Allergy Allies

Participant Handbook
Youth Version

This program was created through the Social Support Research Program at the University of Alberta and is used under license by Food Allergy Canada.

In partnership

Funded

© 2013 the Governors of the University of Alberta

This book belongs to…

Draw or attach a picture of yourself here!

Using this Book

This book is a great place to express your thoughts and feelings, while building new skills and strategies to cope with your allergies!

So let your creativity run

Your mission, if you choose to accept it…

Turn to page 19 for your first Weekly Mission!

You will have a different Mission to tackle each week.

© 2013 the Governors of the University of Alberta

TABLE OF CONTENTS

Welcome 5
Mentee Pledge 6
Getting Ready For Your Sessions 7
Launching The Peer Mentor Relation-Ship 9
Sharing Your Stories, Ideas, and Feelings 10
Use Different Words to Describe Your Feelings 11
Getting Ready Activities 12
Weekly Missions 16
Weekly Mission #1 17
Bonus Activities 18
Weekly Mission #2 19
Bonus Activities 20
Weekly Mission #3 21
Bonus Activities 22
Weekly Mission #4 23
Bonus Activities 24
Weekly Mission #5 26
Bonus Activities 27
Weekly Mission #6 29
Bonus Activities: 31
Weekly Mission #7 33
Bonus Activities 34
Weekly Mission #8 35
Allergy Tool Kit 36
Resources 37

© 2013 the Governors of the University of Alberta

WELCOME

Are you ready to learn new skills and strategies to cope with allergies, while having lots of fun?

Every week for eight weeks, you get to connect with other youth with allergies and an older Peer Mentor. You will use your computer to share stories, ideas, and feelings about allergies. You will also play interactive activities and learn how to brainstorm, problem solve, and set goals together.

Get ready for your Online Sessions by reading and signing the Mentee Pledge below! Then, tackle the "Get Ready" section of this book and start working on your Weekly Missions and Bonus Activities.

Remember, the more you put into this program, the more you will get out of it! If you actively participate in all of your Online Sessions, finish all of your Weekly Missions, and do the Bonus Activities, you will have more fun and learn great ways to cope with your allergies!

Let's
get started!

© 2013 the Governors of the University of Alberta

MENTEE PLEDGE

Your Peer Mentor has a lot of responsibilities – including helping you have fun and feel safe during Online Sessions. But they aren't the only one with a job to do! **Your job** is to be the best "Mentee" you can be by signing and following the pledge below.

As a Mentee in the Allergy Allies Program, I pledge to:

- **Be on time for Online Sessions** by logging in a few minutes early;
- **Actively participate in Online Sessions** by sharing stories, ideas, and feelings and joining interactive activities with my fellow Mentees and Peer Mentor;
- **Show care and respect during Online Sessions** by listening carefully and responding thoughtfully to my fellow Mentees and Peer Mentor;
- **Finish my Weekly Mission** before the start of each Online Session;
- **Ask my Peer Mentor or a parent/caregiver** questions that I have about allergies, Online Sessions, or Weekly Missions;
- **Tell my Peer Mentor or a parent/caregiver** if I feel upset or uncomfortable about something that happens during Online Sessions;
- **Tell my Peer Mentor if I'm going to miss or be late** for any Online Sessions;
- **Tell my Peer Mentor if I am going to stop coming** to Online Sessions.

Mentee Name Date

Signature

Parent Name Date

Signature

© 2013 the Governors of the University of Alberta

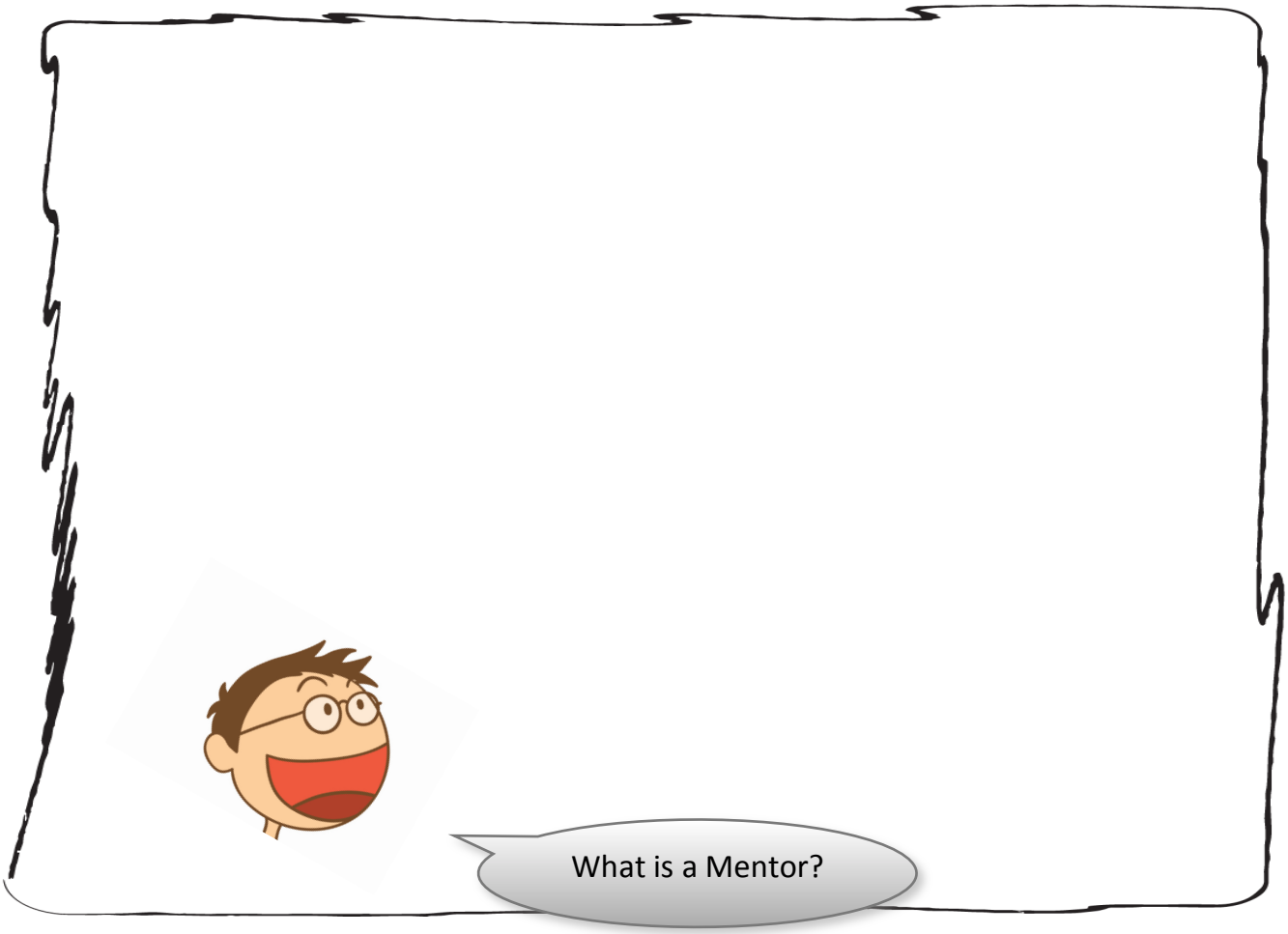
Getting Ready For Your Sessions

Think back to the first time you met your best friend. Did you know that you would become so close? Probably not! That's because friendships take time to grow.

First, you have to get to know each other. You learn what you share in common and what you like about each other. You learn if you can trust each other. Then you begin to feel more relaxed and comfortable in your friendship.

Your relationship with your fellow Mentees and Peer Mentor will feel like that too! At first, your time together will feel new and unfamiliar. But if you open up and share stories, ideas, and feelings with each other, you can become great friends!

Here are some activities to help you get ready for our first Online Session:



© 2013 the Governors of the University of Alberta

How do you think a Mentor could help you when it comes to allergies?

© 2013 the Governors of the University of Alberta

Launching The Peer Mentor Relation-Ship

You can only bring 200 pounds of cargo with you on our Mentoring journey. Decide which things are important to you and circle the qualities you want your Peer Mentor to bring aboard!

Each of these items weighs 30 lbs.
My peer mentor…

- Listens to me
- Has a good sense of humor
- Is friendly and outgoing
- Helps me feel safe around them
- Likes to do fun activities
- Cares about me
- Other_____

Each of these items weighs 25 lbs.
My peer mentor…

- Is dependable
- Is honest
- Is smart
- Is considerate
- Is enthusiastic
- Other_____

Each of these items weighs 20 lbs.
My peer mentor…

- Helps me with homework
- Has the same hobbies I do
- Has an interesting job
- Is open to new ideas
- Can explain things well
- Is nonjudgmental
- Takes me fun places
- Other_____

Each of these items weighs 15 lbs.
My peer mentor…

- Likes sports
- Likes the same music I do
- Likes going to the movies
- Likes video games
- Thinks religion is important
- Likes trying new things
- Other_____

Each of these items weighs 10 lbs.
My peer mentor…

- Has a car
- Has lots of money
- Grew up in my neighborhood
- Is a good athlete
- Has cool clothes
- Other_____

Each of these items weighs 5 lbs.
My peer mentor…

- Likes to shop
- Tells funny stories
- Likes cartoons
- Has tattoos
- Likes pizza
- Other_____

© 2013 the Governors of the University of Alberta

Sharing Your Stories, Ideas, and Feelings

It can be hard to communicate with other people – especially when you can't see them and they can't see you! During our Online Sessions, try to:

Listen carefully

Listen to what your fellow Mentees and Peer Mentor say. Try to understand what they mean. If you don't understand, ask them! Over time, we will get more comfortable sharing our stories, ideas, and feelings with each other.

Give more than "yes" and "no"

"Yes" and "no" are dead-end answers! They don't tell people very much. So try to open up to your fellow Mentees and Peer Mentor by using different words to share your stories, ideas, and feelings. For example, try some of the words on the next page! You'll be glad you did!

Put some energy in your voice

Did you know – you voice can sound tired or lost when you slouch or get distracted? And your voice has more energy when you sit up straight, lean in close, and pay attention!

Communicating is more than just words. We do things with our voices, faces, and bodies to help tell people how we're feeling. Unfortunately, we can't see each other's "body language" during Online Sessions. But we can hear each other's voices!

So remember to sit up straight, pay close attention, and put some energy in your voice during Online Sessions! Then, your fellow Mentees and Peer Mentor will hear how much you care about their stories, ideas, and feelings.

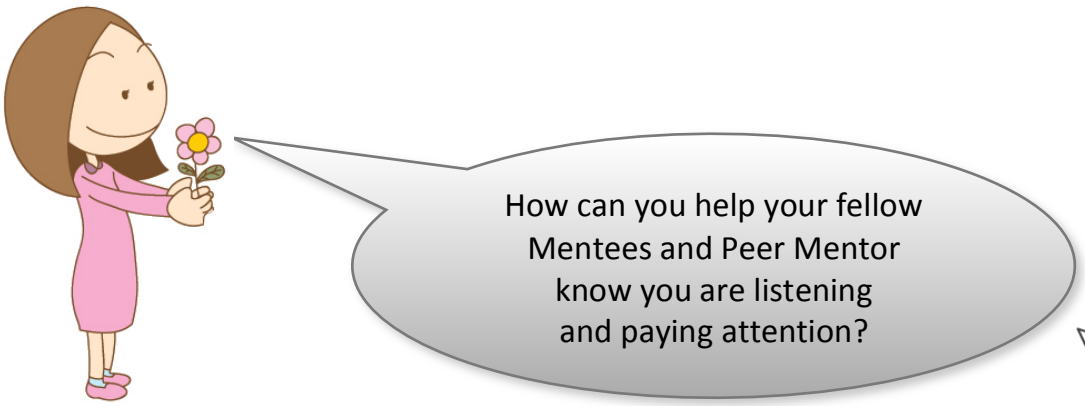
© 2013 the Governors of the University of Alberta

Use Different Words to Describe Your Feelings

It can be tricky to find words to describe your thoughts and feelings! Here are some words to use during our Online Sessions.

Practise using these words in the sentence, **"I feel… when…"**

© 2013 the Governors of the U **Feelings** C.L. Lawlis

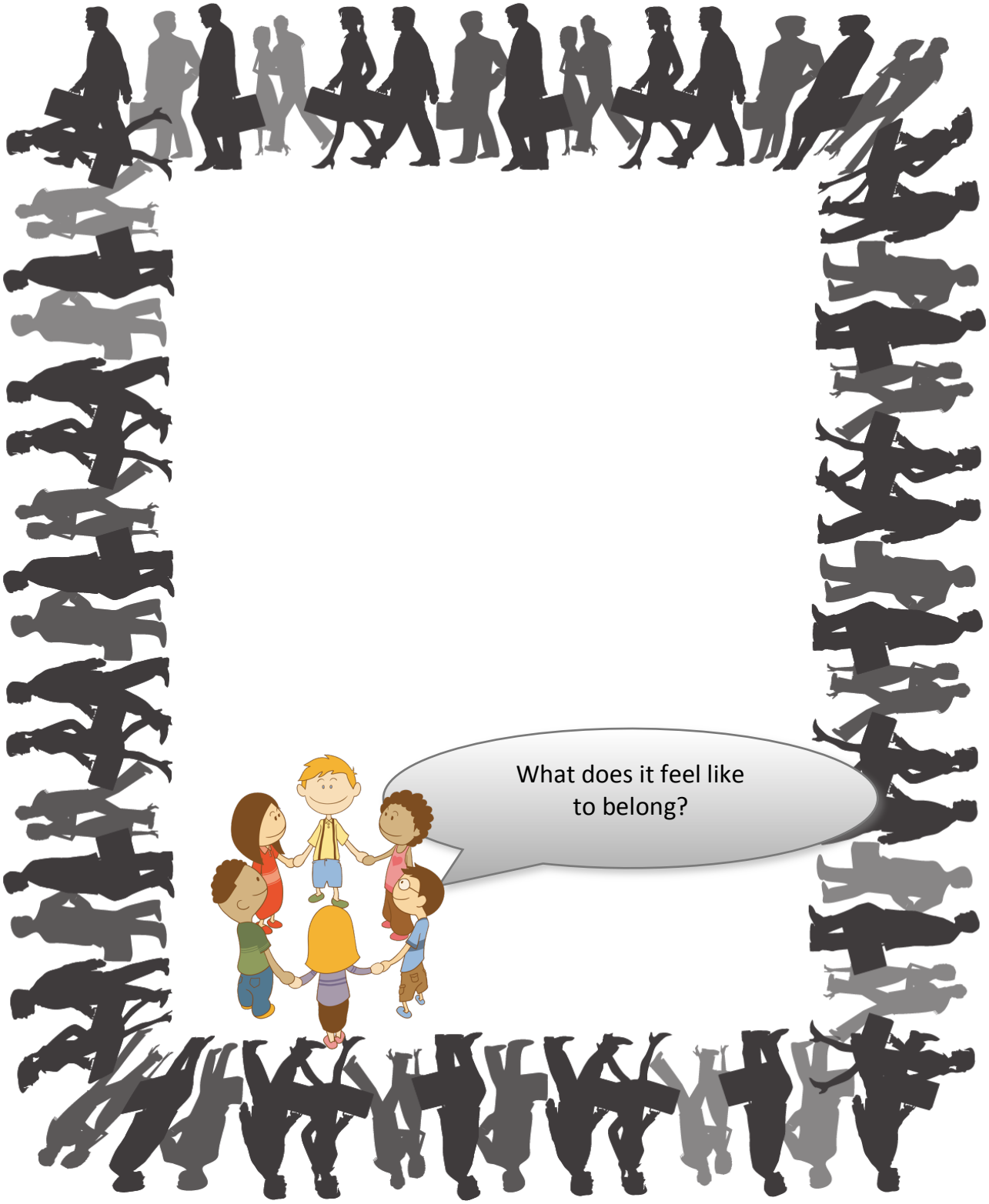


© 2013 the Governors of the University of Alberta

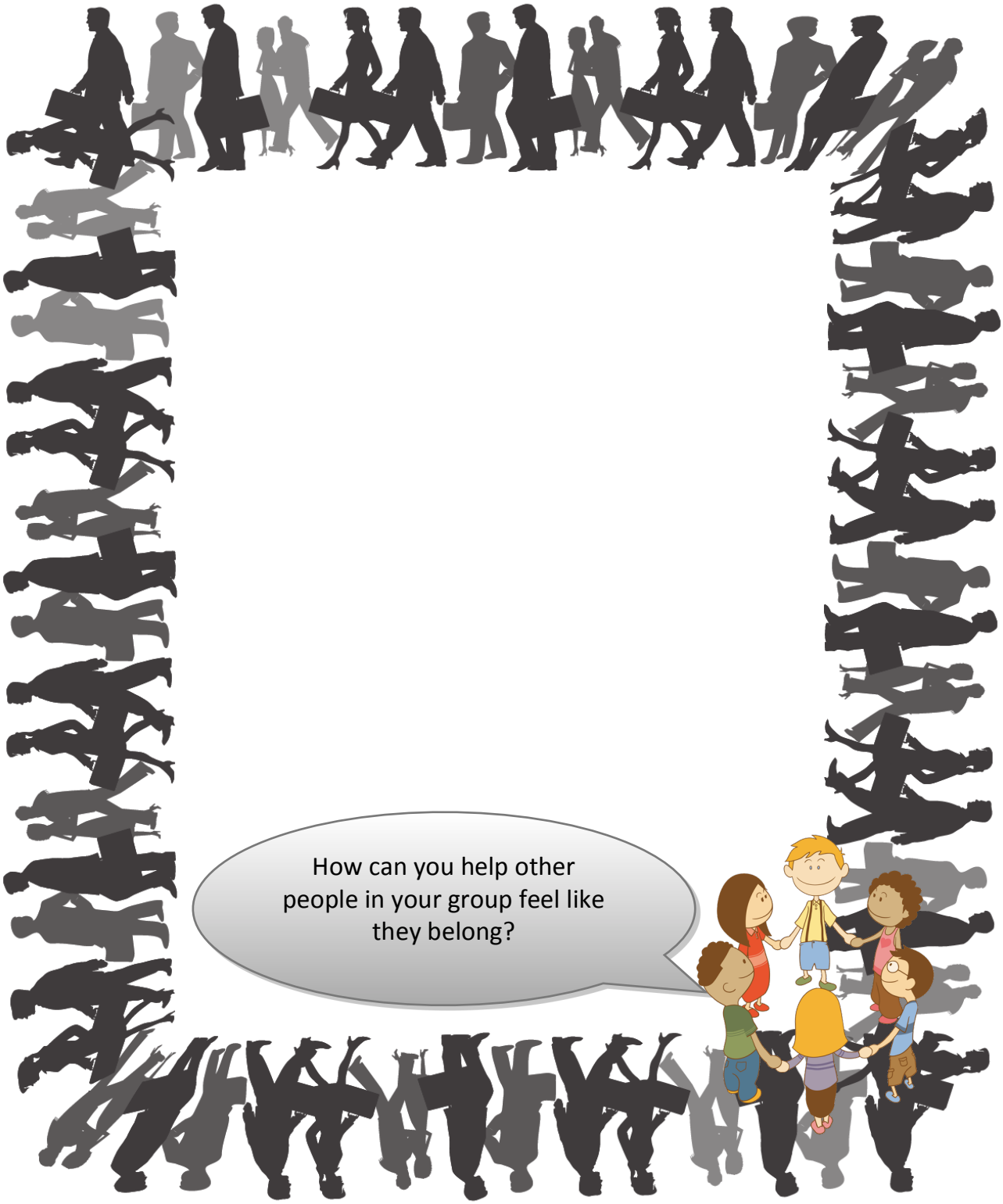
What are some things that you like about yourself?

What are some things that other people like about you?

© 2013 the Governors of the University of Alberta



© 2013 the Governors of the University of Alberta



© 2013 the Governors of the University of Alberta

Weekly Missions

Before every Online Session, you will have a Weekly Mission to complete! Finishing your Weekly Mission will help you get ready for your next Session. It will also help you learn and practise new ways to cope with your allergies.

Here's a list of your Weekly Missions and the pages you can find them on:

Weekly Mission…	**Finish before…**	**Page…**
#1 - Create something on your computer to show or tell us about one of your allergy-related goals.	Session 2	19
#2 – Draw or describe five things that you do to avoid an allergic reaction.	Session 3	21
#3 - Draw or describe five people who you can turn to for help you if you have an allergic reaction.	Session 4	23
#4 - Talk to some of the people you described that you can turn to for help, in Mission 3. Ask them how they deal with hard situations and their feelings. How do you?	Session 5	25
#5 - Write a "thank you" letter to someone who helps you feel safe or included with allergies.	Session 6	28
#6 - Let's go back to our first Mission! Use the skills that we have learned and make a plan to reach your allergy goal.	Session 7	35
#7 - Create something on your computer to show or tell us how you feel about our time together.	Session 8	37

After you finish each Weekly Mission, you can do the Bonus Activities! You can also add an Allergy Tool to your Allergy Tool Kit on page 38.

If you get stuck on any Weekly Missions or Bonus Activities, ask a parent, other family member, or friend for help!

© 2013 the Governors of the University of Alberta

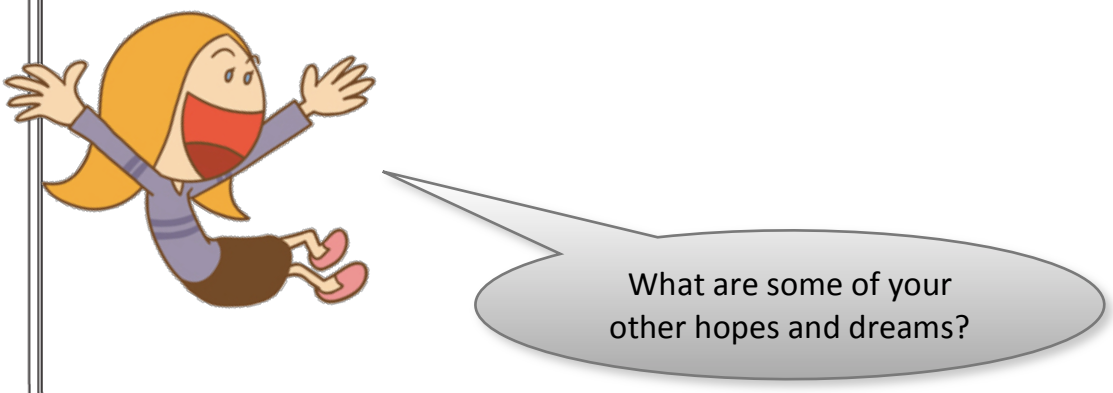
Weekly Mission #1

Create something on your computer to show or tell us about one of your allergy-related goals. For example, you can make a slide show, write a story, or upload a picture about your goal. During our next Online Session, we will share our computer screens and mission creations with each other!

Please finish this Mission before the start of Session 2.

© 2013 the Governors of the University of Alberta

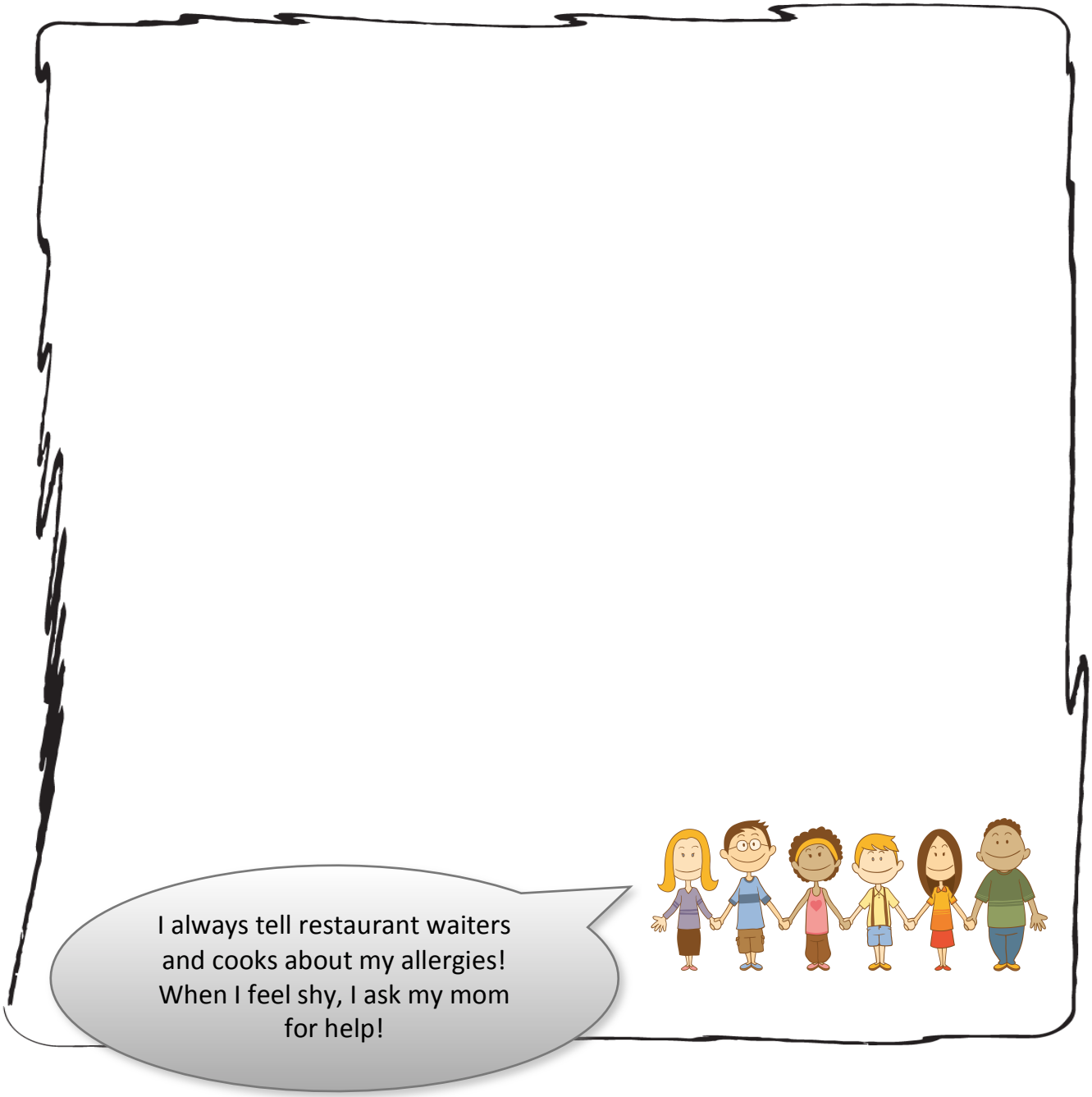
Bonus Activities



Weekly Mission #2

Describe or draw a picture of **five things** you do to avoid an allergic reaction!

Please finish this Mission before the start of Session 3.

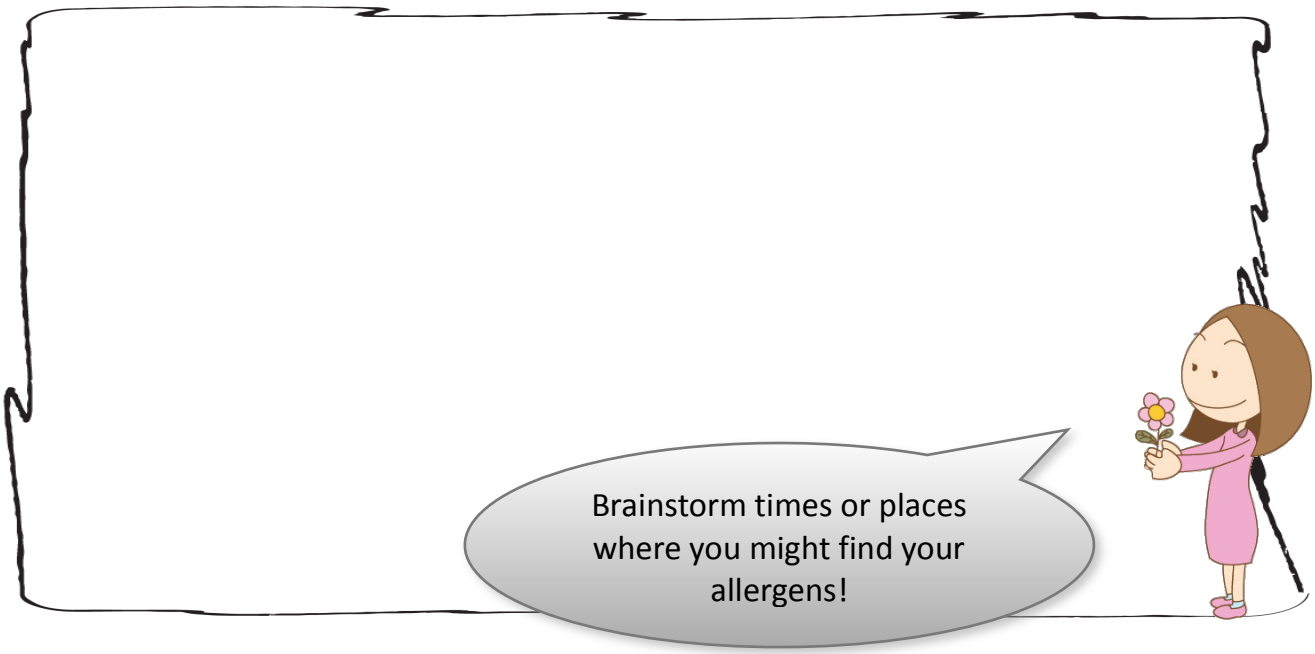


© 2013 the Governors of the University of Alberta

Bonus Activities

During our next Online Session, we're going to brainstorm together! Get ready by learning the brainstorming rules:

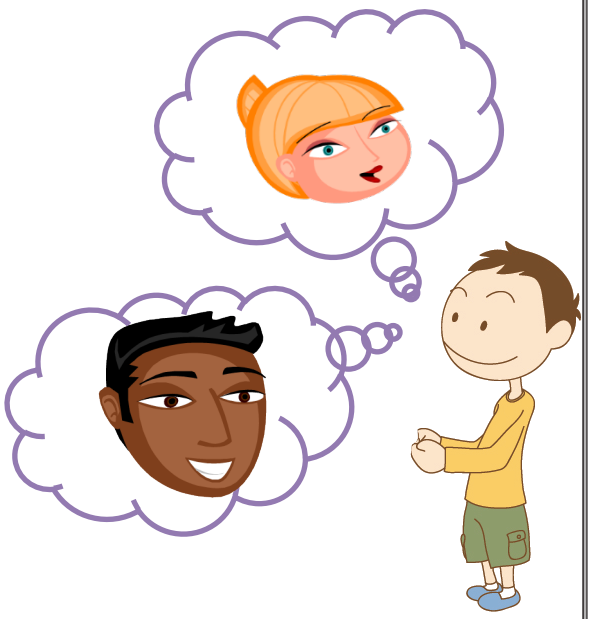
1. Be creative
2. Build on ideas
3. Think of as many ideas as possible
4. Don't decide which ideas are "good" until you finish brainstorming
5. All ideas are welcome!



© 2013 the Governors of the University of Alberta

Weekly Mission #3

Draw or describe **five people** you can turn to for help if you have an allergic reaction. Think of people who can help you at home, school, and other places!



© 2013 the Governors of the University of Alberta

Bonus Activities

People can help you even more if they know what to do during an allergic reaction. It's a good idea to give them a copy of your Anaphylaxis Emergency Plan! You can find and fill out the plan at www.foodallergycanada.ca. Feel free to ask a parent or other family member for help.

Anaphylaxis Emergency Plan: _____ *(name)*

This person has a potentially life-threatening allergy (anaphylaxis) to:

PHOTO

(Check the appropriate boxes.)

- ☐ Peanut
- ☐ Tree nuts
- ☐ Egg
- ☐ Milk
- ☐ Other: _____
- ☐ Insect stings
- ☐ Latex
- ☐ Medication: _____

Food: The key to preventing an anaphylactic emergency is absolute avoidance of the allergen. People with food allergies should not share food or eat unmarked / bulk foods or products with a "*may contain*" warning.

Epinephrine Auto-Injector: Expiry Date: _____ / _____

Dosage: ☐ EpiPen® Jr 0.15 mg ☐ EpiPen® 0.30 mg ☐ Twinject® 0.15 mg ☐ Twinject® 0.30 mg

Location of Auto-Injector(s): _____

- ☐ **Previous anaphylactic reaction:** Person is at greater risk.
- ☐ **Asthmatic:** Person is at greater risk. If person is having a reaction and has difficulty breathing, give epinephrine auto-injector before asthma medication.

A person having an anaphylactic reaction might have ANY of these signs and symptoms:

- **Skin system:** hives, swelling, itching, warmth, redness, rash
- **Respiratory system (breathing):** coughing, wheezing, shortness of breath, chest pain/tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing
- **Gastrointestinal system (stomach):** nausea, pain/cramps, vomiting, diarrhea
- **Cardiovascular system (heart):** pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock
- **Other:** anxiety, feeling of "impending doom", headache, uterine cramps, metallic taste

Early recognition of symptoms and immediate treatment could save a person's life.

Act quickly. The first signs of a reaction can be mild, but symptoms can get worse very quickly.

1. **Give epinephrine auto-injector** (e.g. EpiPen® or Twinject®) at the first sign of a known or suspected anaphylactic reaction. (See attached instruction sheet.)
2. **Call 9-1-1** or local emergency medical services. Tell them someone is having a life-threatening allergic reaction.
3. **Give a second dose of epinephrine** in 5 to 15 minutes **IF** the reaction continues or worsens.
4. **Go to the nearest hospital immediately (ideally by ambulance)**, even if symptoms are mild or have stopped. The reaction could worsen or come back, even after proper treatment. Stay in the hospital for an appropriate period of observation as decided by the emergency department physician (generally about 4 hours).
5. **Call emergency contact person (e.g. parent, guardian).**

Emergency Contact Information

Name	Relationship	Home Phone	Work Phone	Cell Phone

The undersigned patient, parent, or guardian authorizes any adult to administer epinephrine to the above-named person in the event of an anaphylactic reaction, as described above. This protocol has been recommended by the patient's physician.

Patient/Parent/Guardian Signature _____ Date _____ Physician Signature ☐ On file _____ Date _____

Anaphylaxis Canada

© 2013 the Governors of the University of Alberta

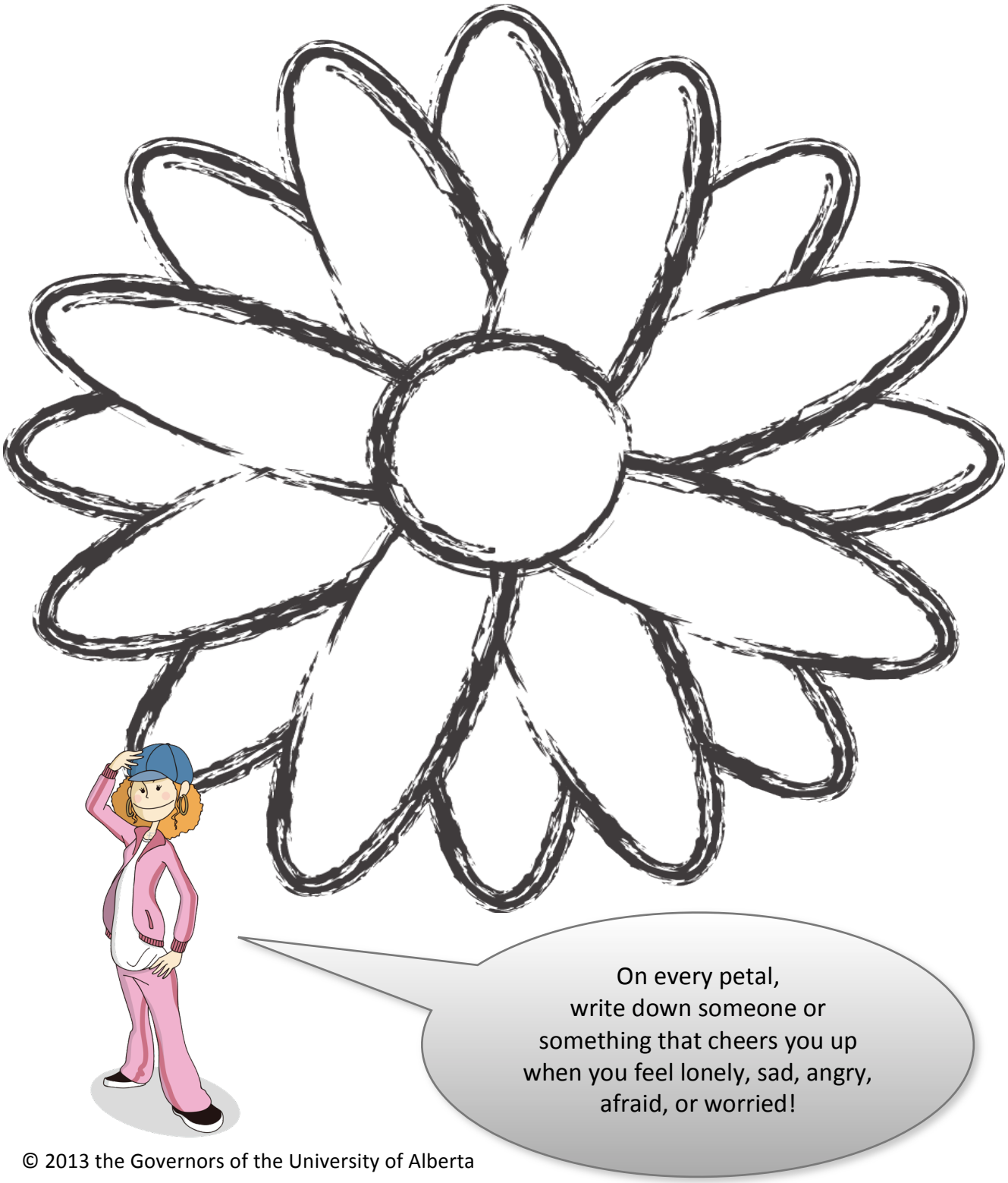
Weekly Mission #4

Talk to some of the people you described that you can turn to for help, in Mission 3. Ask them how they deal with hard situations and their feelings. How do you?

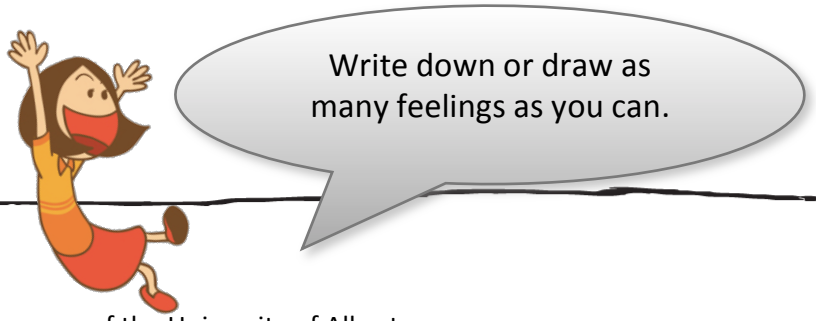
Please finish this Mission before the start of Session 5.

© 2013 the Governors of the University of Alberta

Bonus Activities



© 2013 the Governors of the University of Alberta



© 2013 the Governors of the University of Alberta

WEEKLY MISSION #5

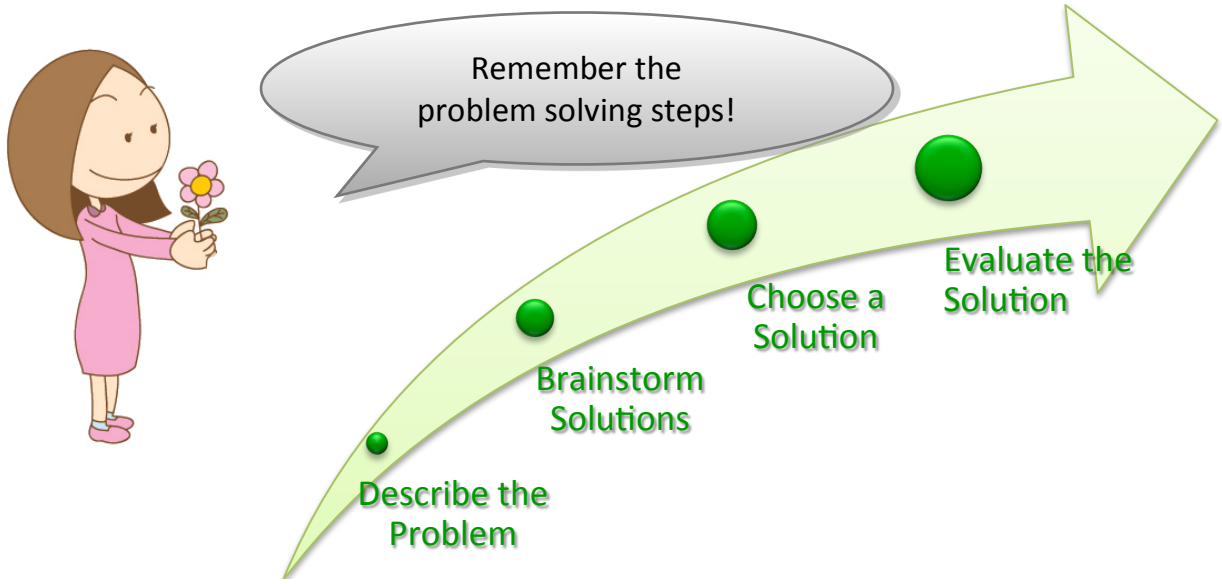
Write a "thank you" letter to someone who helps you feel safe or included with your allergies!

© 2013 the Governors of the University of Alberta

Bonus Activities

Brainstorm solutions to an allergy challenge that you have faced while spending time with friends or family. Follow the problem solving steps below!

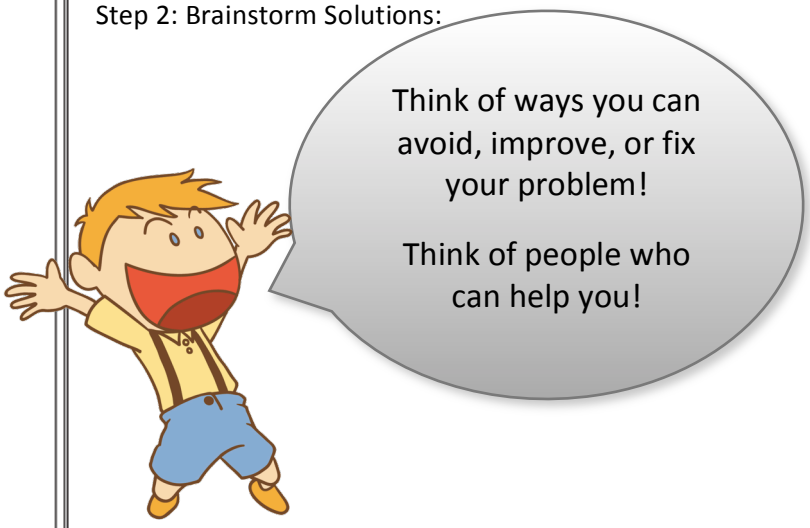
Please finish this Mission before the start of Session 6.



Describe an allergy challenge or problem you have faced while spending time with friends or family!

© 2013 the Governors of the University of Alberta

Step 2: Brainstorm Solutions:



Step 3: Choose a Solution:

Circle the solution that you want to try first!

Step 4: Evaluate your solution:

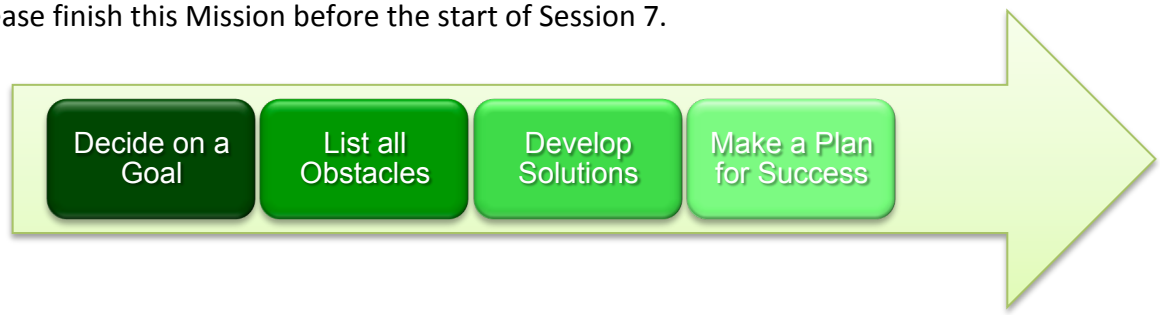
After you try your solution, describe what was good and not so good about it!

© 2013 the Governors of the University of Alberta

Weekly Mission #6

Let's go back to our first Mission, when we set an allergy goal! Use the goal setting steps below to make a plan to reach your goal.

Please finish this Mission before the start of Session 7.



Describe your allergy goal:	
List one obstacle that might make it harder to reach your goal:	Brainstorm ways to get past the obstacle:
List a second obstacle that might make it harder to reach your goal:	Brainstorm ways to get past the obstacle:
List a third obstacle that might make it harder to reach your goal:	Brainstorm ways to get past the obstacle:

© 2013 the Governors of the University of Alberta

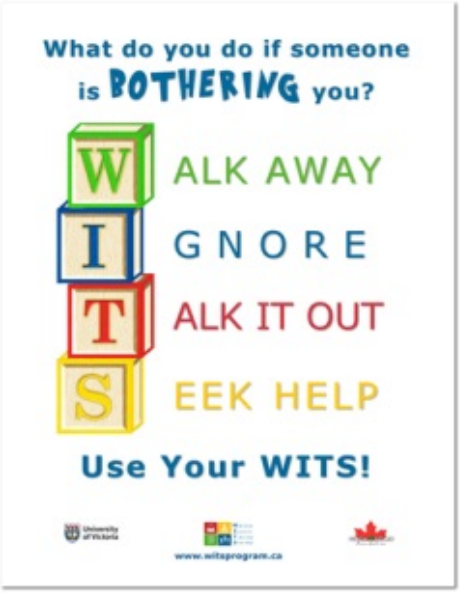
Make your plan for success!

To reach my goal, I will…

Then, I will…

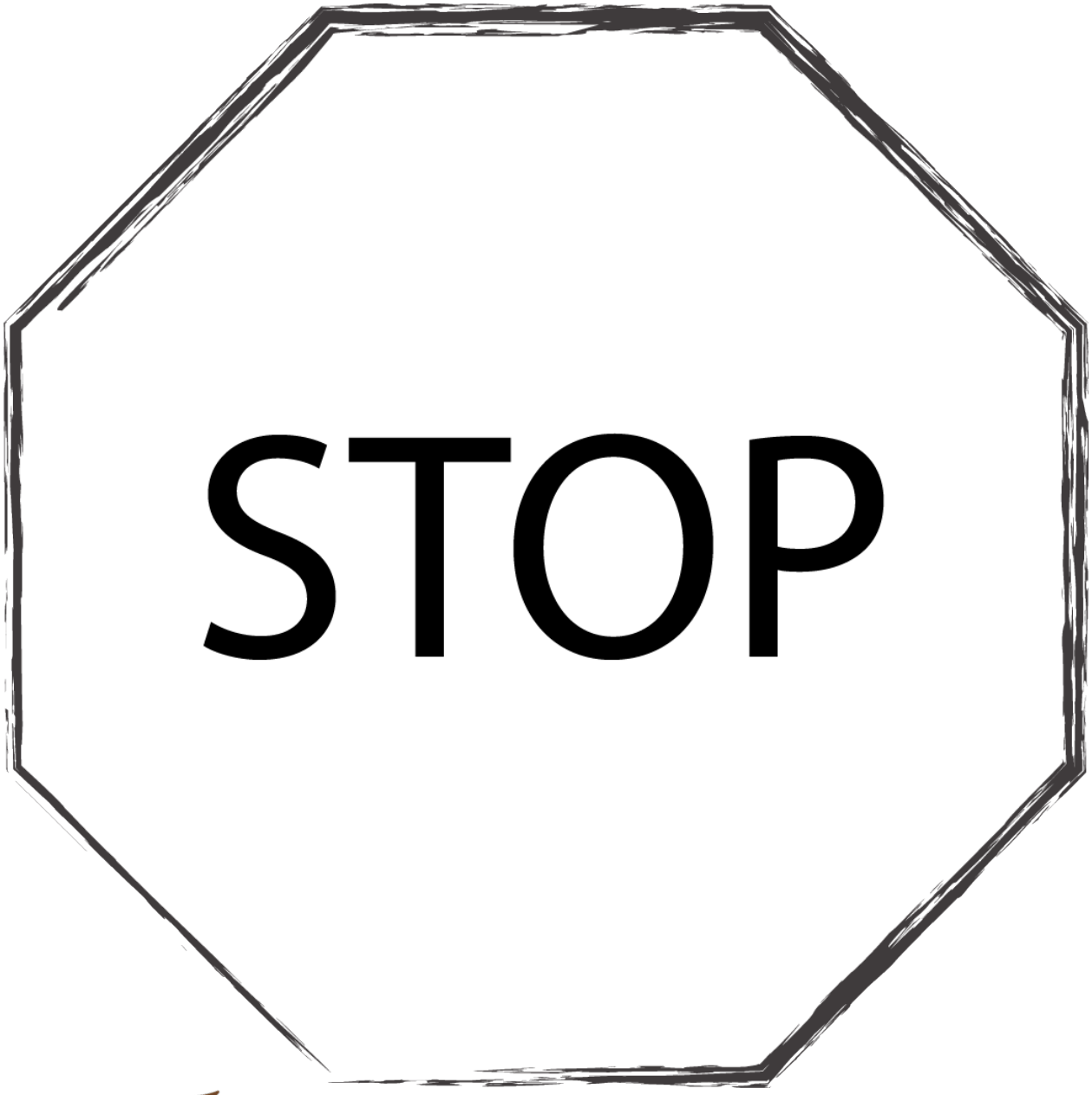
Then, I will…

For more information about the WITS Program, visit: www.witsprogram.ca.



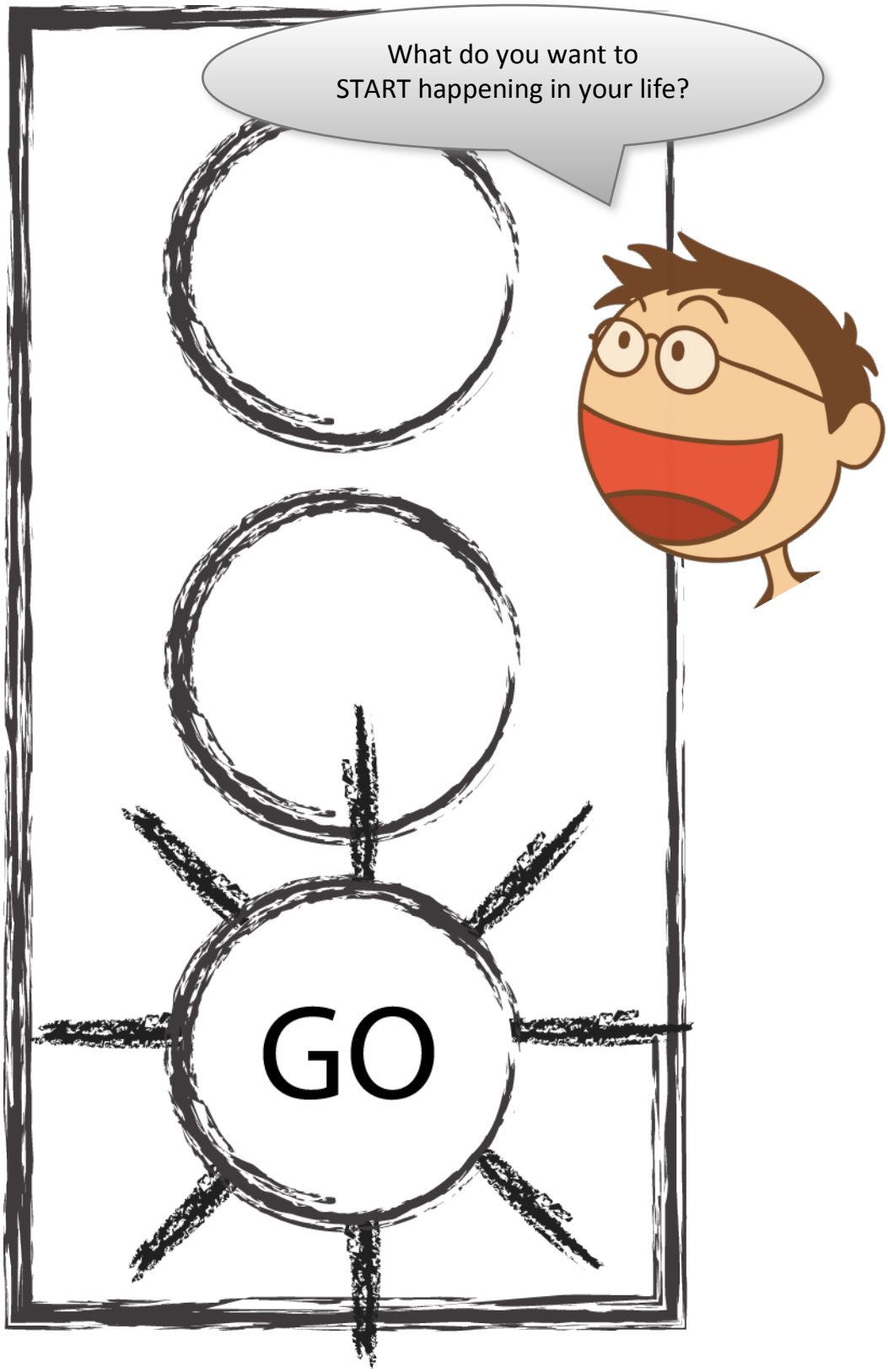
© 2013 the Governors of the University of Alberta

BONUS ACTIVITIES:



What do you want to STOP happening in your life?

© 2013 the Governors of the University of Alberta



© 2013 the Governors of the University of Alberta

Weekly Mission #7

Create something on your computer to show or tell us how you feel about our time together. For example, you could make a slide show, write a story, or upload a picture about your feelings. We will take turns sharing our computer screens and our Mission creations with each other during our next Session!

Please finish this Mission before the start of our last session, Session 8.

I liked our sessions, because…

I feel sad that they are ending, because…

I'm going to make a slideshow on my computer to share my feelings!

© 2013 the Governors of the University of Alberta

Our last Session is just around the corner!

Brainstorm ways to stay in touch
with the friends you made
during our time together!

© 2013 the Governors of the University of Alberta

Weekly Mission #8

Stay in touch with your fellow group members! And explore other ways to get involved in the allergy community.

© 2013 the Governors of the University of Alberta

ALLERGY TOOL KIT

After every Online Session, think of something helpful that you talked about, learned, or practiced. Write these "Allergy Tools" down below.

Allergy Tool #1:

Allergy Tool #2:

Allergy Tool #3:

Allergy Tool #4:

Allergy Tool #5:

Allergy Tool #6:

Allergy Tool #7:

Allergy Tool #8:

© 2013 the Governors of the University of Alberta

RESOURCES

Audrey Adilman, Jacki Maxwell, Suzanne Wilkinson (1994) *Core Lessons for Life Skills Programs*. Province of British Columbia, Minister of Skills, Training and Labour and the Centre for Curriculum and Professional Development. Cowichan, BC.

Shirley Allen, Mickey Mehel, Sally Palmateer, Ron Sluser (1995) *The New Dynamics of Life Skills Coaching*. YWCA of Metropolitan Toronto. Toronto, Ont.

Trevor Cole (1999) *Student Manual and Workbook for Elementary and Middle School Students: to accommodate Kids Helping Kids*. Peer Systems Consulting Group Inc. Victoria, BC.

Judy Strother Taylor (2003) *Training New Mentees: A Manual for Preparing Youth in Mentoring Programs*. National Mentoring Center for the Office of Juvenile Justice and Delinquency Prevention, US Dept of Justice. Portland, OR.

© 2013 the Governors of the University of Alberta