: Students divide the pairs of cards. The first player selects one of their cards and places it behind a barrier and describes it to their partner without saying the name. The partner listens and decides which card is being described before placing it on the table. The barrier is removed to check if the cards match. Students swap roles until all the pairs are used.
- Students paste each of their set of nine cards onto a sheet of paper and draw a picture of themselves eating their lunch or recess (or fruit for younger students). Students write under their drawing: I don't share my food with anyone.



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Activity 3.1



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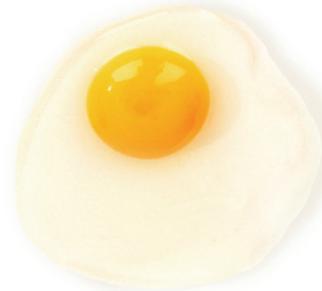
## Foundation-Year 2 Learning Band 13

### ACTIVITY SHEET 3.1

#### Food allergy cards

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

You will need  
two copies  
(pair) of each  
allergen card to  
complete this  
activity



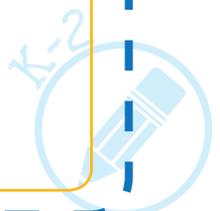
**Egg**



**Milk**



**Peanuts**



# Years



**tree nuts**



**Soy**



**Sesame**



**Wheat**



**Shellfish**



**Fish**

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Activity 4



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## Foundation-Year 2 Learning Band 14

# REFLECTING

### ACTIVITY 4

## Practising making decisions around allergens

#### Preparation

Activity sheet 4.1 –

Time to decide – photocopy and enlarge or place on interactive whiteboard

A large teddy suitable to be Healthy Harry and smaller teddy for a 'friend'

- Introduce students to Healthy Harry who is sick. Explain that he has swollen lips and eyes and red welts on his neck and a tingling mouth.
- Encourage students to ask questions of him to find out how he feels and why he is sick. (He has had a small bite of a cupcake that someone gave him at a friend's birthday and he is allergic to eggs and the cake was made with eggs and that is why he is feeling sick.)
- Stress that what Healthy Harry did was very unsafe. Introduce the smaller 'friend' teddy and role play this friend finding someone to sit with Healthy Harry (a student) and going quickly to get an adult. Demonstrate the 'friend' teddy using assertive verbal and non-verbal communication skills to act quickly in an emergency.

### Ask or conduct a Think, pair share

- What did Healthy Harry's friend do that could have saved his life? (stayed calm; got a friend to stay with Harry; responded quickly to get an adult so they could give him his EpiPen®).
- Why was this very brave or courageous?
- What feelings do you think Healthy Harry's friend may have had before they made such a brave decision?
- What feelings do you think the student may have had while they were waiting for little teddy to get help?
- What feelings do you think Healthy Harry may have had while he was waiting with the student for an adult to come?
- What feelings do you think Healthy Harry's friend may have had after Healthy Harry felt better again?



# Years K-2

## Activity 4



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- Can you think of some times in your life when doing the right thing or the brave thing was also the hardest thing to do?
- Do you think this situation was an emergency?
- Why do you think you need to stay calm if you find yourself in an emergency? (so you can think clearly and behave in a helpful way.)
- How is 'telling to get help' different from 'telling to get someone into trouble'?
- What rule should Healthy Harry have remembered to keep him safe around the foods he is allergic to? (only eat food that Mum or Dad have said is OK.)
- Introduce the simple decision making model Activity sheet 4.1 – Time to decide in an enlarged form or on the interactive whiteboard and reflect on the situation that Healthy Harry and 'friend' teddy were just in and the options available to 'friend' teddy and why staying calm and getting an adult were the best options.
- Stress that when choosing the best option in a decision it sometimes helps to think about how they would feel if they had chosen each option. Our feelings often affect our actions and words.
- Revise the safety rules around allergens from Activity sheet 2.1 School rules about allergies.
- As a whole group, students use the simple decision making model to determine what they would say and do in each of the following scenarios after considering the options available:
  - ✓ Your friend has an egg allergy. Someone in your class brings in their birthday cupcakes to share. Your friend can't have any because they contain eggs and all the special no eggs cupcakes that his Mum sent to school to keep in the freezer have run out. What could you do or say to make your friend feel better?
  - ✓ Your friend Anna has a peanut allergy. Two girls are daring Anna to eat a muesli bar. You and Anna are not sure if the muesli bar has peanuts in it. What could you do or say to make sure Anna stays safe?
  - ✓ You have a milk allergy. Your friend spills their Choc Milk and gets some on you. You wash it off straight away and feel OK. What could you do or say to make sure this never happens again?
  - ✓ You are playing in the sandpit at school and your friend Jo gets stung by a bee on her leg. After a couple of minutes her face becomes red and swollen and her eyes are all puffy. You are not sure whether Jo is allergic to bees. What could you do or say to make sure Jo stays safe?



Years  
K-2

Activity 4.1



A&AA

- Students draw a comic strip showing the beginning, middle and end of one of the scenarios showing a safer decision making process. This could be done with a computer drawing program using a comic strip template.

## Foundation-Year 2 Learning Band 16

### ACTIVITY SHEET 4.1

#### Time to decide

