



## Module 1 Learning Experience: About food allergy

Setting the context: In this module, students are building knowledge and skills about food allergy.

### Learning Outcomes:

- Explain what food allergy is and how it impacts your body's immune system (understanding)

### 1. Set-up: Refer to the "All about food allergy" presentation

- Present Module 1 of the presentation: slides 4 to 11, with corresponding notes to help you teach each slide
  - Slide 4 – Module 1: About food allergy
  - Slide 5 – Let's talk about food allergy
  - Slide 6 – Most common food allergens
  - Slide 7 – Caroline's food allergies
  - Slide 8 – Food allergy vs food intolerance
  - Slide 9 – Your immune system
  - Slide 10 – Watch the "What is food allergy?" video
  - Slide 11 – How IgE antibodies work

### 2. Instructional activity

#### Activity 1 Overview: Ahas and huhs/impact of food allergy on the body

#### Mandatory activity as we want to ensure students understand the content

- Comprehension of the "What is food allergy?" video (Link: <https://youtu.be/JrfGgeoddjl>)
- This short, animated video features a leading Canadian paediatric allergist and immunologist who walks through what food allergy is and what happens to the body's immune system when you have this medical condition
- Time: 5-10 minutes

#### Set-up

- You will have shown students the "What is food allergy?" 2-minute video when you presented module 1

**Activity 1 Description**

- Summarize how food allergy impacts your immune system by having students write down:
  - 1 or 2 “ahas” (something they learned)
  - 1 or 2 “huhs” (things they still have questions about)

**Activity 2 Overview: Common food allergens activity sheet**

- Understanding common food allergens and which foods contain them – this prompts students to explore the different types of foods that usually include allergens, some may be surprising!
- Time: 5-10 minutes

**Set-up**

- Print off the “Common food allergens” activity sheet from page 11 of this document for each student
- This sheet has two columns, one with a common food allergen, and the one for possible food items containing the allergen is blank
- The answer key to this activity sheet is on pages 12-14 of this document

**Activity 2 Description**

- Students form groups of two-three and fill in ideas of food items that often contain the allergen listed
- Students can also explore foods online and look up ingredients for this exercise or cut and paste foods from flyers (or print from online) that they think have allergens. For example, you can divide the class into groups, with each group having one or two allergens. The group with milk as an allergen, for example, can cut and paste foods that would typically contain milk.

## Module 2 Learning Experience: About allergic reactions and anaphylaxis

Setting the context: In this module, students are building knowledge and skills around allergic reactions and anaphylaxis.

### Learning Outcomes:

- Being able to explain allergic reactions and anaphylaxis (remembering)
- Recognize signs and symptoms of anaphylaxis (remembering)
- Demonstrate how to treat anaphylaxis (applying)

### 1. Set-up: Refer to the “All about food allergy” presentation

- Present Module 2 of the presentation: slides 12 to 22.
  - Slide 12 – Module 2: About allergic reactions and anaphylaxis
  - Slide 13 – When an allergic reaction happens
  - Slide 14 – What is anaphylaxis?
  - Slide 15 – Can smelling a food cause a reaction?
  - Slide 16 – Watch the “What is anaphylaxis?” video
  - Slide 17 – Signs and symptoms
  - Slide 18 – Treating anaphylaxis
  - Slide 19 – Epinephrine auto-injector
  - Slide 20 – Let’s practice (watch the video on how to use an epinephrine auto-injector)
  - Slides 21-22 – 5 steps for treating anaphylaxis

### 2. Instructional activities

#### Activity 1 Overview: Ahas and huhs/recognizing and treating anaphylaxis

#### Mandatory activity as we want to ensure students understand the content

- Comprehension of the “What is anaphylaxis?” video (Link: <https://youtu.be/jEUTdUwph7w> )
- This short, animated video features a leading Canadian paediatric allergist and immunologist who walks through what symptoms can appear during anaphylaxis, the most serious type of allergic reaction, and how it’s treated with a medicine called epinephrine
- Time: 5-10 minutes

#### Set-up

- You will have shown students the “What is anaphylaxis?” 4-minute video when you presented module 2

**Activity 1 Description**

- Summarize how to recognize and treat anaphylaxis by having students write down:
  - 1 or 2 “ahas” (something they learned)
  - 1 or 2 “huhs” (things they still have questions about)

**Activity 2 Overview: Demonstration of an epinephrine auto-injector**

\*\* Prior to this activity: It would be ideal to obtain a free auto-injector training device. You can order one for free from [epipen.ca](http://epipen.ca) and/or ask families to provide theirs. You may also be able to obtain one from your local pharmacy. Note: you can also use something else as a training device as an alternative, such as a washable marker with a cap. \*\*

- Demonstration of the proper use of an epinephrine auto-injector (e.g. EpiPen®) for treating anaphylaxis (training devices or alternatives, like a washable marker, are needed for this activity)
- Time: 10 minutes

**Set-up**

- You will have ordered EpiPen training devices from [epipen.ca](http://epipen.ca), asked families to provide theirs or have alternatives like a washable marker
- You will have shown students the “How to use an epinephrine auto-injector” 2-minute video when you presented module 2
- Explain that auto-injector training devices do not have a needle or medication like “real” epinephrine auto-injectors
- Explain that there are step-by-step instructions on the device that can be followed

**Activity 2 Description**

- Students pair up to take turns demonstrating how to properly use the devices OR one student can demonstrate proper use at the front of the class and the other students can each take turns doing the same

**Activity 3 Overview: Signs and symptoms activity sheet**

- Understanding signs and symptoms
- Time: 5-10 minutes

**Set-up**

- Print off the “Signs and symptoms” activity sheet from page 15 of this document for each student
- This sheet has the symptoms blanked out for the students to fill in
- The answer key to this activity sheet is on page 16 of this document

**Activity 3 Description**

- Students form groups of two-three and fill in the blanks of symptoms that may appear under each body system.
- Refer to the answer key for correct answers

**Activity 4 Overview: Treating anaphylaxis video/skit**

- Understanding the 5 steps for treating anaphylaxis
- Time: 20-30 minutes

**Set-up**

- Present students with options of making a “how to treat anaphylaxis” video including the 5 steps, or performing a skit
- Students will need a tablet to record themselves for the video option

**Activity 4 Description**

- Students share their videos with the class or perform their skits for the class

## Module 3 Learning Experience: Managing food allergy

Setting the context: In this module, students are building knowledge and skills around managing food allergy.

### Learning Outcomes:

- Demonstrate how to read a food label (applying)
- Explain what cross-contamination is and how it can happen (understanding)
- Demonstrate how to discuss food allergy with others (applying)

### 1. Set-up: Refer to the “All about food allergy” presentation

- Present Module 3 of the presentation: slides 23 to 31.
  - Slide 23 – Module 3: Managing food allergy
  - Slide 24 – How does someone manage food allergy?
  - Slide 25 – Know what is in the food you eat
  - Slide 26 – When making food
  - Slide 27 – Know what is in the food you eat
  - Slide 28 – Wash hands and clean up
  - Slide 29 – Be ready for a reaction
  - Slide 30 – Talk about it
  - Slide 31 – How Caroline managed food allergies

### 2. Instructional activities

#### Activity 1 Overview: Reading food labels

\*\*Prior to this activity: Ask students to bring in a food label which includes an ingredient list, a “Contains” statement, and a “May contain statement” OR a picture of a label OR print a picture from online sources at home or at school. Examples of labels include those found on cereal, cracker, cookie boxes, pasta like macaroni and cheese, bagel/bread bags.\*\*

- Review of food labels to identify food allergens, a key practice for managing food allergy
- Time: 5-10 minutes

#### Set-up

- Refer to the food labels or pictures of labels that students have brought in, or their pictures printed from online sources at home or school

#### Activity 1 Description

- Review labels to identify food allergen(s) in the ingredient list, “Contains” statement and “May contains” statement
- Ask students to find any priority food allergens listed in these labels – optional: you can separate students into groups according to the allergens they find

- Ask if someone had a milk, or egg, or peanut allergy, which foods could they eat from the ones brought into the classroom. Ask what foods someone could eat if they had more than one food allergy, like milk and sesame, or wheat and egg, or fish and tree nuts for example (pick any two or three of the priority food allergens you like). Pile the foods in the centre of the classroom for students to see how limited the food options may be for someone with food allergy.

### **Activity 2 Overview: Discussion on cross-contamination scenarios**

- Review of cross-contamination and how to reduce the risk of it, an essential practice for managing food allergy
- Time: 5-10 minutes

### **Set-up**

- Show these two short and fun videos on the dos and don'ts for avoiding cross-contamination to visually reinforce the PowerPoint slides:
  1. *Double-dipping* (30 seconds): <https://www.youtube.com/watch?v=ttmVj9PvXHo>
  2. *No Picking* (20 seconds): <https://www.youtube.com/watch?v=xaUyTx6XETI>
- Present three scenarios for determining whether it's safe to eat/drink if you have a food allergy and possible solutions – these can be written on cards:
  1. Your friend comes over after school and offers you a granola bar without a wrapper.
    - a. Answer: Do not eat the granola bar or ask for one with a wrapper so the label can be read
  2. At basketball practice, your teammate wants to share the last sports drink with you. You have read the label and it does not contain any of your allergens.
    - a. Answer: Do not drink from the same sports drink container as your friend, they may have eaten something you are allergic to before drinking from it. If it's an unopened container, you can pour it into a separate drink bottle you've brought to practice, and then give the container to your friend to drink.
  3. You forgot a spoon in your lunch and your friend says you can use theirs after they finish with it.
    - a. Answer: Do not use the spoon. Instead, get one from the supply of disposable forks/spoons from your teacher. If there are none, do not eat the item or get creative and eat it without a spoon!

Note: These scenarios are examples only, you can create other scenarios based on the needs of your students, school, and community.

### **Activity 2 Description**

- Students can pair up to discuss these three scenarios and then share with the class or with another pair (think-pair-share)
- Additional ideas: students can create their own scenarios in groups and share them with the class, or perform them as skits in front of the class

**Activity 3 Overview: Discussion on managing food allergy/what others can do**

- Review of how to talk about food allergy and managing safely
- Time: 5-10 minutes

**Set-up**

- Ask students the question: How can you stay safe if you have a food allergy and what can others do?
- Answers should include content from the PowerPoint slides, like reading food labels, asking questions about ingredients and how food is prepared, reducing cross-contamination like having separate utensils, cutting boards, etc., washing hands, not sharing food, cleaning surfaces, supporting those with food allergy.

**Activity 3 Description**

- Students can pair up and practice talking about it (turn and talk)



## Module 4 Learning Experience: Being a food allergy ally

Setting the context: In this module, students are building knowledge and skills around being a food allergy ally.

### Learning Outcomes:

- Discover what it is like to live with a food allergy (applying)
- Explain ways to support those with food allergy (remembering)
- Build empathy on managing food allergy (being a good citizen)
- Ways to support the community (being a good citizen)

### 1. Set-up: Refer to the “All about food allergy” presentation

- Present Module 4 of the presentation: slides 32 to 40.
  - Slide 32 – Module 4: Being a food allergy ally
  - Slide 33 – Imagine what it’s like
  - Slide 34 – Here’s what kids with food allergy across Canada have said
  - Slide 35 – Walk in my shoes
  - Slide 36 – Bullying and food allergy
  - Slide 37 – Think about it...
  - Slide 38 – Be a food allergy ally
  - Slide 39 – How to be a food allergy ally
  - Slide 40 – What can you do to help change the picture?
  - Slides 41-42 – Program wrap-up, thanking supporters and students

### 2. Instructional activities

#### Activity 1 Overview: Adoption of food allergy for a day

**\*\*Prior to this activity:** Divide the students into three groups, pick a priority food allergen for each group, and have students avoid eating the assigned allergen for one day. The paragraph below can be shared with parents/guardians in advance to explain what students are required to do in regards to this activity. If there are students in your class with food allergy, determine if they would like to stick with the allergens they are avoiding, choose something entirely different, or participate in some other way, like helping give tips to the class in terms of how to avoid allergens. **\*\***

*For parents/guardians:*

*Each student in our class will be adopting a food allergy for a day as part of their education on health and well-being of self and others. With this activity, students will gain an understanding of what can be done to manage food allergy and how to support those with food allergy. Students have been divided into groups and assigned a food allergen.*

*On [date], they need to avoid eating their assigned allergen for the day through the strategies they have learned in class, such as reading food labels, being careful to avoid cross-contamination*

*when making food, and washing their hands before and after eating. Students will have an opportunity to talk about their experiences with their group, and then share information with the class. The allergen your child has been assigned is \_\_\_\_\_.*

*Thank you for your support.*

- Discuss the adoption of a food allergy and how to safely manage it
- Time: 5-10 minutes

### **Set-up**

- You will have already asked the students to adopt a food allergy for a day
- Have the students sit with their groups
- Ask them these questions: What was it like to have a food allergy? Did it change your ideas on what others with food allergy go through? What challenges did you face?

### **Activity 1 Description**

- Students can talk about it in their groups and then share with the class

### **Activity 2 Overview: Allergy-friendly food drive**

- Host an allergy-friendly food drive
- Time: 20-30 minutes (plus time in selecting a local food bank and delivering the items)

### **Set-up**

- Decide which priority food allergens to focus on for the drive
- Ask students to bring in a product that does NOT contain the allergen(s)
- Have students form groups and divide the collected products amongst the groups by allergen
- Download more information and materials at: <https://foodallergycanada.ca/tools-and-downloads/downloads/allergy-friendly-food-drive/>

### **Activity 2 Description**

- Ask students to read the labels of the collected products to confirm that the priority food allergen(s) are not one of the ingredients
- Take the collected products and arrange for the donation to a local charity

### Module 1 activity: Common Food Allergens Activity Sheet

Common food allergen	Examples of foods that often contain the allergen
Peanut	
Tree nuts (like almonds, walnuts)	
Sesame	
Milk	
Egg	
Fish	
Crustaceans (like lobster, shrimp) and Molluscs (like scallops, clams)	
Soy	
Wheat and triticale	
Mustard	

## Common Food Allergens Answer Key

The following are possibilities, this is not an exhaustive list.

Common food allergen	Examples of foods that often contain the allergen
Peanut	<ul style="list-style-type: none"> <li>• Asian cuisine (like curries, egg rolls, pad thai, satay, sauces, soups)</li> <li>• Baked goods (like cakes, cookies, donuts, energy bars, granola bars, pastries)</li> <li>• Candies (like chocolates and chocolate bars)</li> <li>• Cereals, granola</li> <li>• Ice cream and frozen desserts</li> <li>• Snack food like chips, popcorn, trail mix</li> </ul>
Tree nuts (like almonds, walnuts)	<ul style="list-style-type: none"> <li>• Baked goods (like cakes, cookies, crackers, donuts, granola bars, pastries and pies)</li> <li>• Candies (like chocolates and chocolate bars)</li> <li>• Cereals, granola, muesli</li> <li>• Ice cream, gelato, frozen desserts</li> <li>• Snack food like chips, popcorn, snack mixes, trail mix</li> </ul>
Sesame	<ul style="list-style-type: none"> <li>• Hummus</li> <li>• Tahini</li> <li>• Baked goods (like hamburger buns, breads, bagels, cookies, flatbreads)</li> <li>• Dressings, gravies, marinades, salads, sauces, soups</li> <li>• Falafel</li> <li>• Flavoured rice, noodles, soups</li> <li>• Granola and muesli</li> <li>• Snack food like chips, pretzels, rice cakes</li> </ul>
Milk	<ul style="list-style-type: none"> <li>• Butter, butter flavour, ghee, margarine</li> <li>• Baked goods and baking mixes</li> <li>• Buttermilk, cream, dips, salad dressings, sour cream, spreads</li> <li>• Cereals, cookies, crackers</li> <li>• Cheese, cheese curds</li> <li>• Chocolate</li> <li>• Desserts like custards, frozen yogurts, ice creams, puddings</li> <li>• Meats like deli meats, hot dogs, sausages</li> <li>• Pizza</li> <li>• Soups, soup mixes</li> <li>• Yogurt</li> </ul>
Egg	<ul style="list-style-type: none"> <li>• Baked goods and baking mixes</li> </ul>

	<ul style="list-style-type: none"> <li>• Battered/fried foods</li> <li>• Candy, chocolate</li> <li>• Cream-filled pies</li> <li>• Creamy dressings, salad dressings, spreads</li> <li>• Desserts</li> <li>• Meat mixtures like hamburgers, hot dogs, meatballs, meatloaf</li> <li>• Pasta</li> <li>• Quiche</li> <li>• Soups and broths</li> </ul>
Fish	<ul style="list-style-type: none"> <li>• Deli meats, hot dogs</li> <li>• Dips, spreads, imitation crab/lobster meat</li> <li>• Combination foods like fried rice, paella, spring rolls</li> <li>• Fish mixtures</li> <li>• Gelatin, marshmallows</li> <li>• Pizza toppings</li> <li>• Salad dressings</li> <li>• Soups</li> <li>• Sushi</li> <li>• Fried foods (from contaminated frying oil)</li> <li>• Worcestershire sauce</li> <li>• BBQ sauces</li> </ul>
Crustaceans (like lobster, shrimp) and Molluscs (like scallops, clams)	<ul style="list-style-type: none"> <li>• Dips and spreads</li> <li>• Combination foods like fried rice, paella, spring rolls</li> <li>• Salad dressings</li> <li>• Soups</li> <li>• Sushi</li> <li>• Fried foods (from contaminated frying oil)</li> </ul>
Soy	<ul style="list-style-type: none"> <li>• Baked goods and baking mixes like breads, breadcrumbs, cereals, cookies</li> <li>• Chili, pastas, stews, taco filling, tamales</li> <li>• Chocolate candies and chocolate bars</li> <li>• Cooking spray, margarine, vegetable oil</li> <li>• Dressings, gravies, marinades</li> <li>• Frozen desserts, soy ice cream, soy pudding, soy yogurt</li> <li>• Meats like burgers, meat substitutes, patties, wieners</li> <li>• Sauces like soy, teriyaki and Worcestershire</li> <li>• Snack food like candy, candy bars, popcorn, energy bars</li> <li>• Soups, broths and soups mixes, miso soup</li> <li>• Spreads, dips, mayonnaise</li> <li>• Vegetarian meat substitutes</li> </ul>

Wheat and triticale	<ul style="list-style-type: none"> <li>• Baked goods (like breads, cakes, cereals, cookies, crackers, donuts, muffins, pasta, baking mixes)</li> <li>• Pie fillings, puddings, snack foods</li> <li>• Prepared ketchup and mustard</li> <li>• Salad dressings</li> <li>• Sauces like chutney and tamari</li> <li>• Candy, chocolate bars</li> </ul>
Mustard	<ul style="list-style-type: none"> <li>• Chips and pretzels</li> <li>• Fish sauce and fish paste</li> <li>• Pickles</li> <li>• Salad dressing</li> <li>• Sauces (like barbecue, curry, pesto)</li> <li>• Sausage</li> <li>• Seasonings</li> <li>• Soups</li> </ul>

Module 2 activity: Signs and Symptoms Activity Sheet



Skin:

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Breathing:

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Stomach:

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Heart:

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Images courtesy of Kids' CAP

## Signs and Symptoms Answer Key

	<p><b>Skin:</b></p> <p>hives, swelling, itching, warmth, redness</p>
	<p><b>Breathing:</b></p> <p>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</p>
	<p><b>Stomach:</b></p> <p>nausea, pain or cramps, vomiting, diarrhea</p>
	<p><b>Heart:</b></p> <p>paler than normal skin colour/ blue colour, weak pulse, passing out, dizziness or lightheadedness</p>

Images courtesy of Kids' CAP