Teacher Notes

Please note: When teaching about Anaphylaxis ensure that you are familiar with the 2012 revised edition of the document *Anaphylaxis Procedures for Schools* and that all discussion and information provided for student learning is consistent with that contained in the document.

The *Anaphylaxis: Food Preparation and Sharing* resource has been developed to:

- raise student awareness of food allergies and recognition of anaphylaxis as a potentially life threatening condition
- increase student knowledge of the signs and symptoms of an anaphylactic reaction
- ensure students know how to respond if an anaphylactic reaction is suspected
- raise student awareness of issues surrounding food sharing and the implications for students diagnosed as at risk of anaphylaxis.

The resource is targeted at Year 7–10 students who engage in subjects with a food preparation component. It aims to reinforce to students the message that **if they suspect a student is having an allergic reaction, they should tell a teacher immediately!** It does not advocate diagnosing the problem or providing emergency first aid treatment – but reinforces the message to tell a teacher and do it quickly!

The resource consists of a series of online activities. The case studies are divided into parts interspersed with questions and factual information.

The resource has three sections:

1. **Introduction** – the roles of food and food sharing in daily life.
2. **Allergies and Anaphylaxis** – case study and factual information about anaphylaxis, symptoms and treatment.
3. **Food Sharing** – case study and factual information about risks involved when sharing food, risk management, food labelling and emergency response to anaphylaxis.

While the resource could be worked through by a student on their own, a facilitated approach may improve student engagement and learning outcomes. A teacher guided approach is recommended with opportunities to stop and share thoughts and experiences, explore alternatives, consider ‘what ifs’, suggest how best to respond and discuss reasons behind decisions made in the scenarios.

**Suggested use:**

It is recommended that delivery of the resource is broken up into at least two sessions. The Introduction could be conducted as a single lesson or could be combined with Case Study 1. Case Study 2 may require more discussion and teacher support to unpack some of the deeper issues. The activity at the end of Case Study 2 will allow students to creatively express their learning in a positive way that may help raise awareness of allergies and anaphylaxis.
Introduction

The aim of the first section is to remind students of the many roles that food plays in their lives. Teachers are encouraged to use the introduction to explore how and when students share food, the many different people involved and occasions and places where this may occur. Discussion of their food sharing experiences in small groups or as a whole class is recommended.

The definition matching activity will provide initial information about food allergies and anaphylaxis and should prompt further discussion and sharing of information and experiences.

This video promotes visiting the Food Allergy Aware website at www.foodallergyaware.com.au. This site provides information that can be used to extend learning about food allergies and anaphylaxis.

Allergies and Anaphylaxis

This section uses a student scenario to define and explore:

- anaphylaxis
- signs and symptoms of anaphylaxis
- what to do if someone has an anaphylactic reaction
- making safe choices about food.

The scenario focuses on a Year 7 student who has been bullied at her previous school because of her food allergy condition. She chooses not to reveal her condition to her new friends and makes bad decisions around food choices in an effort to fit in with everyone else.

Suggested use:

Teachers could use the first part of the case study to prompt a class discussion:

‘Do you know anyone who has been diagnosed with anaphylaxis?’

‘Why would Cathy eat something that she knew could harm her?’

‘What should Cathy have done?’

Students are then presented with information about anaphylaxis, causes and risk factors. This information could be unpacked by the teacher and discussed in light of the case study.

Three questions are then provided to ensure that learning has been effective. If an incorrect response is given the student will be returned to the factual text and will not be able to continue until the correct answer is selected. A correct answer will prompt a positive reinforcement message.
Discussion and group work:

There are several opportunities to discuss issues in small groups. For example:

- Cathy’s fear of getting into trouble for forgetting her EpiPen appears greater than her fear of having an anaphylactic reaction.
- Jenny’s loyalty is admirable, but at what cost to Cathy’s safety?
- How much does peer pressure impact on the outcome of this situation?

Remember to use ‘What if’ statements to explore the scenario further:

- What if Jenny knew of Cathy’s risk of anaphylaxis?
- What if another student had noticed Cathy’s condition and insisted on telling the teacher?
- What if this had happened on the way home from school or on the school bus or when no one was around?

Further support:

ASCIA Australasian Society of Clinical Immunology and Allergy is a professional body for allergy doctors, nurses and dieticians but also provides resources to the general public on allergic conditions and anaphylaxis. It also hosts e-training on anaphylaxis for teaching staff.

The Allergy and Anaphylaxis Australia website is recommended as a source of additional information. It also contains a number of excellent videos that have been developed for teenagers and target issues surrounding allergies and anaphylaxis. The videos are published on YouTube Food and therefore will not be accessible for students. It is suggested that they are previewed and shown to the whole class at the relevant point of the resource:

Videos:

Allergy Awareness Week 2012 – may be shown in the Introduction to engage students and provide some initial facts about food allergies:

- 1 in 10 Australian children will develop a food allergy
- Many people don’t understand that food allergies are potentially life threatening
- 9 foods cause 90% of all allergic reactions

Travelling looks at the need for students at risk of anaphylaxis to have access to an adrenaline autoinjector at all times. This would be best shown after students read Part 2 of the first Case Study.

AnaPen and EpiPen should be shown after Part 4 of the first Case Study. It looks at the two brands of adrenaline autoinjector available, how they are used and what they do for an allergy sufferer. This short video is well pitched for this age group and may remove some of the fear and mystery surrounding the autoinjector.
While the last video shows how to correctly use the adrenaline autoinjector the teacher must stress if a student suspects another student of having any allergic reaction including an anaphylactic reaction they should immediately tell a teacher or staff member. It is not the responsibility of a student to administer the adrenaline autoinjector – a teacher will do this in consultation with the student’s ASCIA Anaphylaxis Action Plan and calling 000 for an ambulance.

This scenario could, however, allow for discussion of what to do in an emergency situation in which a student had an anaphylactic reaction and no teacher or adult was available for help. This is dealt with more thoroughly in the second Case Study.

Food Sharing

This section uses a different student scenario to examine:
- risk management for food allergy sufferers
- food sharing issues and responsibilities
- food labelling
- correct response and treatment for anaphylaxis.

It focuses on a Food Technology class and food sharing that takes place both within and beyond the classroom. It encourages students to consider the risks involved and alerts them to the dangers of a student at risk of anaphylaxis being exposed to a known allergen.

Suggested use:

The short video clip on Food Labelling from Allergy and Anaphylaxis Australia should be shown after reading Part 1 of the Case Study to prompt discussion about the need for students at risk of anaphylaxis to be careful when making food choices. The video also looks at hidden allergens in processed foods and the need to be able to recognise food allergens when they are listed with alternative names or synonyms such as albumen instead of egg white.

Teachers must approach this case study with sensitivity and ensure that blame is not placed on any of the fictitious characters. Instead, the roles and responsibilities of each could be examined to see the impact of decisions.

Discussion and group work:

This case study gives the example of a mature student who is dealing with their risk of anaphylaxis in a responsible manner. It shows other students who are caring, accepting and supportive of the student at risk of anaphylaxis. It highlights that with the best intentions sometimes things go wrong and then explores how an emergency situation is dealt with.

It lends itself to ‘What if’ scenario extenders, such as:
- what if Zoe had asked what type of oil it was?
- what if Zoe had joined Tom, Ryan and Jasmine for lunch?
- what if Tom had not been so insistent?
- what if this situation had occurred at a party with no adult supervision?
Additional Scenarios:
The following food related scenarios ask students to consider how someone who is at risk of anaphylaxis might respond. They provide the opportunity for students to apply the knowledge and understanding developed through the resource. They could be used in small groups or as discussion starters for a whole class activity to extend the learning outcomes from the resource.

Maria is allergic to peanuts. She finds it really hard to say no to products like chocolate and biscuits. At a party a friend offers her a tray of home baked biscuits and slices. The friend assures her there are no nuts in any of the items.

Harry is allergic to peanuts and sesame seeds. He is very careful about what he eats and has managed his allergies without incident for many years. He is in Year 11 and his football team has been selected to represent the state at a series of games across South-East Asia. He is worried about how he will cope but does not want to miss this opportunity.

Gemma is allergic to milk and eggs. She is in Year 9 and really enjoys Food Technology. Her teacher knows about her allergies and is very careful about Gemma’s workspace and utensils and modifies recipes to ensure she is not exposed to foods that could trigger an allergic reaction. Gemma’s Food Technology teacher has taken long service leave for the term and a substitute teacher has replaced her.

Isaac is allergic to milk, eggs, peanuts, tree nuts, fish and shellfish. At his last school everyone knew about his food allergies and often made a fuss and treated him differently. He has not had an allergic reaction for several years and he just wants to be treated like everyone else. He decides he won’t tell anyone about his food allergies at his new school.

Ming is allergic to peanuts and other nuts, fish and shellfish. His Indonesian class has an excursion planned where they are going to an Indonesian restaurant in the city to experience authentic Indonesian food. He is really looking forward to the excursion as he does not go to the city often and he is not familiar with Indonesian food.

Eric is allergic to wheat. He doesn’t find it difficult to deal with his allergies and likes all of the wheat free alternatives that his mum buys and makes for him. He has been invited to spend the weekend with a friend who is visiting his grandparents in a small town in western NSW.

Toula is allergic to shellfish and peanuts. It’s Multicultural Day at her school and there are food stalls set up all around the playground selling all sorts of unusual food. She is very careful about what she eats and decides not to risk buying food in case it contains something she is allergic to. She sits with her friends and eats the lunch she has bought from home. One of her friends has bought some cookies and the hand written label says ‘Gluten free, contains cashews’. Toula reads the label and accepts a cookie from her friend.
Resources


ASCIA Anaphylaxis Patient Information Sheet -

Be a MATE – a support program for students with food allergies and anaphylaxis

Glossary of Allergy Terms -

Advice specific to anaphylaxis can be found at -

Physical as Anything - provides information on a range of medical conditions including anaphylaxis.
http://www.physicalasanything.com.au

Curriculum information -


NSW Ministry of Health Allergies and Anaphylaxis factsheets -

Anaphylaxis e-training - http://etraining.allergy.org.au

The Children’s Hospital at Westmead - http://kidshealth.chw.edu.au/fact-sheets