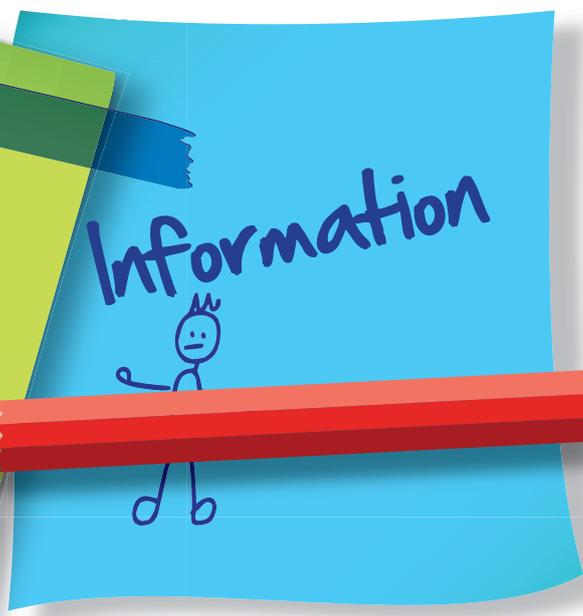


Years  
3-4



Information

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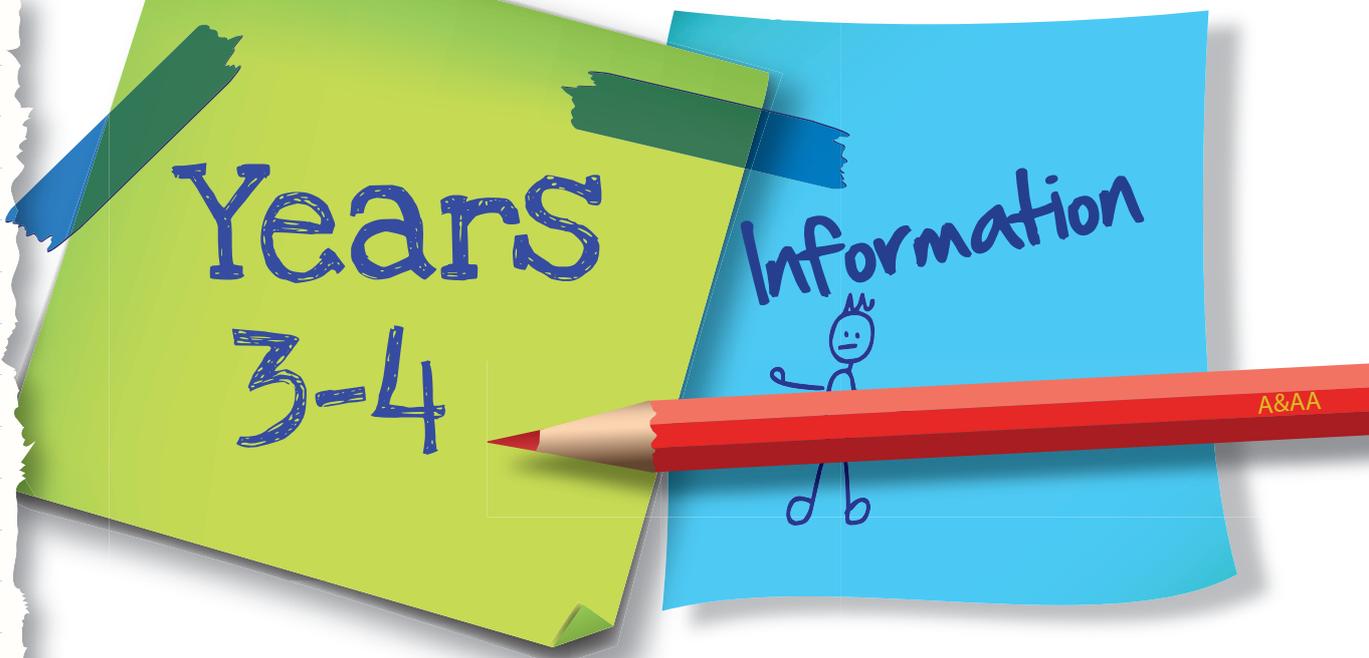
## Introduction

These activities provide the knowledge and understanding and embedded skill development that foster allergy awareness and safety among Year 3-4 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. Some people have severe allergies to some foods or insect stings which can be life threatening. For these people to stay safe, they need to avoid the cause of the allergic response.
- Having a balanced diet is important for your health but some people must avoid foods to avoid food allergies.
- People with allergies need to feel safe, strong and supported in any situation.
- Positive self-talk is an important skill to maintain an optimistic outlook on situations involving allergens.
- A range of factors affect eating habits, including family and peers, the media, cost, availability, cultural background and food allergies.
- 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 self-management strategies that help people with food and other allergies to stay safe, such as only eating foods that their Mum or Dad have checked when at school; not eating food if they are unsure about what is in it, reading labels; not leaving drink containers unattended and wearing shoes if allergic to insects.
- There are a range of strategies that people can follow to help those with food and other allergies stay safe and feel respected and valued, such as never sharing food; washing hands before and after eating; not playing with toys when eating; not leaving drink bottles unattended; getting adult help if others say they feel sick; helping those who may be bullied or pressured about their allergies.
- There are a range of warning signs and symptoms that indicate mild to severe allergic reactions (anaphylaxis) and immediate response is necessary.
- Allergic reactions do not always lead to anaphylaxis but we need to keep a close eye on those who may be at risk.





- There are a range of people who can help when someone has an allergic reaction.
- Our school has a Policy Management Plan to help those with allergies.
- Adrenaline (epinephrine) given using an autoinjector (such as an EpiPen®) into the outer mid-thigh muscle is the most effective first aid treatment for anaphylaxis.
- Everyone needs to contribute to their own health and personal safety.

### Key skills to practise

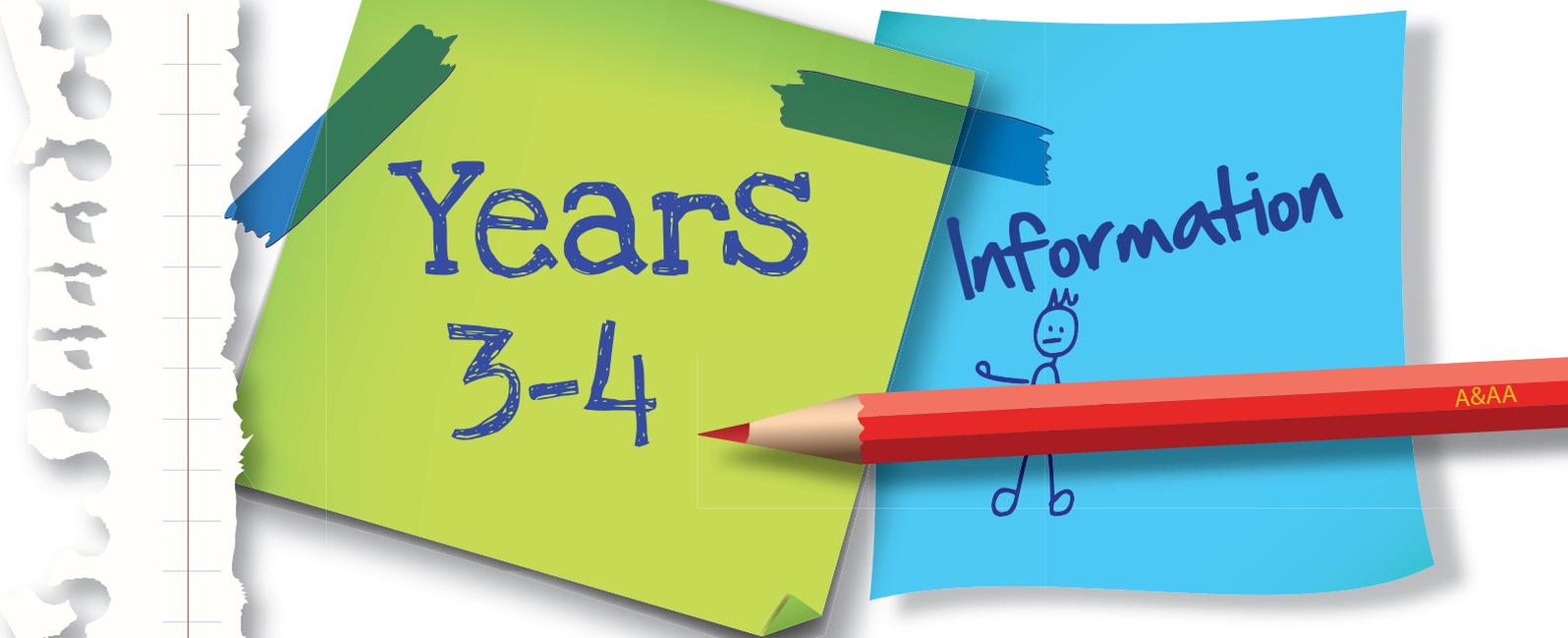
- Tell an adult about warning signs and symptoms when feeling sick or unwell
- Express a range of different needs and feelings when feeling sick or unwell
- Respond to situations when others show warning signs and symptoms of an allergic reaction, such as seeking immediate adult assistance
- Use classroom safety 'rules' around eating or handling food and avoiding other allergens
- Identify and make decisions about unsafe or bullying situations involving allergens.
- Positive self-talk
- Respond to diversity with respect
- 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](http://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  
3-4

Information



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## Allergy and Anaphylaxis Basics for teachers

### What are allergies?

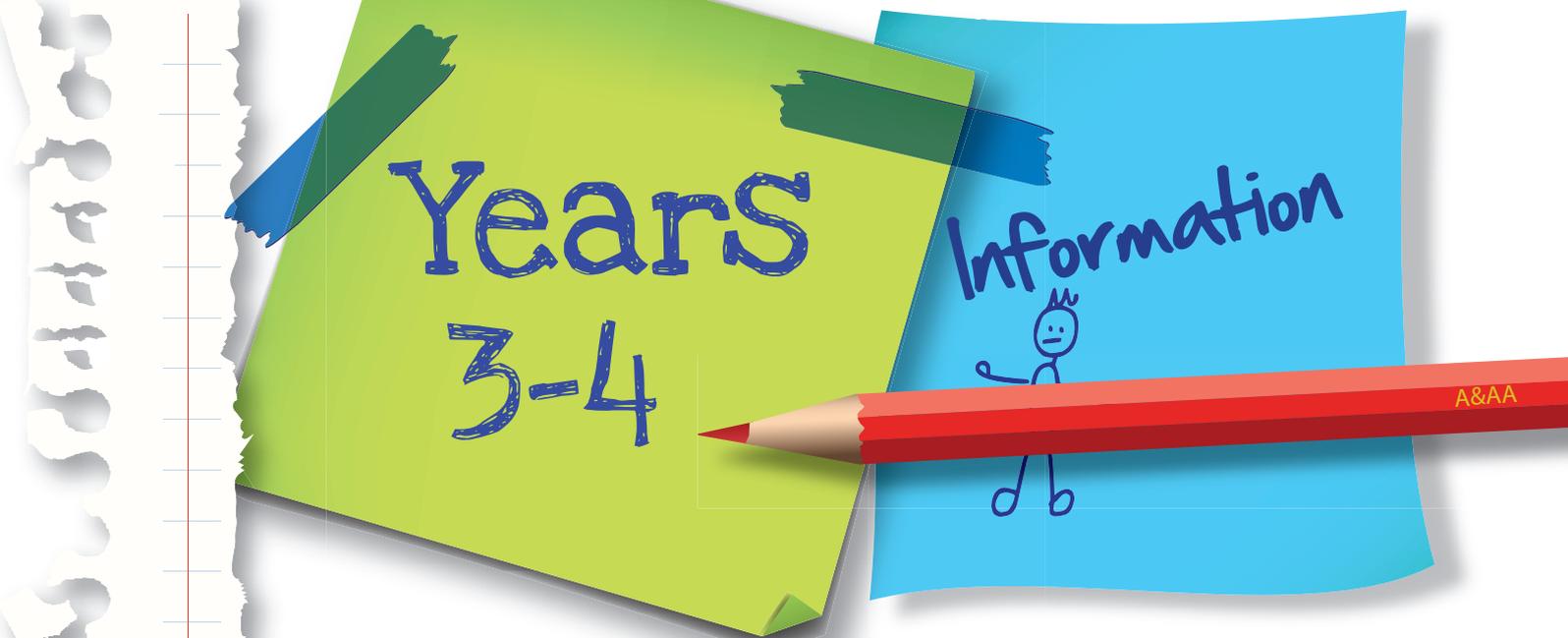
- Allergies occur when the immune system produces antibodies against substances in the environment (allergens) that are usually harmless. A food allergy is an immune system response to a food protein that the body mistakenly believes is harmful. When the individual eats food containing that protein, 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\*, 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.

### 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 (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

\*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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Information



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- 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 may cause a mild to moderate allergic reaction.

### **What are the main causes?**

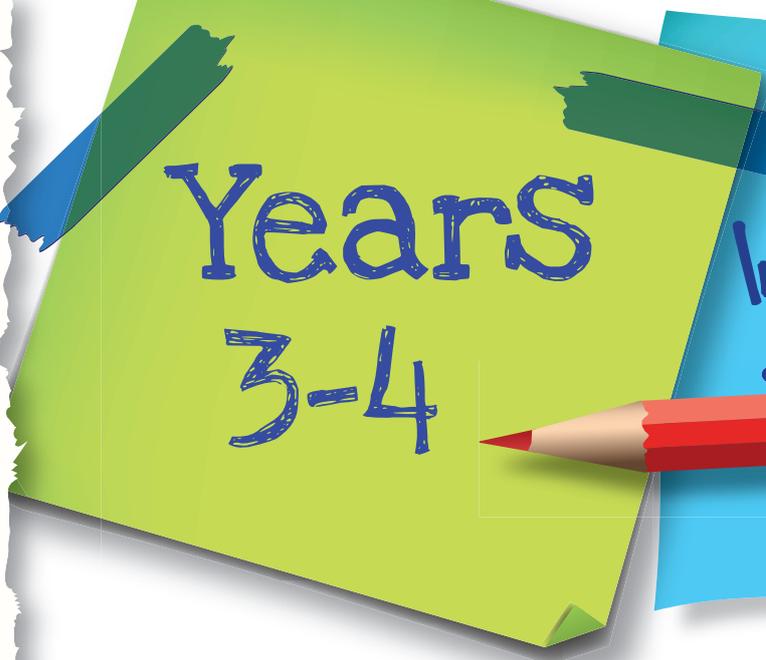
- There are nine foods that account for 90% of allergic reactions: peanuts, tree nuts (walnuts, almonds, cashews, pistachios, pecans etc.) fish, shellfish, eggs, cow's milk, sesame, soy and wheat.) The other 10% are triggered by foods such as kiwi fruit, banana, chicken, mustard and celery.
- Peanuts 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?**

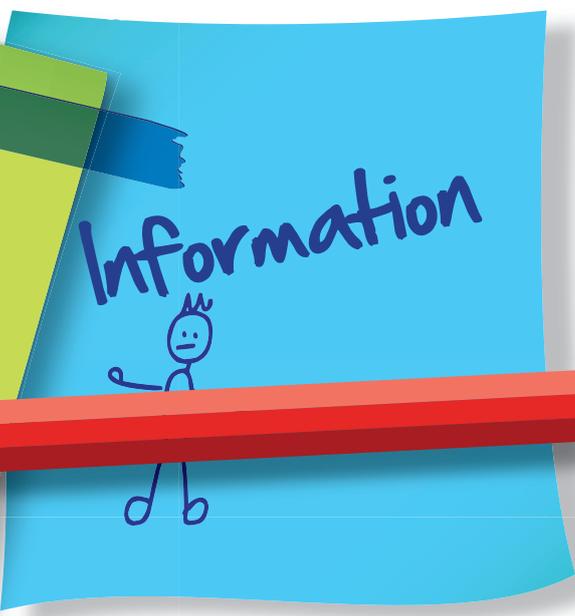
- Avoidance of known allergens is crucial in the management of anaphylaxis. Schools need to work with parents/ guardians and children to minimise a child's exposure to known allergens and reduce stigma, bullying and teasing that may result for some children. Knowledge of severe allergies will assist 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) 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) autoinjector, an ambulance must be called immediately to take the child to a hospital.



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Information



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### **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.

### **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

### ACTIVITY 1

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

##### Preparation

Butcher's paper, pencils

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

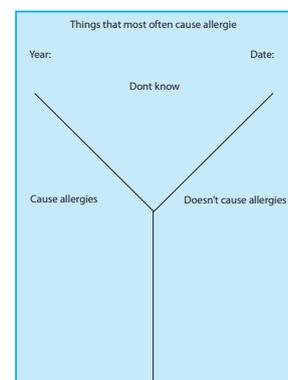
Activity sheet 1.2 Things that most often cause allergies – photocopy one per group

Card cut into postcard shape – one per student

##### Teaching tips

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

- Students complete the 'before' column of Activity sheet 1.1 What I know about allergies quiz either individually or with a partner and the 'after' column at the completion of the module. Clarify terms such as Epipen® and anaphylaxis.
- Discuss the answers. The answer to all statements is True.
- Mark and tally scores and create a class tally.
- In groups students draw a Y chart titled 'Things that most often cause allergies' on butcher's paper with the categories 'Causes allergies', 'Doesn't cause allergies' and 'Don't know' labelled.
- Using the cut up items from Activity sheet 1.2 Things that most often cause allergies, students place each item into the category they consider to be most appropriate in their Y chart. Encourage students to discuss their reasoning before making their classification.
- Clarify any items in the 'Don't know' category and any other misconceptions (pumpkin, Brussels sprouts and rice do not cause the most allergic reactions – all other items do cause the most allergic reactions.)



Years  
3-4

Activity 1

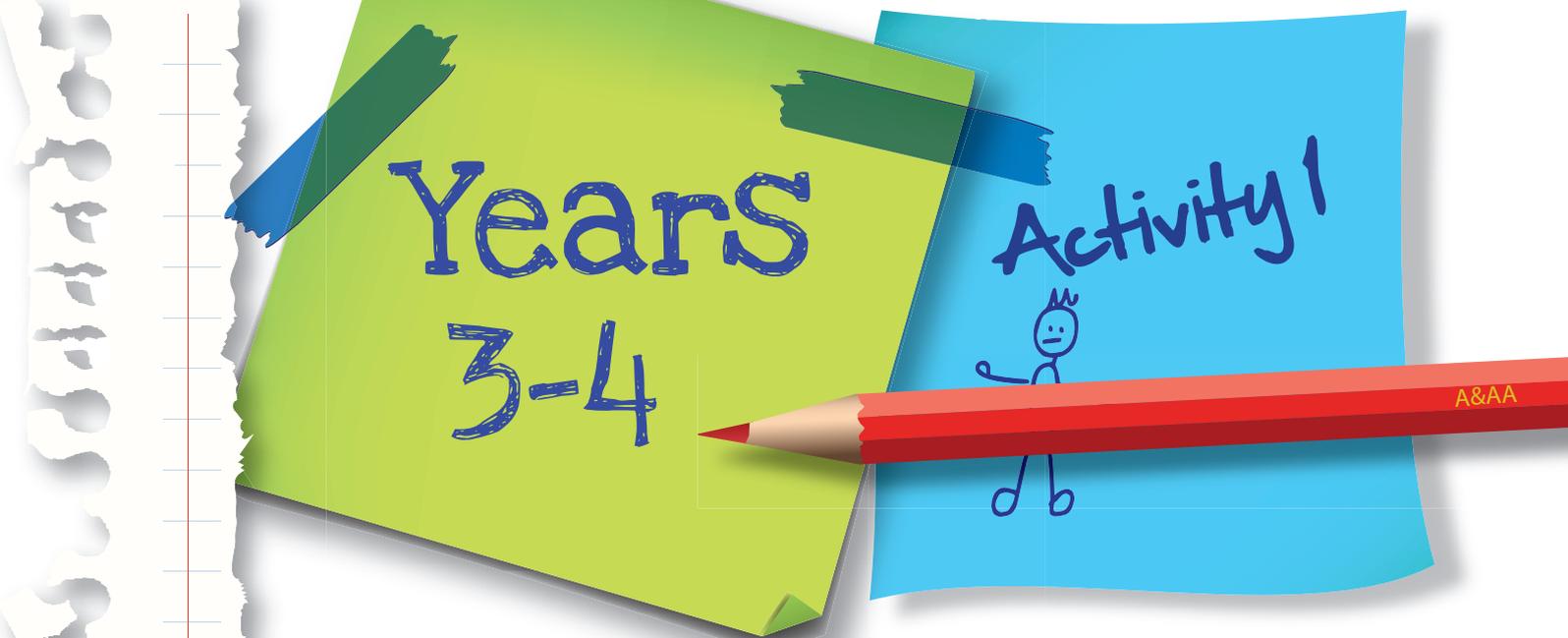


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### Ask

- Were there any items that were in the 'Causes allergies' section that surprised you? If so, why?
- Do you know anyone who is allergic to any of these items?
- What do you think this person needs to tell his/her friends so he/she can stay safer? (tell them about the allergy; ask them to not eat things with these foods in or use these items when they are near him/her; ask them not to share food or these items with him/her; ask them not to share straws, cups or cutlery with them; ask them to get help quickly from an adult if they start to feel sick.)
- How do you think a person might feel about having allergies? (scared, unhappy, left out, OK, special).
- What is some positive self-talk a person with an allergy can use to make him/her feel better about their allergies? ("everyone is different"; "I know how to stay safe around these foods/items"; "there is no need to be scared or unhappy, I just need to be careful"; "I am lucky to have good friends who will help me stay safe around these foods/items"; "I can get other treats instead of food treats"; "I get lots of extra love and care from my family" " my allergy doesn't stop me doing lots of fun things".)
- What are some things you could do to keep a person with an allergy safer? (remind them about their allergy and not to take food or these items from other students; try to eat food that does not contain the allergy food when you are with them; make sure you wash your hands before and after eating; stick up for them if anyone is teasing them about not being able to eat certain foods or touch certain items; never try to trick them into eating food they are allergic to; tell the teacher if they look different or say they feel sick.)
- Why is it important for a person with an allergy to tell an adult as soon as they feel different to normal e.g. feel sick, get itchy, get a rash, have swollen eyes or lips, have a tingling tongue)? (because this may mean they have come in contact with the thing they are allergic to and their quick action could help save their life.)
- What do you think this person's friends can do when they see that he/she looks different to normal? (tell them to stay calm, get someone to stay with them and get an adult straight away.)
- What did you learn about allergies by doing this activity?





Years  
3-4

Activity 1



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- Why do you think we are learning about allergies? (because knowing what things 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. There is no cure for allergies. Avoidance is the only way to prevent a reaction.)
- Students write a summary of this discussion in their own words and complete the 'after' column of the quiz. Remark and tally scores and compare class tallies with the 'before' scores. Graph results.
- At Home Activity: Students design the front of a postcard titled Understanding allergies helps me and others stay healthy, happy and safe to visually inform their family of the things that most often cause an allergic reaction. On the back of the postcard students write what they have learnt from this activity. (Students may refer to their correct quiz information.)
- Send Parent 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 11 for sample). Leave extra copies in the school foyer, library and pick up areas.



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3-4

Activity 1.1



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## Year 3-4 Learning Band 6

### ACTIVITY SHEET 1.1

#### What I know about allergies quiz

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

BEFORE	ALLERGY STATEMENT	AFTER
	One child in every ten children has a food allergy in Australia.	
	Food allergies can be dangerous.	
	Food allergies happen when the body wrongly thinks that a certain food is harmful.	
	Washing your hands before and after eating helps people with food allergies stay safer.	
	Not sharing food or drink bottles helps people with food allergies stay safer.	
	Someone may be allergic to something if they are: <input type="checkbox"/> vomiting <input type="checkbox"/> have swelling of their face <input type="checkbox"/> have skin that's red and itchy <input type="checkbox"/> have trouble breathing.	
	Children with food allergies have hobbies and talents just like every other child.	
	If someone has a food allergy, even a tiny bit or sip of this food can make them very sick.	
	If you see someone is having an allergic reaction, you should get adult help immediately.	
	There is no cure for food allergy.	
	Peanuts are the foods that cause the most dangerous allergic reactions.	
	Anaphylaxis is a word that means a very bad allergic reaction.	
	Having a very bad allergic reaction can be scary but adults can help by using an Epipen® or to give adrenaline (epinephrine).	

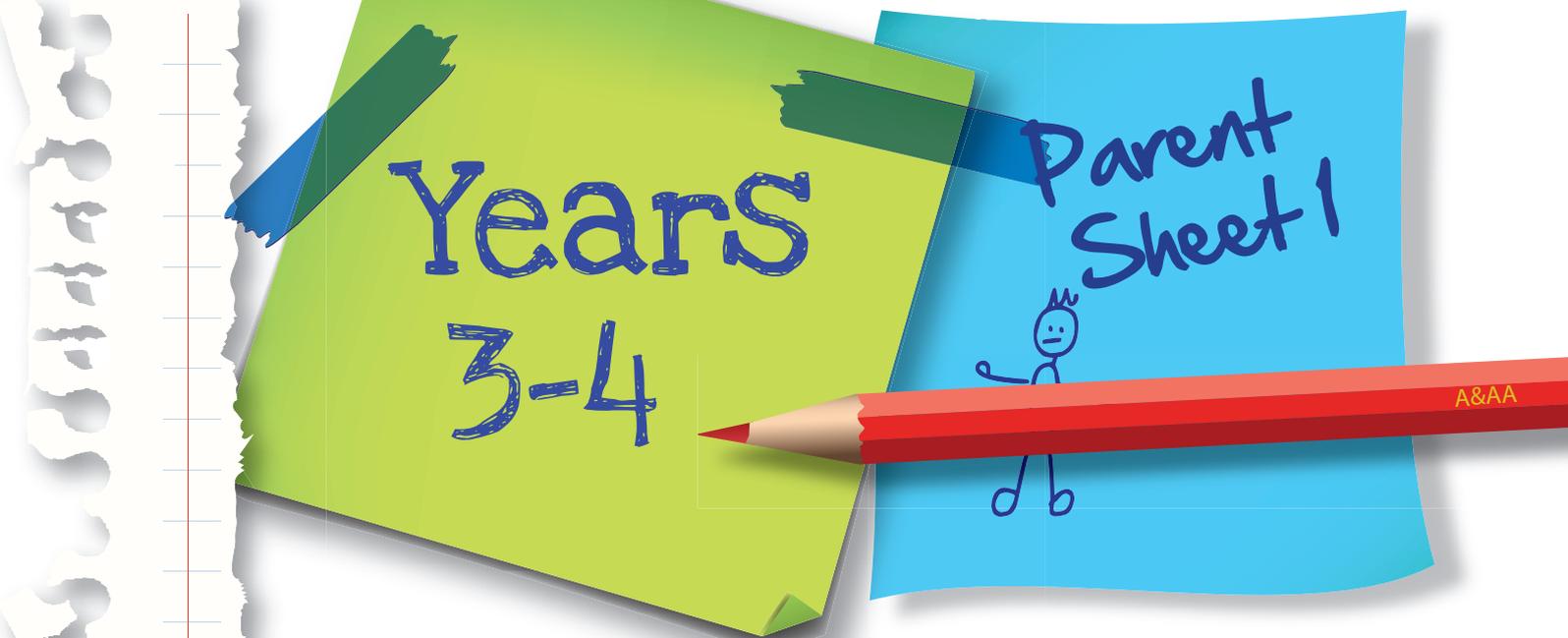
Years  
3-4

Activity 1.2



**Year 3-4 Learning Band 7**  
**ACTIVITY SHEET 1.2**





Years  
3-4

Parent  
Sheet 1



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## **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, latex).

### **What is anaphylaxis?**

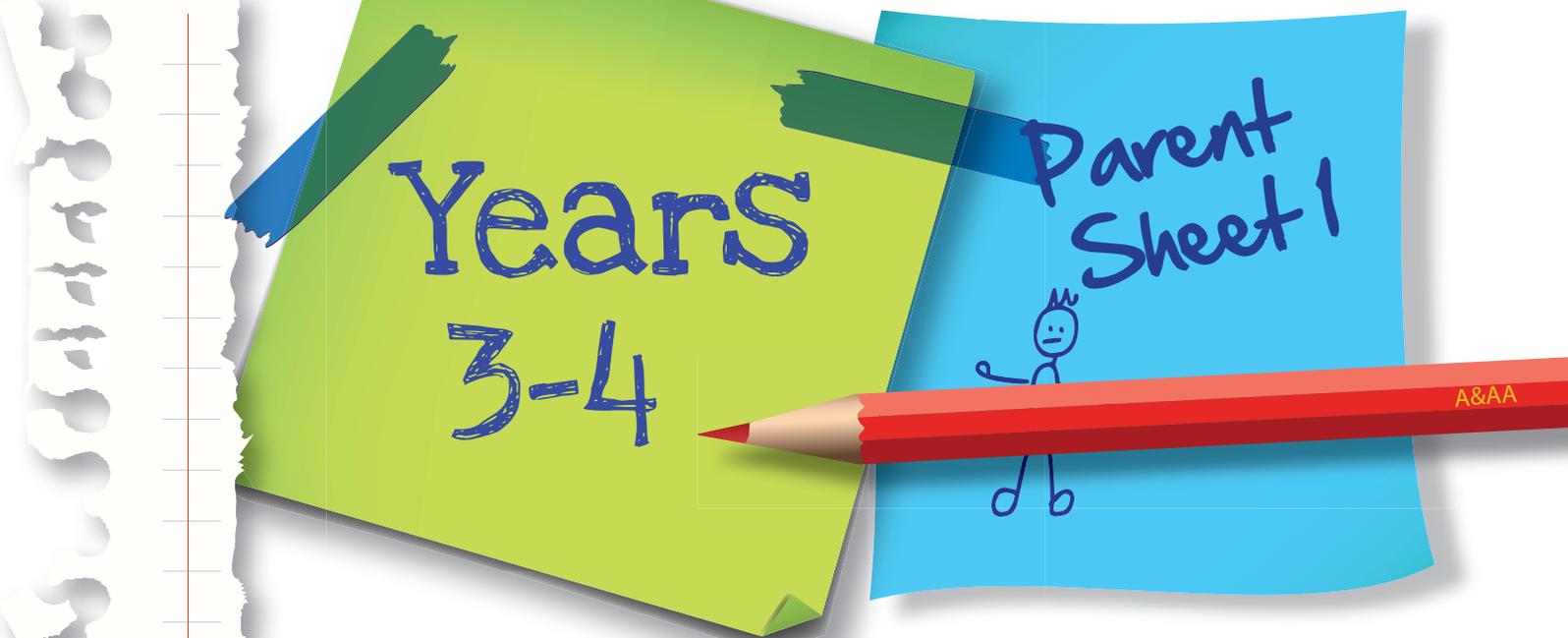
Anaphylaxis is a severe allergic reaction that is potentially life threatening.

### **What causes anaphylaxis?**

Anaphylaxis is 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  
3-4

Parent  
Sheet 1



A&AA

### **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)**

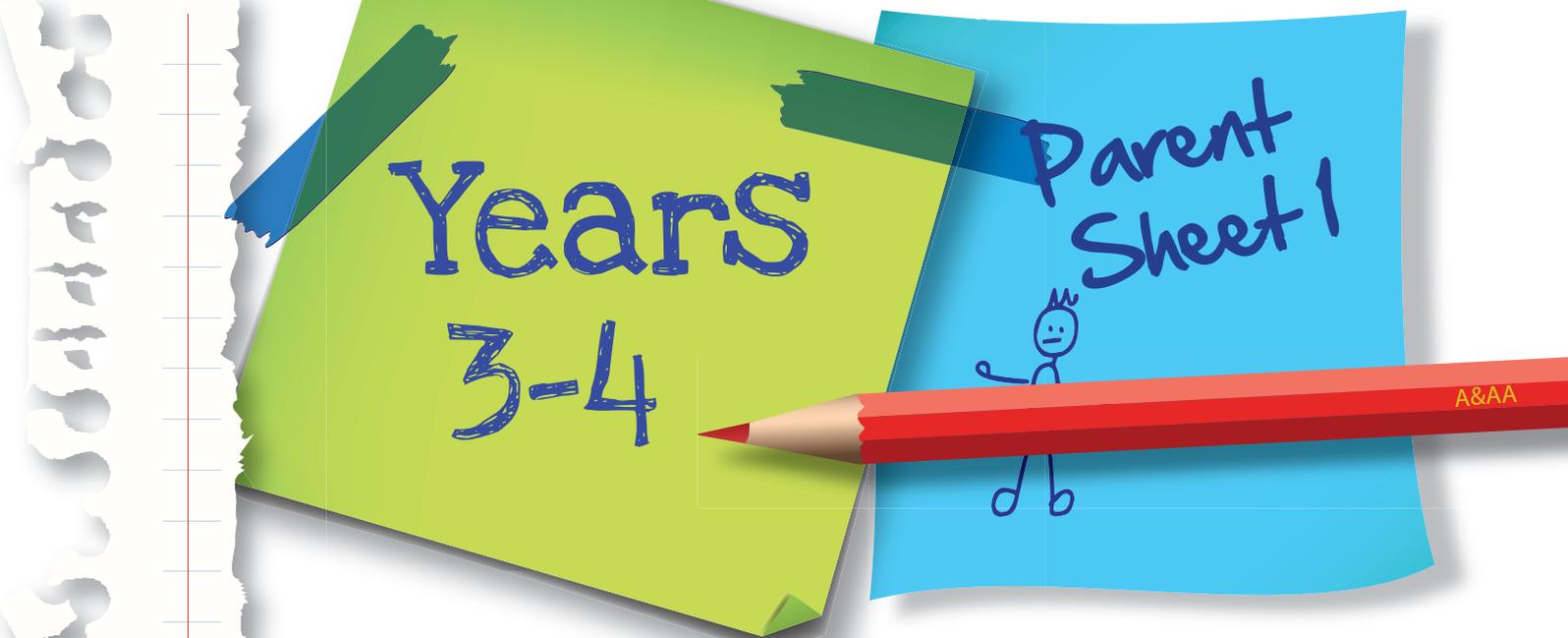
- Difficult/noisy breathing
- Swelling of tongue
- Swelling/tightness in throat
- Difficulty talking and/or hoarse voice
- Wheeze or persistent cough
- Persistent dizziness or collapse
- Pale and floppy (young children).

### **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.





Years  
3-4

Parent  
Sheet 1



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### **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.

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

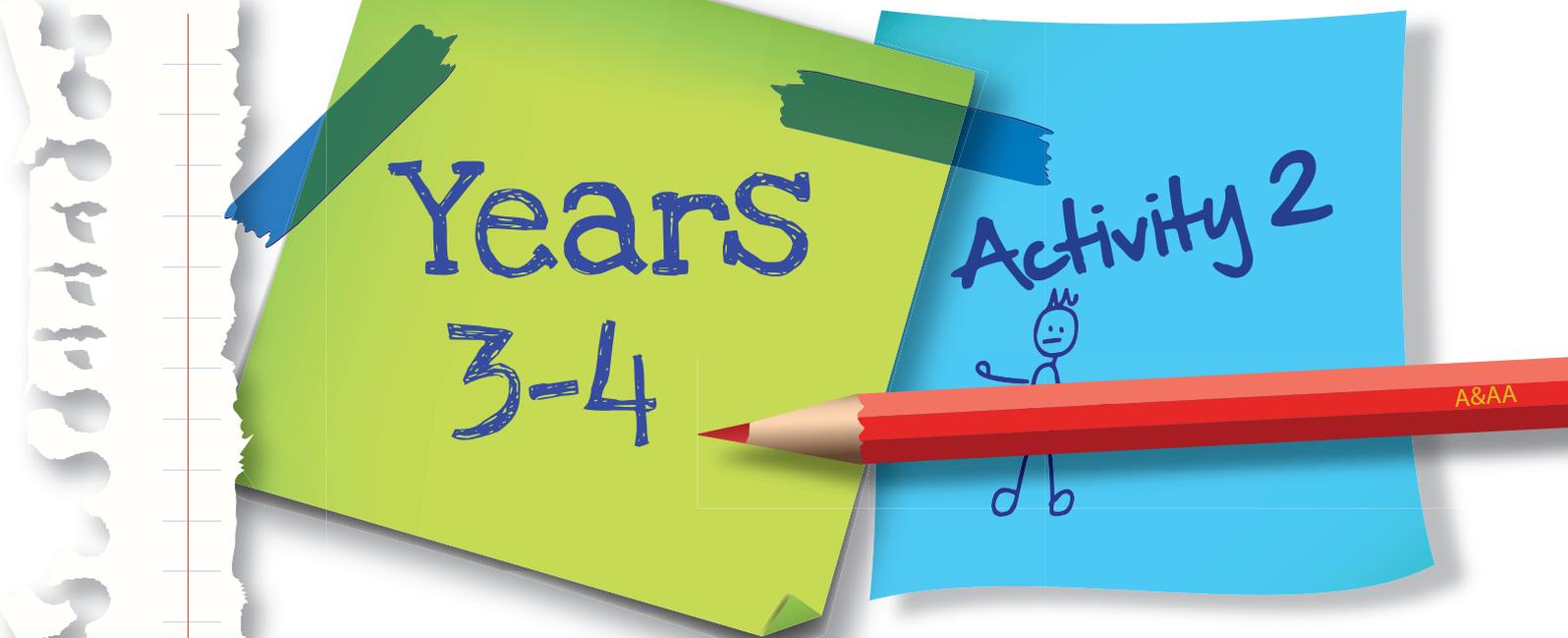
- Inform staff of your child's allergies and discuss risk minimisation strategies
- Work with staff to complete an Individual Anaphylaxis Health Care Plan
- Provide the school with a copy of your child's ASCIA Action Plan that has been completed by a doctor and has an up-to-date photograph
- Supply your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





Years  
3-4

Activity 2

## FINDING OUT

### ACTIVITY 2

#### Self-respect and allergies

##### Preparation

Photocopy Activity sheet 2.1 We can stay safe - one per student

Finger puppets

##### Teaching tips

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

Jeremy's First Camp by Bethany Tucker (available for purchase at <http://www.foodallergyaware.com.au/about-us/> under the Find more food allergy awareness resources for schools link) focuses on a wallaby called Jeremy's allergy to nuts and eggs and how he still has as much fun as all his peers on his first school camp by being responsible for his own safety around food and showing self-respect. A shared reading of this book would complement this Finding Out activity

- Explain that self-respect is when you value and accept yourself and believe that you should be treated well by others. If you have self-respect you are also careful to keep yourself safe.
- Seat students on the floor in a circle to ask the following questions. Use a ball to roll to a respondent and ask questions repeatedly so that students are exposed to a range of opinions:
- How does someone who has self-respect behave?
- How does someone with self-respect keep themselves safe walking to and from school?
- How does someone with self-respect keep themselves safe around others who may be smoking?
- How does someone with self-respect keep themselves safe if they receive a nasty text message or Facebook message?
- How does someone with self-respect keep themselves safe if one person keeps telling them they can't join in their games?

Years  
3-4

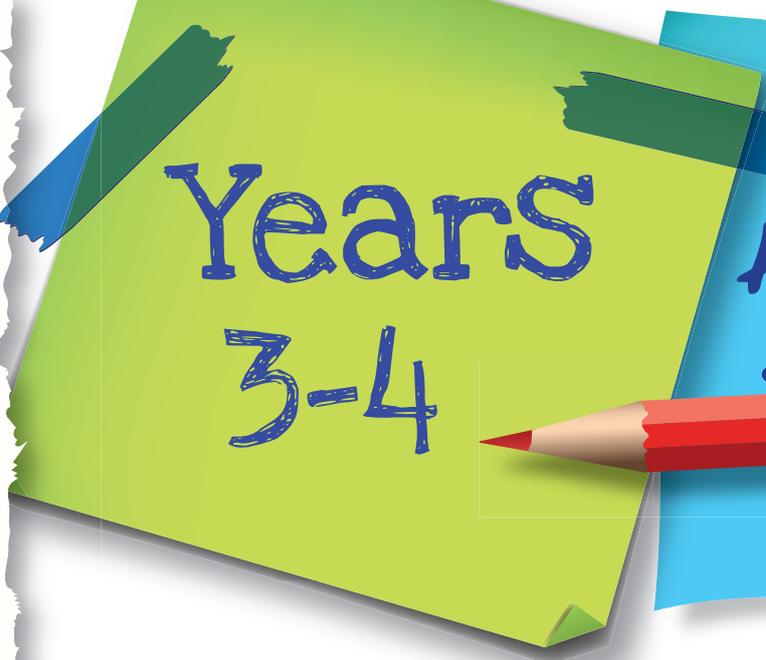
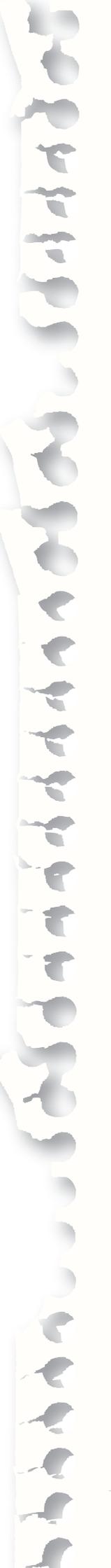
Activity 2



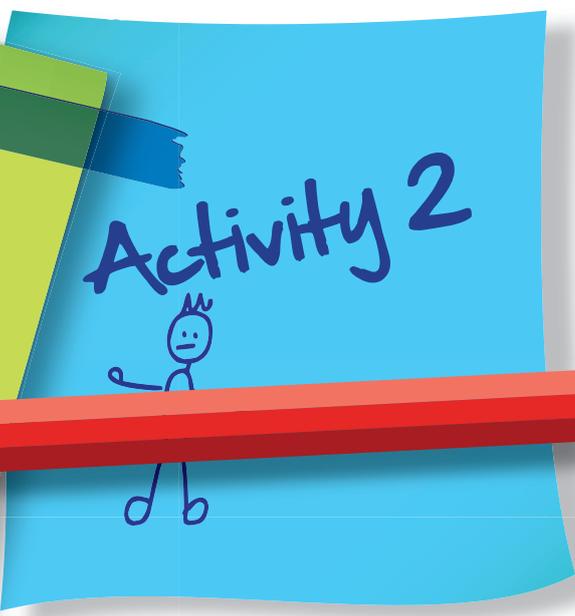
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- How does someone with self-respect keep themselves safe at school if they are allergic to a certain food? (tells their friends about their allergy and what their early warning signs and symptoms are; only eats foods that their Mum or Dad have checked when at school; doesn't eat food if they are unsure about what is in it, reads labels on canteen food; makes sure the school has their current Individual Anaphylaxis Health Care Plan; tells someone if they feel unwell after eating.)
- How does someone with self-respect keep themselves safe at school if they are allergic to bees? (tells their friends about their bee allergy and what their early warning signs and symptoms are; doesn't leave drink containers unattended and wears shoes when outside, makes sure the school has their current Individual Anaphylaxis Health Care Plan; tells an adult immediately if they are bitten by a bee.)
- Give me some examples of bullying. (e.g. name calling; always leaving someone out of a game; using the phone or computer in a nasty way; embarrassing someone because they are different; forcing someone to do something they don't want to; physically hurting someone; hiding or breaking someone's possessions.)
- How do you think someone who is being bullied might feel? (highlight feelings such as anger, fear, helplessness, worry, nervousness, sadness.)
- Is it a person's fault if they are bullied? (no, it is always the person who bullies fault.)
- Why do some people get picked on more than others? (they may appear nervous so other children think they are easy to boss around; they may appear different or be different in some way but this is not an excuse to bully someone; they may not stand up for themselves when they have been teased in the past.)
- What does someone look and sound like when they are being confident? (they stand tall, they look people in the eye, they talk with a loud voice in a friendly way, they don't use a baby or silly voice, and they don't ignore it if someone is mean to them.)
- Why do you think acting confidently can protect you from being bullied? (you look like you have self-respect and might stand up for yourself if you are bullied so someone is less likely to be mean to you.)
- Why is asking a teacher for help what someone with self-respect would do if they couldn't stop someone from bullying them? (asking for support means you value and care for yourself and want to keep safe. Asking for help is not dobbing or getting someone into trouble.)
- How do you think someone with allergies might feel? (highlight feelings such as fear, helplessness, worry, nervousness, sadness.)





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Activity 2



- How do you think they might look if they are exposed to something that they are allergic to? (might vomit, have swollen face and lips; have red and itchy skin; be coughing and sneezing; have watery eyes; be breathing funny.)
- Is it a person's fault if they have allergies? (no, it is just something their immune system does when they eat certain foods or get exposed to certain things. They can't help it.)
- Explain that it is important to be confident and think for yourself. This helps protect us from being bullied and it also gives us the strength to help someone else who is being bullied.
- Put Activity sheet 2.1 – We can stay safe on the interactive whiteboard. Revise the five steps to help someone who is being bullied and to use when being bullied.
- Ask students for examples of the comments that they could make in steps 1 to 3.
- Explain that if they can't help someone who is being bullied or stop someone bullying them, by following the first four steps, then the last step: Ask a teacher for help is a rule they must follow at school. Discuss other appropriate adults in the school they could get help from if they could not find their class teacher or duty teacher.
- Students work in groups of three to decide what each character on the activity sheet could do or say.
- Role-play the response to each scenario using finger puppets at the front of the class.



Years  
3-4

Activity 2.1



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## We can stay safe

### What you could do if you saw someone being bullied?

1. Show this person you know it's unfair
2. Show the person who is bullying that you know it's unfair
3. Tell the person who is bullying to stop
4. Move away together with the person being bullied
5. Ask a teacher for help

### What you could do if you were being bullied?

1. Ignore them
2. Move away
3. Ask them to stop in a friendly voice
4. Stare and ask them to stop in a strong voice
5. Ask a teacher for help

- ① Sanjin brings samosas and other Indian food to school each day for lunch. For the last two weeks some boys have been teasing him about his lunch and asking him why he can't eat 'normal' food. This is making him feel angry.

**What could Sanjin do and say to stop the bullying?**

- ② Brad's friends often pick on Max because he's allergic to eggs and can't eat the cupcakes that other students bring in for their birthday. Brad feels sorry for Max but is a bit scared about speaking up for him.

**What could Brad do and say to help Max?**

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

- ③ Tran is very allergic to bees. Because of this he always wears closed in shoes and never takes his shoes off for sport. At the sports carnival some boys were calling Tran 'a freak' and making fun of him because everyone else was running their races barefooted.

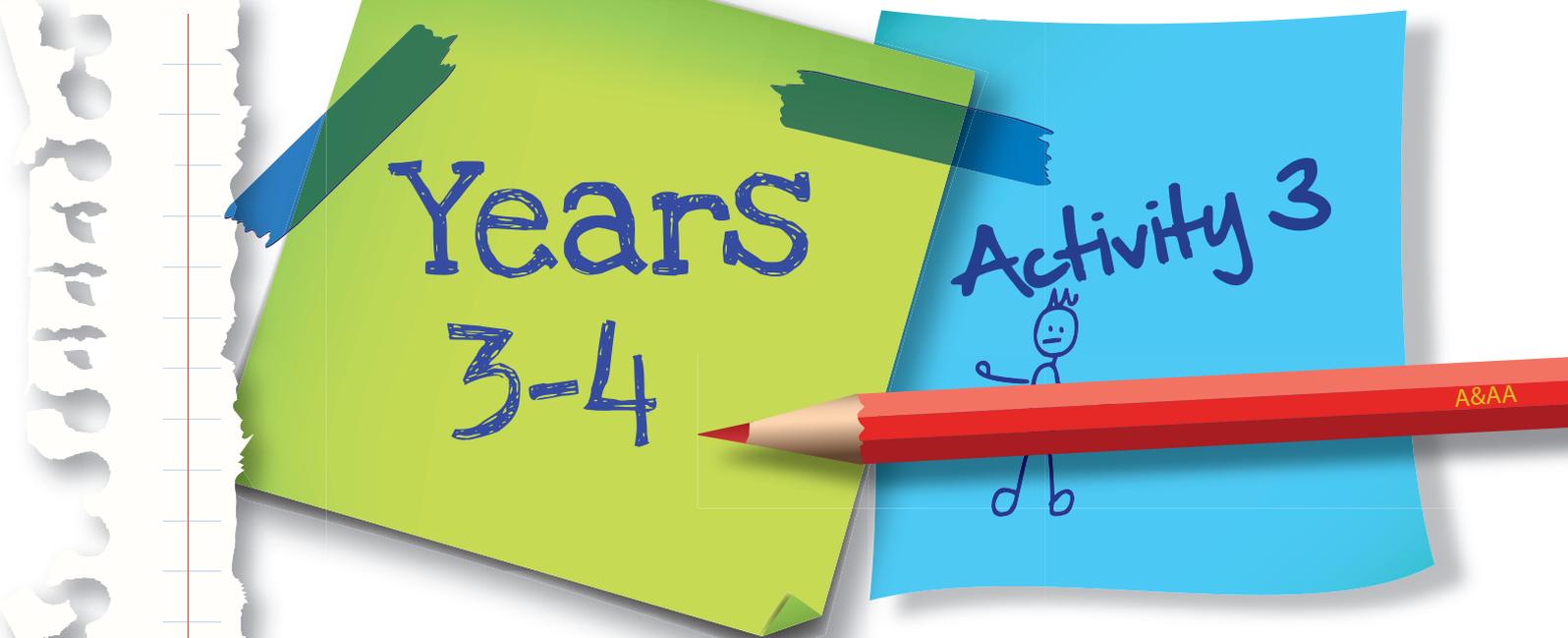
**What could Tran's friends do and say to help him?**

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

- ④ A girl often dares Tom to eat her sandwich. Tom is allergic to wheat and eating normal bread makes him feel sick so he always says no thanks and tells her about his allergy. The girl always yells to everyone "Tom's a scaredy cat!" This makes him feel sad.

**What could Tom do or say to stop the bullying?**





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Activity 3



A&AA

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

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

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

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

## **SORTING OUT**

### **ACTIVITY 3**

#### **Recognising and responding to situations involving allergens**

##### **Preparation**

Activity sheet 3.1 Risky situations? - photocopy one per group

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

Scissors, glue

Access to computers

An autoinjector training device (such as an EpiPen®)

##### **Teaching tips**

Everyday Cool with Food Allergies by Michael Pistiner (available for purchase at <http://www.allergyfacts.org.au/online-store> .

(Under Childrens Books) focuses on a group of kids with food allergies called the No Big Deal Bunch and the range of self-management strategies they use to manage their allergies and stay safe. A shared reading of this book would complement this Sorting Out activity

- Explain that many different things influence what we eat, some in a positive way, some in a negative way and that eating a healthy diet is often not just about us having the willpower to eat healthy food but it's also got a lot to do with managing all these different influences.
- Conduct a think pair share where students tell their partner about a time:
  - they have eaten something because their friends were eating it e.g. a pizza at a football wind-up



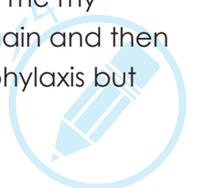
Years  
3-4

Activity 3



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- they have eaten something because their Mum or family member put it on their plate or in their lunch box
  - they have eaten something for a special occasion e.g. Birthday cake, Easter eggs, Matzo ball soup
  - they have eaten something because they saw it advertised on TV e.g. fast foods, confectionary
  - they have eaten something for a treat or a reward
  - they have eaten something from the canteen because it was all they could buy with the money they had
  - they had eaten something because it was the food of their culture or someone else's culture e.g. spring rolls, samosas, lassis
  - they have eaten something just because it was available e.g. it was on the kitchen bench, it was in season, at the canteen
  - they have not eaten something because their friends were allergic to it.
  - they have not eaten something because they were allergic to it.
- Hear several responses after each statement and stress that a range of factors affect eating habits, including family and peers, the media, special occasions, cost, cultural background, availability and food allergies.
  - Explain that we all need to make decisions about the food we eat to stay healthy. For example: I have decided to only eat special treat foods occasionally because if I ate them every day I may become unhealthy because special treats foods are often high in fat or sugar. If I had an allergy to peanuts I would decide to not eat foods containing peanuts because if I did I might have a severe allergic reaction and be very sick.
  - Explain that some decisions about the foods we eat have more serious consequences than others. For example: If I decided to eat just one more special treat like a piece of chocolate cake, the consequences of this decision would not very big; maybe I would just feel a bit full. If I was allergic to peanuts and decided to eat just one mouthful of a peanut butter sandwich, the consequences of this decision would be very big; I would have a severe allergic reaction. My tongue would swell up and I would have trouble talking and breathing and I might collapse and an adult would have to give me my adrenaline (epinephrine) autoinjector in my thigh to make me feel better again and then call an ambulance. Stress that allergic reactions do not always lead to anaphylaxis but that we need to keep a close eye on those who may be at risk.



# Years 3-4

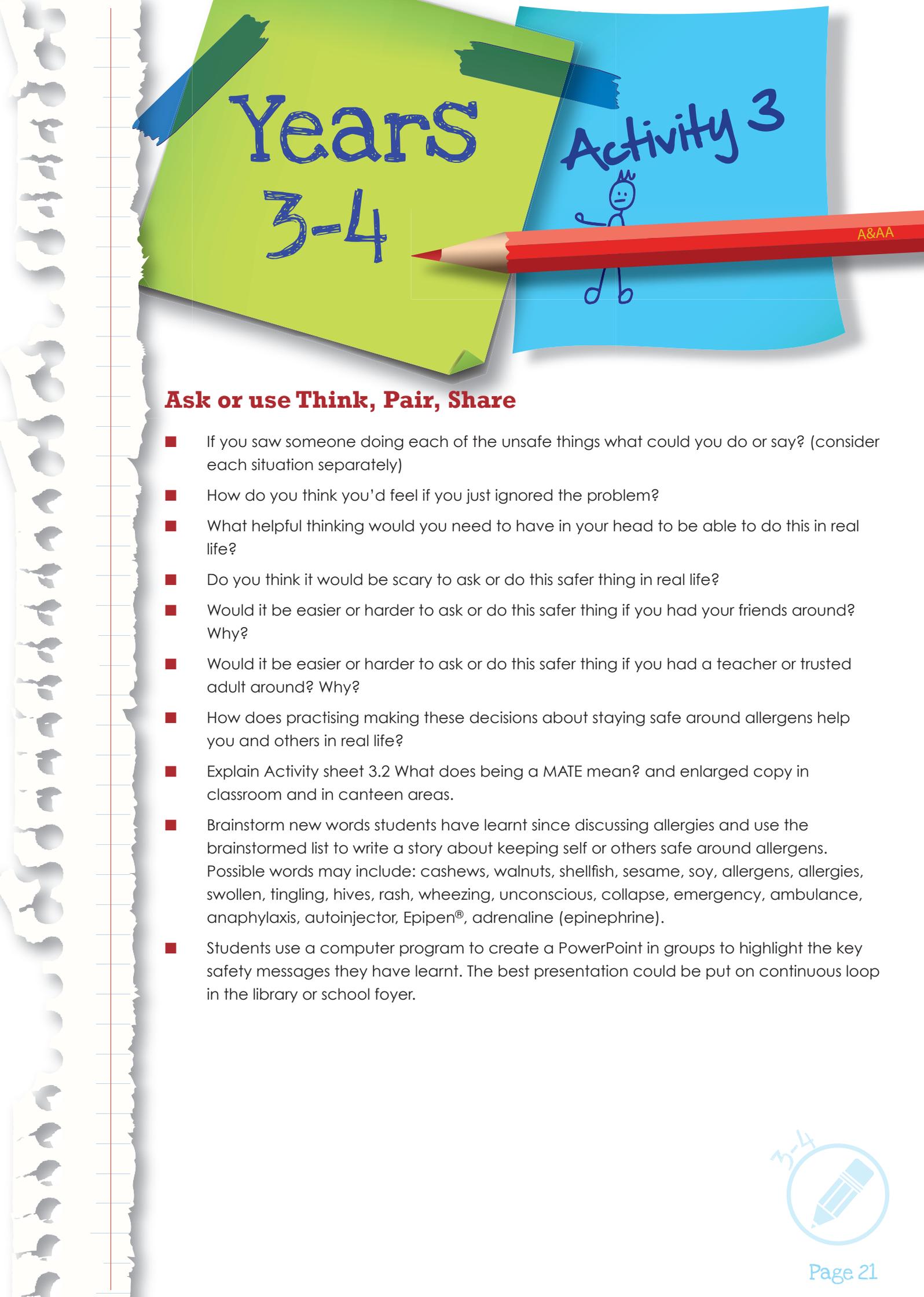
## Activity 3



A&AA

- Show the auto injector trainer device and explain that only adults use this to help students or visitors to the school who may have a severe allergic reaction.
- Explain that people with allergies can help keep themselves safe by recognising safe and unsafe situations and that other people can help those with allergies feel safe, strong and supported by also being able to recognise safe and unsafe situations around allergens (or the things that cause their allergies).
- Read each of the situations on Activity sheet 3.1 Risky situations? to students.
- After discussing each situation in their group, students cut and paste it under the appropriate heading on a 'safe' - 'unsafe' group T chart.
- Discuss reasons why each situation is safe or unsafe as a class.

SAFE	UNSAFE
<p>No 2 – washing hands before and after eating around someone with a tree nut allergy or any food allergy reduces their risk of coming into contact with this food.</p>	<p>No 1 – not telling your friends is unsafe because they can help you avoid peanuts by not eating foods with them in when they are around you.</p>
<p>No 4 – telling your friend about your party gives your friend's family time to prepare food that is safe for them and reduces the risk of them being tempted to eat food that is not safe for them at your party.</p>	<p>No 3 – never force anyone to eat food they may be allergic to, even a sip or a small mouthful, because this may be enough to cause an allergic reaction</p>
<p>No 5 – telling an adult as soon as you see the early warning sign of an allergy is the safest thing to do. Your friend may be allergic to eggs and may have got a small amount of egg from the cartons on his/her skin.</p>	<p>No 7 – sharing someone's drink bottle if you are allergic to a food is unsafe because the person may have just eaten the food you are allergic to and a small amount may be in their saliva on their drink bottle. This small amount may be enough to cause an allergic reaction.</p>
<p>No 6 – wearing shoes if you are allergic to bees reduces your chances of treading on a bee. Avoidance is the best prevention of any allergy.</p>	<p>No 8 – sharing food with friends who have food allergies is unsafe. Finding out if food is safe for them is tricky, even when foods have ingredient labels. It's safer just not to share.</p>
<p>No 9 – getting an adult to help immediately is the safest thing when you know your friends may have been exposed to allergens. Don't wait for the early warning signs and symptoms of an allergy to appear.</p>	<p>No 10 – an out-of-date Epipen® is unsafe. Remind your teacher to check your Epipen® once a term to make sure it has not expired</p>



Years  
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Activity 3



A&AA

### Ask or use Think, Pair, Share

- If you saw someone doing each of the unsafe things what could you do or say? (consider each situation separately)
- How do you think you'd feel if you just ignored the problem?
- What helpful thinking would you need to have in your head to be able to do this in real life?
- Do you think it would be scary to ask or do this safer thing in real life?
- Would it be easier or harder to ask or do this safer thing if you had your friends around? Why?
- Would it be easier or harder to ask or do this safer thing if you had a teacher or trusted adult around? Why?
- How does practising making these decisions about staying safe around allergens help you and others in real life?
- Explain Activity sheet 3.2 What does being a MATE mean? and enlarged copy in classroom and in canteen areas.
- Brainstorm new words students have learnt since discussing allergies and use the brainstormed list to write a story about keeping self or others safe around allergens. Possible words may include: cashews, walnuts, shellfish, sesame, soy, allergens, allergies, swollen, tingling, hives, rash, wheezing, unconscious, collapse, emergency, ambulance, anaphylaxis, autoinjector, Epipen<sup>®</sup>, adrenaline (epinephrine).
- Students use a computer program to create a PowerPoint in groups to highlight the key safety messages they have learnt. The best presentation could be put on continuous loop in the library or school foyer.



Years  
3-4

Activity 3.1



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## Activity sheet

### Risky situations?

Which situations are 'safe' and which situations are 'unsafe'? Show cut up lines around boxes

1. Not telling your friends you are allergic to peanuts.
2. Washing your hands before and after eating when someone in your class is allergic to tree nuts.
3. Forcing a friend with a milk allergy to have a sip of your choc milk.
4. Telling your friend, who is allergic to eggs, when your birthday party is so his Mum has time to prepare some 'safe' food for him to eat at your party.
5. Telling the teacher as soon as you notice your friend's skin getting red and bumpy when you are all doing an art activity with empty egg cartons.
6. Always wearing shoes outside when you are allergic to bees.
7. Sharing your friend's drink bottle when you are allergic to peanuts.
8. Sharing your salad roll with a friend who is allergic to sesame.
9. Getting an adult immediately when your friend who you know is allergic to wasps gets stung by something.
10. Forgetting to check if your EpiPen® at school has expired.



Years  
3-4

Activity 3.2



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### Activity sheet

## FOOD ALLERGIES

### What does being a MATE mean?

- Take food allergy seriously. Don't make jokes about them.
- Never share food with friends who have food allergy.
- Wash you hands after eating
- Ask what your friend is allergic to and help them avoid it.
- Get help immediately if a friend with a food allergy gets sick after eating.  
**Even if your friend does not want you to.**





## REFLECTION

### What does this all mean to me?

#### Preparation

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

#### Teaching tips

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

- Students form small groups around a desk with one sheet of paper and a pen. One student writes what they know or their opinion about one of the following statements, folds over their response and passes the pen and paper onto the next student. Repeat until all students in the group have responded and then open up the sheet and discuss similarities and differences in responses. Write each statement on the whiteboard and only keep the writing time short so students stay engaged:
  - All kids should learn about food allergies. What do you think? Why?
  - The most important thing my parents need to know about food allergies is...
  - The most important thing I learnt about allergies was....
  - Some early warning signs of an allergy are....
  - Knowing what nine foods most often cause an allergic reaction is useful because .....
  - If I saw a classmate's face and eyes look puffy and saw them scratching at red welts on their neck I would .....
- Students use the words on Activity sheet 4.1 What does this all mean to me? to draw a mind map to reflect what they have learnt about allergies.
- Alternatively students use **thought shapes** to reflect on the following:
  - ▲ the most important thing I learnt about allergies was...
  - What I enjoyed most about learning about allergies...
  - ♥ How I feel about helping a classmate or myself when an allergic reaction happens....
  - Thoughts still going around in my head about allergies...

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



Years  
3-4

Activity 4.1



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## What does this all mean to me?

Use the phrases and words below to draw a mind map to record what you have learnt about being safer around **things that cause allergies**.

Add your own headings and any extra words you need.

**PEANUTS, TREE NUTS,  
COW'S MILK, EGGS, SOY  
FISH, SHELLFISH, SESAME, AND  
WHEAT**

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**INSECT STINGS, MEDICINE AND  
LATEX**

---

**TINGLING MOUTH, BODY RASH,  
ITCHING, VOMITING, SWELLING OF  
LIPS, EYES AND FACE**

---

**ANAPHYLAXIS**

---

**ADRENALINE (EPINEPHRINE)**

**WASH HANDS BEFORE AND AFTER  
EATING**

---

**DON'T SHARE FOOD WITH FRIENDS  
WITH FOOD ALLERGIES**

---

**TELL YOUR FRIENDS ABOUT YOUR  
ALLERGY**

---

**WHAT TO DO IF SOMEONE IS  
BEING BULLIED ABOUT THEIR  
ALLERGY**

---

**GET AN ADULT IMMEDIATELY**

---

**AN AUTOINJECTOR OR EPIPEN®**

