

# ALL ABOUT FOOD ALLERGY



Endorsed by  PHE Canada

## Culminating activities

### Activity 1 - The food allergy Jeopardy game

#### Setting the context

With this activity, students are demonstrating the learning outcomes of **Modules 1-4**:

1. About food allergy
2. About allergic reactions and anaphylaxis
3. Managing food allergy
4. Being a food allergy ally

#### Overview: "Jeopardy" PowerPoint

- Participation in a Jeopardy-style game with questions on food allergy and anaphylaxis
- Time: 30 minutes

A graphic of a Jeopardy gameboard with a blue and purple background. The board is a 5x5 grid. The columns are labeled: MYTHS AND FACTS, KNOW IT, AND THE SCIENCE, SAFETY STEPS, #FOODALLERGYCHAMPIONS, and TREAT IT. The rows represent different dollar amounts: \$200, \$400, \$600, \$800, and \$1000. Each cell in the grid contains the dollar amount in yellow text.

MYTHS AND FACTS	KNOW IT, AND THE SCIENCE	SAFETY STEPS	#FOODALLERGYCHAMPIONS	TREAT IT.
\$200	\$200	\$200	\$200	\$200
\$400	\$400	\$400	\$400	\$400
\$600	\$600	\$600	\$600	\$600
\$800	\$800	\$800	\$800	\$800
\$1000	\$1000	\$1000	\$1000	\$1000

#### Set-up

- Use the "Jeopardy" PowerPoint to play the game. This game does **NOT** work in Google Slides
- Ensure the slides are displayed in the slideshow view mode. Select "BACK TO PANEL" at the bottom of each slide to display the gameboard after each question. DO NOT advance the slides (i.e., go backwards or forwards) as this will automatically prompt the next question in the same category vs. allowing students to select a category and level
- You will act as the host for this activity and ask the students the questions
- Print the answer key on pages 5-7 so you have the answers in advance, in case you need to prompt students if they are having difficulties answering the questions
- The gameboard includes five categories: Myths and Facts, Know it. and The Science, Safety Steps, #FoodAllergyChampions, and Treat it
- There are five levels of questions with corresponding dollar amounts (\$200-\$400-\$600-\$800-\$1000), these are noted on the Jeopardy scorecard on pages 2-4
- Print the scorecard for each team to keep track of their dollars
- Use the last slide to announce the "winner"

#### Description

- Divide the students into teams or play as a class
- Teams take turns choosing a topic category and select the question and dollar amount (e.g. "We want Safety Steps for \$600")
- After team 1 answers a question, then team 2 starts their turn, and so on
- The game continues until all dollar amounts under each category have been chosen and questions have been correctly answered
- The team with the most money wins

# Jeopardy scorecard - page 1

<b>Team:</b>	<b>Date:</b>
--------------	--------------

## Myths and Facts: Choose either "What is a myth?" or "What is a fact?"

Dollar Value	Answer	Team Dollars
\$200	What is a myth? What is a fact?	
\$400	What is a myth? What is a fact?	
\$600	What is a myth? What is a fact?	
\$800	What is a myth? What is a fact?	
\$1000	What is a myth? What is a fact?	

## Know it. and The Science

Dollar Value	Answer	Team Dollars
\$200		
\$400		
\$600		
\$800		
\$1000		

# Jeopardy scorecard - page 2

<b>Team:</b>	<b>Date:</b>
--------------	--------------

Safety steps		
Dollar Value	Answer	Team Dollars
\$200		
\$400		
\$600		
\$800		
\$1000		

#FoodAllergyChampions		
Dollar Value	Answer	Team Dollars
\$200		
\$400		
\$600		
\$800		
\$1000	1: 2: 3: 4: 5:	

# Jeopardy scorecard - page 3

<b>Team:</b>	<b>Date:</b>
--------------	--------------

Treat it.		
Dollar Value	Answer	Team Dollars
\$200		
\$400		
\$600		
\$800		
\$1000	Step 1: Step 2: Step 3: Step 4: Step 5:	

Amount of team dollars	<input type="text"/>
Add <b>\$1000 bonus</b> for spelling "anaphylaxis" correctly	<input type="text"/>
<b>Total amount of team dollars</b>	<input type="text"/>



# Jeopardy answer key - page 1

Myths and Facts: Choose either "What is a myth?" or "What is a fact?"	
\$200	Benadryl® can be used to treat anaphylaxis. <b>Answer:</b> What is a myth?
\$400	Only certain foods cause an allergic reaction. <b>Answer:</b> What is a myth?
\$600	You can be allergic to more than one food. <b>Answer:</b> What is a fact?
\$800	Hives always appear during anaphylaxis. <b>Answer:</b> What is a myth?
\$1000	The smell of a food alone does not cause an allergic reaction. <b>Answer:</b> What is a fact?

Know it. and The Science	
\$200	The most serious type of allergic reaction. <b>Answer:</b> What is anaphylaxis?
\$400	The body system involving symptoms such as coughing and wheezing. <b>Answer:</b> What is the breathing system?
\$600	The body system involving symptoms such as dizziness or lightheadedness. <b>Answer:</b> What is the heart system?
\$800	A special white blood cell that's part of the immune system and explodes when it detects an invader. <b>Answer:</b> What is a mast cell?
\$1000	The antibody a body makes when it's trying to protect itself from a food it thinks is dangerous. <b>Answer:</b> What is Immunoglobulin E or IgE?

## Jeopardy answer key - page 2

Safety steps	
\$200	The part of a pre-packaged food that can be checked for food allergens. <b>Answer:</b> What is a food label?
\$400	A good hygiene practice that can help reduce the risk of an allergic reaction. <b>Answer:</b> What is washing hands?
\$600	It's best not to share this with someone who has food allergy. <b>Answer:</b> What is food? (or straws, utensils, food containers)
\$800	Someone with food allergy should avoid products containing this type of statement and their allergen. <b>Answer:</b> What is a "contains" or "may contain" statement?
\$1000	This can happen when a food allergen accidentally gets into another food, onto a surface, or in saliva. <b>Answer:</b> What is cross-contamination?

#FoodAllergyChampions	
\$200	The NASCAR driver who has food allergies. <b>Answer:</b> Who is Alex Tagliani?
\$400	The tennis player who has a food allergy. <b>Answer:</b> Who is Serena Williams?
\$600	When you speak for others with food allergy who are being bullied. <b>Answer:</b> What is advocating?
\$800	A person or group that provides assistance and support to others in an ongoing effort or activity. <b>Answer:</b> What is an ally?
\$1000	The five ways to be a food allergy ally. <b>Answer:</b> What is... <ol style="list-style-type: none"> <li>1: knowing about food allergy</li> <li>2: reducing risks</li> <li>3: supporting</li> <li>4: being inclusive</li> <li>5: being an advocate</li> </ol>

## Jeopardy answer key - page 3

Treat it.	
\$200	<p>The best medicine to treat anaphylaxis.</p> <p><b>Answer:</b> What is epinephrine?</p>
\$400	<p>The timing of when you should give a second dose of epinephrine if there's no improvement in symptoms after the first dose.</p> <p><b>Answer:</b> What is 5 minutes?</p>
\$600	<p>The part of the body where an epinephrine auto-injector should be injected.</p> <p><b>Answer:</b> What is the thigh?</p>
\$800	<p>While using an epinephrine auto-injector, this step can also be taken at the same time.</p> <p><b>Answer:</b> What is calling 9-1-1?</p>
\$1000	<p>The steps on how to administer an epinephrine auto-injector.</p> <p><b>Answer:</b> What is...</p> <p><b>Step 1:</b> give an epinephrine auto-injector</p> <p><b>Step 2:</b> call 9-1-1</p> <p><b>Step 3:</b> use a second auto-injector 5 minutes after giving the first dose if there's no improvement</p> <p><b>Step 4:</b> go to the hospital</p> <p><b>Step 5:</b> call the emergency contact</p> <p>The steps should be given in the correct order (although step 1 and step 2 can happen at the same time).</p>



## Activity 2 – Student anaphylaxis emergency response exercise

### Setting the context

With this activity, students are demonstrating the learning outcomes of **Modules 1-4**:

1. About food allergy
2. About allergic reactions and anaphylaxis
3. Managing food allergy
4. Being a food allergy ally

**This activity is meant to be used as an assessment of what students have learned during the All About Food Allergy program, therefore, limited direction is provided.**

### Overview: Allergic reaction/anaphylaxis role play with 2 variations

- Participation in an emergency response exercise for recognizing and treating anaphylaxis in or out of the classroom, depending on the chosen scenario
- Time: 30 minutes for practicing the scenario, additional time may be added for role play presentations



**KID APPROVED**

*Kids have enjoyed this mock drill as it lets them role play.*

### Anaphylaxis reaction scenario in the classroom

In this scenario, students are to role play what they need to do if a student with food allergy was experiencing anaphylaxis in the classroom, with students to play the student and adult roles in this exercise.

There are 6 roles in total. Role cards are limited to basic information, students must come up with what needs to be done and said to demonstrate what they learned during the program.

### Anaphylaxis reaction scenario in the schoolyard

In this scenario, students are to role play what they need to do if a friend with food allergy was experiencing anaphylaxis while playing outside during recess, with students to play the student and adult roles in this exercise.

There are 7 roles in total. Role cards are limited to basic information, students must come up with what needs to be done and said to demonstrate what they learned during the program.





### Set-up

- Have the *Teacher overview for the student anaphylaxis emergency response* available for reference
- Designate one student to have a mock anaphylactic reaction
- Discuss with students that the reaction should be realistic – it is meant to be serious and be indicative of how a real-life reaction may look, noting that in each scenario, it is expected that the student who is having the mock anaphylactic reaction will remain “conscious”
- In each scenario, the student who is having the mock anaphylactic reaction will have the auto-injector trainer on their person
- Decide if students will be separated into groups to practice and then perform this activity in front of the class or if this will be a whole class activity with only selected students playing the roles
- When practising the role play, students will need their completed KWL charts to refer to
- Print off enough of the “Role play cards” starting on page 13
- The role play cards include the role each student will be assigned and the actions they will take
- Students will need time to work through the what, when, why and how of their assigned role
- Use an epinephrine auto-injector training device (or alternative, like a washable marker) and provide to the student having the mock anaphylactic reaction
- Have the students complete their tasks using the 5 emergency steps:
  - Step 1:** Give an epinephrine auto-injector
  - Step 2:** Call 9-1-1
  - Step 3:** Use a second auto-injector 5 minutes after giving the first dose if there’s no improvement
  - Step 4:** Go to the hospital
  - Step 5:** Call the student’s emergency contact

### Debrief and Reflection

Provide time for students to debrief and reflect on this exercise. Below are sample questions you can ask to support students when discussing the exercise.

- What do you think went well during the exercise? What could have been improved?
- How did you feel during the exercise? How do you think you may feel if the situation were to really occur?
- Was everyone able to stay calm during the exercise? What could you do to keep people, and yourself calm, if the situation was to really happen?
- Did this exercise help you to know what steps to take if someone was to have an anaphylactic reaction? Do you still have questions about what to do?

Take this opportunity to do a final reflection on the KWL charts either individually or as a class.



# Teacher overview for the student anaphylaxis emergency response

This student anaphylaxis emergency response culminating activity is an assessment tool for this program

## Background

Student Anaphylaxis Emergency Plans are agreed upon by parents of the child with food allergy, administration, doctors, and school staff and are updated at regular intervals. If discussion of these mandated plans has not taken place in the classroom prior to this culminating activity, an explanation will be needed about what it says, where it's kept, etc. so that your students understand why certain roles call for looking at the plan.

There are certain situations that in real life will not always work as perfectly as the role play scenarios are set out. For example, it's not likely that Emergency Medical Services (EMS) will arrive within 5 minutes of the first dose of epinephrine being administered and anyone trained in the 5 Steps and the use of an auto-injector may give the second dose. Another example is having the 5 steps taking place one at a time when it is more likely that there would be different responsible adults performing the steps simultaneously. However, for simplicity, that is how these scenarios have been written, which you may want to discuss with your students.

**Important note:** Please check the requirements for the Anaphylaxis Emergency Plan mandated by your region, district and/or school. While we have indicated in the scenarios that the **Student with Food Allergy** role will have the epinephrine auto-injector on their person and that the emergency contact will be notified once **Student with Food Allergy** is in the ambulance, you may want to edit the scenarios to more accurately reflect the requirements you must follow, including where the Anaphylaxis Emergency Plans are kept.

**Optional discussion:** Students taking part in mock drills in schools (i.e., fire drills) are expected to remain calm, not talk or raise voices, walk instead of run, etc. Discuss with students what you expect them to model in this Student Anaphylaxis Emergency Response activity and whether you'll allow raised voices, running, etc.

Here are the key concepts that should be observed in this culminating activity:

## 1 Recognizing anaphylaxis – symptoms generally include 2 or more body systems:

- **SKIN:** hives, swelling, itching, warmth, redness
- **BREATHING:** coughing, wheezing, shortness of breath, chest pain or tightness, throat tightness, hoarse voice, nasal congestion, or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing, choking feeling
- **STOMACH:** nausea, pain, or cramps, vomiting, diarrhea
- **HEART:** paler than normal skin colour/blue colour, weak pulse, passing out, dizziness or lightheadedness



## 2 Responding to an anaphylaxis emergency using the 5 steps

**Step 1:** Give an epinephrine auto-injector

**Step 2:** Call 9-1-1

**Step 3:** Use a second auto-injector 5 minutes after giving the first dose if there's no improvement

**Step 4:** Go to the hospital by ambulance with Emergency Medical Services (EMS)

**Step 5:** Call the student's emergency contact

Please note that we refer to Emergency Medical Services as EMS at times. For this scenario, this specifically refers to attendants such as EMTs and Paramedics that arrive in a marked ambulance.



Images in Step 1 and 3 courtesy of KidsCAP

## 3 Giving an epinephrine auto-injector

Please note that simplified instructions are listed on EpiPen® devices.

**Step 1:** Take the auto-injector out of the case, if applicable

**Step 2:** Hold the device in your hand

**Step 3:** Keep your fingers away from the tip/needle end

**Step 4:** Pull off the safety cap/guard

**Step 5:** Place and press the needle end against the mid-outer thigh

**Step 6:** Make sure you hear a click

**Step 7:** Go through clothes if needed, but avoid seams and pockets

**Step 8:** After the click, hold in place for required seconds listed on the device and count slowly

**Step 9:** Remove the auto-injector

**Step 10:** Give the used auto-injector to an adult or EMS for disposal

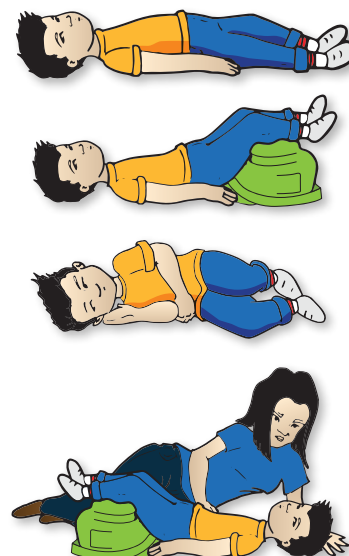


## 4 Understanding body positions

- Sitting or lying down when receiving epinephrine
- Supporting or bracing the leg may help to reduce movement
- After giving epinephrine, place person lying down on their back if they aren't yet
- Raise their legs with available items which may include backpacks, jackets, etc.
- But, if they're having problems breathing, they may prefer to stay sitting up
- If they are sick or vomiting, place them on their side
- If unconscious, place them on their side
- Lying down beside the person may help keep them calm
- During a reaction, if the person is lying down, do not have them sit up or stand suddenly, even after receiving epinephrine. Sudden changes of position can be life-threatening

Please note that in the scenarios this means that **Student with Food Allergy** should be transported to the ambulance while lying down (i.e., on an imaginary stretcher).

In a real-world scenario, EMS may drive the ambulance onto the field to be near to the student.



## Anaphylaxis reaction scenario **in the classroom** – actions by role:



### Student with Food Allergy

- Recognizing anaphylaxis by providing typical symptoms across 2 body systems



### Teacher

- Recognizing the symptoms of anaphylaxis
- Referring to the Anaphylaxis Emergency Plan and understanding its importance
- Correctly demonstrating the steps to giving the epinephrine auto-injector completing **Step 1** (give the epinephrine auto-injector) of the **5 emergency steps**
- Demonstrate empathy and support



### Food Allergy Ally

- Demonstrate knowledge of the body positions and **5 emergency steps**. May choose to lie down near **Student with Food Allergy**
- Demonstrate empathy and support



### School Support Staff

- Following **Step 2** – Call 9-1-1 and **Step 5** call the emergency contact of the **5 emergency steps**
- Demonstrate empathy and support



### EMS #1 & 2 Combined

- Recognizing the symptoms of anaphylaxis
- Demonstrate understanding of body positions: With problems breathing, **Student with Food Allergy** may prefer to be sitting up and should be carried by stretcher to the ambulance
- Demonstrate knowledge of the **5 emergency steps**
- They should follow **Step 3**: use a second auto-injector 5 minutes after giving the first dose if there's no improvement
- **Step 4**: go to the hospital by ambulance of the **5 emergency steps**
- Demonstrate empathy and support



## Anaphylaxis reaction scenario **in the schoolyard** – actions by role:



### Student with Food Allergy

- Recognizing the symptoms of anaphylaxis
- Correctly demonstrating the steps to giving the epinephrine auto-injector



### Food Allergy Ally #1

- Recognizing the symptoms of anaphylaxis
- Demonstrate knowledge of the body positions and the 5 emergency steps
- May choose to lie down near **Student with Food Allergy**
- Demonstrate empathy and support



### Food Allergy Ally #2

- Recognizing the symptoms of anaphylaxis
- **Step 2** – Ensuring that **Playground Supervisor/Teacher on Duty** will call 9-1-1
- Demonstrate empathy and support



### Playground Supervisor/Teacher on Duty

- Recognize the symptoms of anaphylaxis
- Demonstrate knowledge of the body positions and 5 emergency steps, if not already done so by **Food Allergy Ally #1**
- Demonstrate empathy and support



### School Support Staff

- **Step 5**: Call **Student with Food Allergy's** emergency contact
- Demonstrate empathy and support



### EMS #1 & 2 Combined

- Recognize the symptoms of anaphylaxis
- Demonstrate understanding of body positions
- Demonstrate knowledge of the **5 emergency steps**
- Follow **Step 3**: use a second auto-injector 5 minutes after giving the first dose if there's no improvement and
- **Step 4**: go to the hospital by ambulance (**Student with Food Allergy** should not walk to the ambulance; they should be carried by stretcher to it)
- Demonstrate empathy and support



# Anaphylaxis Reaction Scenario **in the classroom**

## Role – Student with Food Allergy

**Role:** *Student with Food Allergy* who has an anaphylactic reaction

**Scenario:** It's after lunch in the classroom and you realize that you are experiencing symptoms of anaphylaxis.

**What do you do?**

**Note:** As you act out this role play, remember that you will have to communicate out loud during each task. This might include explaining **what** you are doing, **why** you are doing it, **when** you should do it and **who** you need to give directions to.

Here is an example of what you might say:

***“Teacher, I just ate and now I’m not feeling well. I have (symptom 1) and (symptom 2), which are symptoms of anaphylaxis.”***

**Your tasks to complete during this role play:**

Tell **Teacher** the symptoms of anaphylaxis you are experiencing

Tell **Teacher** when they ask that you’d like them to use the epinephrine auto-injector on you

Give **Teacher** the epinephrine auto-injector that you have so they can use it on you

Follow all of the directions that the other roles give you and answer any questions they may ask

When **Emergency Medical Services (EMS)** arrive, tell them you’re feeling worse and that you’re now experiencing (symptom 3) and (symptom 4)

**Write the notes you’ll need for your role here:**

# Anaphylaxis Reaction Scenario **in the classroom**

## Role – Teacher

**Role:** **Teacher** of **Student with Food Allergy**

**Scenario:** It's after lunch in the classroom and **Student with Food Allergy** is experiencing anaphylaxis.

**What do you do?**

**Note:** As you act out this role play, remember that you will have to communicate out loud during each task. This might include explaining **what** you are doing, **why** you are doing it, **when** you should do it and **who** you need to give directions to.

Here is an example of what you might say:

***"I am going to administer the epinephrine auto-injector now. (Be sure to explain what you are doing step by step and take note of the time.)"***

**Your tasks to complete during this role play:**

Check the sample Anaphylaxis Emergency Plan for this student – it says:

**Student with Food Allergy** keeps their epinephrine auto-injector with them

Either you or **Student with Food Allergy** can give the auto-injector because **Student with Food Allergy** knows how to use it

Ask **Student with Food Allergy** if they would like to use the epinephrine auto-injector on themselves or if they would prefer you to do it – you will do it

Ensure you know the body position someone should be in before an auto-injector is given

Use the pretend epinephrine auto-injector and make sure you say out loud the steps you are taking and note the time you gave the epinephrine auto-injector

Ask **Food Allergy Ally** to stay with **Student with Food Allergy** while you call down to the office to ask **School Support Staff** to *(what is the action they should do?)*

Call the office and speak to **School Support Staff**

**Student with Food Allergy** will need privacy – pretend to quietly and calmly have the rest of your "class" exit the room (example – to the library or another teacher's class/the hallway) while you wait for **Emergency Medical Services (EMS)** to arrive

Follow all the directions that the other roles give you and answer any questions they may ask

**Write the notes you'll need for your role here:**

# Anaphylaxis Reaction Scenario **in the classroom**

## Role – Food Allergy Ally

**Role:** **Food Allergy Ally** who provides support to **Student with Food Allergy**

**Scenario:** It's after lunch in the classroom and **Teacher** asks you to support **Student with Food Allergy** who is experiencing anaphylaxis.

**What do you do?**

**Note:** As you act out this role play, remember that you will have to communicate out loud during each task. This might include explaining **what** you are doing, **why** you are doing it, **when** you should do it and **who** you need to give directions to.

Here is an example of what you might say:

***"I'm going to make sure that you are in the best position (list what you would do to ensure they are positioned correctly) now that Teacher has given you epinephrine using your auto-injector."***

**Your tasks to complete during this role play:**

Stay with **Student with Food Allergy** while **Teacher** calls down to the office and has the rest of the class pretend to leave

Ensure you know the body positions someone should be in after they have received epinephrine

Follow all the directions that the other roles give you and answer any questions they may ask

**Write the notes you'll need for your role here:**

# Anaphylaxis Reaction Scenario **in the classroom**

## Role – School Support Staff

**Role: School Support Staff** (this can include any responsible adult staff member including Principal, Administrative Assistant, Education Assistant, Teacher, etc.)

**Scenario:** It's after lunch in the classroom and **Student with Food Allergy** is experiencing anaphylaxis.

**What do you do?**

**Note:** As you act out this role play, remember that you will have to communicate out loud during each task. This might include explaining **what** you are doing, **why** you are doing it, **when** you should do it and **who** you need to give directions to. Here is an example of what you might say:

***"Hello 9-1-1 Operator, I have a student with food allergy experiencing anaphylaxis because they have (symptom 1) and (symptom 2) and I need EMS to come right away to our school located at (Give name and address of your school)."***

**Your tasks to complete during this role play:**

Check the sample Anaphylaxis Emergency Plan for **Student with Food Allergy** that is in the office – it says:

The **Teacher** or **Student with Food Allergy** may give the epinephrine auto-injector

The parent(s) of **Student with Food Allergy** want to be contacted by you as soon as **Emergency Medical Services (EMS)** takes their child to the hospital

Take **EMS** to where **Student with Food Allergy** is located

Follow all the directions that the other roles give you and answer any questions they may ask

**Write the notes you'll need for your role here:**



# Anaphylaxis Reaction Scenario **in the classroom**

## Role – EMS #1

**Role:** **Emergency Medical Services (EMS)** who arrive to help **Student with Food Allergy**.

**Scenario:** You have been dispatched to a school because **Student with Food Allergy** is experiencing anaphylaxis.

**What do you do?**

**Note:** As you act out this role play, remember that you will have to communicate out loud during each task. This might include explaining **what** you are doing, **why** you are doing it, **when** you should do it and **who** you need to give directions to.

Here is an example of what you might say:

**“Hello Teacher, has Student with Food Allergy received any doses of epinephrine and if so, at what time(s) was this done?”**

**Your tasks to complete during this role play:**

Arrive in the school office with your partner, **EMS #2**, and get details of what’s happened from **School Support Staff**

Have **School Support Staff** take you to **Student with Food Allergy**

Ask for more details of the steps taken so far from **Teacher**

Ensure you know the body positions someone should be in after they have received epinephrine

Discuss with your partner, **EMS #2**, what should happen next

Follow all the directions that the other roles give you and answer any questions they may ask

**Write the notes you’ll need for your role here:**

# Anaphylaxis Reaction Scenario **in the classroom**

## Role – EMS #2

**Role:** **Emergency Medical Services (EMS)** who arrive to help **Student with Food Allergy**.

**Scenario:** You have been dispatched to a school because **Student with Food Allergy** is experiencing anaphylaxis.

**What do you do?**

**Note:** As you act out this role play, remember that you will have to communicate out loud during each task. This might include explaining **what** you are doing, **why** you are doing it, **when** you should do it and **who** you need to give directions to.

Here is an example of what you might say:

**“Hello Student with Food Allergy, how are you feeling now that it is (x) minutes after Teacher gave you the epinephrine auto-injector?”**

**Your tasks to complete during this role play:**

Arrive in the school office with your partner, **EMS #1**, and get details of what’s happened from **School Support Staff**

Have **School Support Staff** take you to **Student with Food Allergy**

Ask for more details of the steps taken so far from **Teacher**

Ensure you know the body positions someone should be in after they have received epinephrine

Discuss with your partner, **EMS #1**, what should happen next

Follow all the directions that the other roles give you and answer any questions they may ask

**Write the notes you’ll need for your role here:**

# Anaphylaxis Reaction Scenario **in the schoolyard**

## Role – Student with Food Allergy

**Role:** **Student with Food Allergy** who has an anaphylactic reaction

**Scenario:** You ate your snack before recess, and you are now playing in the field with friends and realize that you are experiencing the symptoms of anaphylaxis. You need the support of **Playground Supervisor/Teacher on Duty**.

**What do you do?**

**Note:** As you act out this role play, remember that you will have to communicate out loud during each task. This might include explaining **what** you are doing, **why** you are doing it, **when** you should do it and **who** you need to give directions to.

Here is an example of what you might say:

***“Food Allergy Ally #1, I’m not feeling well and I recognize from (symptom 1) and (symptom 2) that I’m having symptoms of anaphylaxis.”***

**Your tasks to complete during this role play:**

Tell **Food Allergy Ally #1** the symptoms of anaphylaxis you are experiencing

Tell **Food Allergy Ally #1** when they ask that you’ll be giving yourself the epinephrine auto-injector

Give yourself the epinephrine auto-injector, noting all steps out loud

Follow all the directions that the other roles give you and answer any questions they may ask

When **Emergency Medical Services (EMS)** arrive, tell them you’re feeling worse and that you’re now experiencing (symptom 3) and (symptom 4)

**Write the notes you’ll need for your role here:**

# Anaphylaxis Reaction Scenario **in the schoolyard**

## Role – Food Allergy Ally #1

**Role:** **Food Allergy Ally #1** who provides support to **Student with Food Allergy**.

**Scenario:** It's recess and you are playing in the field with friends and realize that **Student with Food Allergy** is experiencing the symptoms of anaphylaxis. You need the support of **Playground Supervisor/Teacher on Duty**.

**What do you do?**

**Note:** As you act out this role play, remember that you will have to communicate out loud during each task. This might include explaining **what** you are doing, **why** you are doing it, **when** you should do it and **who** you need to give directions to.

Here is an example of what you might say:

***“Student with Food Allergy, now that you’ve used the epinephrine auto-injector – here are the steps I am going to follow (describe what you are doing, when you are doing it).”***

**Your tasks to complete during this role play:**

Ask **Student with Food Allergy** if they would like to use the epinephrine auto-injector on themselves or if they want to wait for an adult – they will do it

Tell **Food Allergy Ally #2** to go get **Playground Supervisor/Teacher on Duty** to call 9-1-1 while you stay with **Student with Food Allergy**

Ensure you know the body positions someone should be in after they have received epinephrine

Follow all of the directions that the other roles give you and answer any questions they may ask

**Write the notes you’ll need for your role here:**

# Anaphylaxis Reaction Scenario **in the schoolyard**

## Role – Food Allergy Ally #2

**Role:** **Food Allergy Ally #2** who provides support to **Student with Food Allergy** including getting the **Playground Supervisor/Teacher on Duty**

**Scenario:** It's recess and you are playing in the field with friends and realize that **Student with Food Allergy** is experiencing the symptoms of anaphylaxis.

**What do you do?**

**Note:** As you act out this role play, remember that you will have to communicate out loud during each task. This might include explaining **what** you are doing, **why** you are doing it, **when** you should do it and **who** you need to give directions to.

Here is an example of what you might say:

***“Hi Playground Supervisor/Teacher on Duty, we were playing on the field and Student with Food Allergy is having an anaphylactic reaction and 9-1-1 needs to be called.”***

**Your tasks to complete during this role play:**

Stay with **Student with Food Allergy** until you're given directions to go get **Playground Supervisor/Teacher on Duty**

Ask **Playground Supervisor/Teacher on Duty** to call 9-1-1 and tell them what's happened so far

Take **Playground Supervisor/Teacher on Duty** back to **Student with Food Allergy**

Follow all of the directions that the other roles give you and answer any questions they may ask

**Write the notes you'll need for your role here:**

# Anaphylaxis Reaction Scenario **in the schoolyard**

## Role – Playground Supervisor/Teacher on Duty

**Role:** *Playground Supervisor/Teacher on Duty* who is unaware of the anaphylactic reaction of **Student with Food Allergy**.

**Scenario:** It's recess and **Food Allergy Ally #2** comes to let you know that **Student with Food Allergy** is experiencing an anaphylactic reaction.

**What do you do?**

**Note:** As you act out this role play, remember that you will have to communicate out loud during each task. This might include explaining **what** you are doing, **why** you are doing it, **when** you should do it and **who** you need to give directions to.

Here is an example of what you might say:

***"Hi Student with Food Allergy, Food Allergy Ally #2 told me that you gave yourself the epinephrine auto-injector right away. Well done! I called 9-1-1 and School Support Staff and help is on its way. Now I am going to (describe what's next, if anything has been missed, hint, think of body positions)."***

**Your tasks to complete during this role play:**

Ask **Food Allergy Ally #2** to give you the details of the situation

Using the phone you have with you, call 9-1-1 and then the office to let **School Support Staff** know what is happening and what you've done – you should stay on the phone with **School Support Staff** until

**Emergency Medical Services (EMS)** arrives

Go to the field with **Food Allergy Ally #2** where the other students are waiting for an adult (this could happen as you're on the phone)

Communicate what you see and what's been done correctly so far to the students who have been waiting for you

Ensure you know the body positions someone should be in after they have received epinephrine

Send **Food Allergy Ally #2** to the office to guide **School Support Staff** and **EMS** to **Student with Food Allergy** when the ambulance arrives

Keep the students with you calm while you wait for **School Support Staff** and **EMS** to arrive

Follow all the directions that the other roles give you and answer any questions you may ask

**Write the notes you'll need for your role here:**

# Anaphylaxis Reaction Scenario **in the schoolyard**

## Role – School Support Staff

**Role: School Support Staff** (this can include any responsible adult staff member including Principal, Administrative Assistant, Education Assistant, Teacher, etc.)

**Scenario:** It's recess and **Food Allergy Ally #2** comes to show you where on the field that **Student with Food Allergy** is experiencing an anaphylactic reaction.

**What do you do?**

**Note:** As you act out this role play, remember that you will have to communicate out loud during each task. This might include explaining **what** you are doing, **why** you are doing it, **when** you should do it and **who** you need to give directions to.

Here is an example of what you might say:

***"Hello Student Ally #2, now that Emergency Medical Services (EMS) has arrived, let's all go out into the field together. Can you show us where Student with Food Allergy is?"***

**Your tasks to complete during this role play:**

Stay on the office phone with **Playground Supervisor/Teacher on Duty** until **EMS** arrives

Check the sample Anaphylaxis Emergency Plan for this student that is in the office – it says:

The parents of the **Student with Food Allergy** want to be contacted after **EMS** takes their child to the hospital

When **EMS** arrives, ask another (imaginary) staff member to stay on the line with the **Playground Supervisor/Teacher on Duty** while you take **EMS** out to the field

Ask **Food Allergy Ally #2** to go with you and **EMS** to show you where **Student with Food Allergy** is located

Go with **Food Allergy Ally #2** and **EMS** to **Student with Food Allergy**

Follow all the directions that the other roles give you and answer any questions they may ask

**Write the notes you'll need for your role here:**

# Anaphylaxis Reaction Scenario **in the schoolyard**

## Role – EMS #1

**Role:** **Emergency Medical Services (EMS)** who arrive to help **Student with Food Allergy**

**Scenario:** You have been dispatched to a school because **Student with Food Allergy** is experiencing anaphylaxis.

**What do you do?**

**Note:** As you act out this role play, remember that you will have to communicate out loud during each task. This might include explaining **what** you are doing, **why** you are doing it, **when** you should do it and **who** you need to give directions to.

Here is an example of what you might say:

**"Hello Student with Food Allergy, did you take any doses of epinephrine and if so, at what time(s) was this done?"**

**Your tasks to complete during this role play:**

Arrive in the school office with your partner, **EMS #2**, and ask **School Support Staff** for details of what's happened

Have **School Support Staff** and **Food Allergy Ally #2** take you to **Student with Food Allergy**

Ask for more details of the steps taken so far from **Student with Food Allergy** and **Playground Supervisor/Teacher on Duty**

Discuss with your partner, **EMS #2**, what should happen next

Follow all the directions that the other roles give you and answer any questions they may ask

**Write the notes you'll need for your role here:**



# Anaphylaxis Reaction Scenario **in the schoolyard**

## Role – EMS #2

**Role:** **Emergency Medical Services (EMS)** who arrive to help **Student with Food Allergy**

**Scenario:** You have been dispatched to a school because **Student with Food Allergy** is experiencing anaphylaxis.

**What do you do?**

**Note:** As you act out this role play, remember that you will have to communicate out loud during each task. This might include explaining **what** you are doing, **why** you are doing it, **when** you should do it and **who** you need to give directions to.

Here is an example of what you might say:

***“Hello Student with Food Allergy, how are you feeling now that it is (x) minutes after you gave yourself the epinephrine auto-injector? Not everyone needs a second dose of epinephrine (decide whether you think the student with food allergy needs a second dose and explain why).”***

**Your tasks to complete during this role play:**

Arrive in the school office with your partner, **EMS #1**, and ask **School Support Staff** for details of what’s happened

Have **School Support Staff** and **Food Allergy Ally #2** take you to **Student with Food Allergy**

Ask for more details of the steps taken so far from **Student with Food Allergy** and **Playground Supervisor/Teacher on Duty**

Discuss with your partner, **EMS #1**, what should happen next

Follow all the directions that the other roles give you and answer any questions they may ask

**Write the notes you’ll need for your role here:**