### Lesson-at-a-Glance

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Lesson Plan

Overview
This lesson is intended to provide background information on food allergies. It can be used alone or in a series with the other lessons in this manual. This lesson complements material on pages 35-42 in the Handbook for Children with Special Food and Nutrition Needs.

Pre-Lesson Activities
As participants check in for the class, distribute a copy of the Pre-Training Assessment to each participant. Collect completed Pre-Training Assessments prior to beginning the lesson. Copies of the Pre- and Post-Training Assessments and answer keys are found at the end of the lesson. Allow approximately 5-10 minutes for the Pre-Training Assessment. Stress that the purpose of the Pre-Training Assessment is to help the trainer plan for the presentation of future lessons. It is to measure how much class participants have learned by the end of the lesson.

Introduction 7 minutes

Slide 1

Tell: Welcome to Meeting Children’s Special Food and Nutrition Needs in Child Nutrition Programs. This Breakfast Lunch Training Module, or BLT, provides information on how you can help meet the needs of children in your school who have food allergies.

Ask: Do any of you know someone with a food allergy? Does it seem like more people have allergies now than 5 or 10 years ago?

Note to Instructor: Briefly discuss these questions with the class.

Tell: Studies show that the number of children with food allergies is increasing (Weiss, 2004). However, more research needs to be done to understand the factors responsible for causing them. Eight percent of American children and 4% of all Americans suffer from food allergies.
Lesson 3:Managing Food Allergies

(U.S. Department of Health and Human Service [HHS], 2004). Food allergies can be life threatening, so making appropriate accommodations for students with allergies is very important.

**Read:** The learning objectives for this lesson are
- to summarize key components regarding food allergies, and
- to explain ways food service assistants can prevent exposing children with allergies to the allergen.

**Note to Instructor:** Conduct Part 1 of the Introductory Activity by following the directions listed on the Introductory Activity Instruction Sheet found at the end of the lesson. Give directions, complete the activity, and summarize. After the activity is completed, continue with the lesson.

**Objective 1: Summarize key components regarding food allergies. 5 minutes**

**Slide 2**

**Tell:** A food allergy is an immune system response to a food that the body mistakenly believes is harmful. Components of a food that trigger the immune system are called food allergens. In response to a food allergen, the body forms antibodies, which attach to cells throughout the body (Brown, 2005).

The next time the individual eats that food, the antibodies recognize the allergen and signal the body to release histamine and other substances that cause physical signs of an allergic reaction (Brown, 2005). The physical signs may include any of the following:
- scratchy throat
- abdominal pain
- diarrhea
- nausea
vomiting
• stomach cramps
• itching of the mouth, throat, eyes, skin, or any area
• hives
• swelling, especially of the eyelids, face, lips, and tongue
• light-headedness or fainting
• nasal congestion
• runny nose
• shortness of breath
• wheezing
• difficulty swallowing

(A.D.A.M., 2006)

A body’s reaction to an allergen can range from relatively mild to severe. In some cases, a sudden, severe, and potentially fatal reaction called anaphylaxis can occur (Brown, 2005).

Anaphylaxis is a potentially life-threatening medical condition that can occur after a person with allergies is exposed to a specific allergen. Anaphylaxis refers to a collection of symptoms affecting multiple systems of the body that may occur immediately or up to 2 or more hours following allergen exposure. The most dangerous symptoms include breathing difficulties and a drop in blood pressure or shock, which can be fatal. Anyone with a previous history of anaphylactic reactions is at risk for another severe reaction (HHS, 2004).

**Note to Instructor:** Distribute the *Symptoms of Anaphylaxis Handout* and review it with the class.

**Slide 3**

**Common Food Allergies**

• peanuts
• tree nuts (such as almonds, pecans, walnuts)
• milk
• eggs
• soy
• wheat
• fish (such as bass, cod, flounder)
• crustacean shellfish (such as crab, lobster, shrimp)

**Tell:** Although any food has the potential to cause an allergic reaction, eight foods account for 90% of total food allergies (HHS, 2004). These are

• peanuts
• tree nuts (such as almonds, pecans, and walnuts)
• milk
Lesson 3: Managing Food Allergies

- eggs
- soy
- wheat
- fish (such as bass, cod, and flounder)
- crustacean shellfish (such as crab, lobster, and shrimp)

Some allergies can be outgrown, but peanut and tree nut allergies are often considered lifelong allergies and account for 92% of all severe and fatal reactions (HHS, 2004).

Slide 4

Food Intolerance

Definition: Food intolerance is an adverse reaction to food that does not involve the immune system.

Examples
- Lactose Intolerance
- Gluten Intolerance
- Fructose Intolerance
- Chocolate Intolerance
- Caffeine Intolerance
- MSG Intolerance
- Yeast Intolerance

Tell: Sometimes a reaction to food is not an allergy at all but instead is another type of reaction called “food intolerance.” Food intolerance is an adverse reaction to food that does not involve the immune system. Food intolerance can produce some of the same symptoms as food allergies but it develops through different mechanisms. Food intolerance is more common than food allergy (HHS, 2004).

There are several types of food intolerances. The most common food intolerance is lactose intolerance, which is caused by the lack of the enzyme lactase and results in the inability to properly digest the sugar in milk and milk products. Common symptoms of lactose intolerance include gastrointestinal cramping and pain, bloating, nausea, gas, and diarrhea (HHS, 2004).

Gluten intolerance is a food intolerance that is associated with celiac disease. Celiac disease is an inherited autoimmune disorder that affects the digestive process of the small intestine (Comer’s Hospital, 2006). In celiac disease foods containing gluten cause damage to the intestines and can cause malabsorption of nutrients. Sources of gluten include wheat, rye, barley, and sometimes oats (HHS, 2004).

Note to Instructor: If you feel your class would benefit from more information regarding celiac disease, distribute and discuss the Celiac Disease Information Sheet at the end of the lesson.

Tell: Because symptoms of food allergies and food intolerances can be similar, it is important that these symptoms are diagnosed by a physician.
Tell: Currently, there is no cure for food allergies. However, if an allergen is inadvertently ingested, there are treatments available. Antihistamines can relieve gastrointestinal symptoms, hives, sneezing or runny nose. Bronchodilators, which open air pathways to the lungs to make it easier to breath, can relieve asthma symptoms. Anyone with symptoms suggesting possible anaphylaxis should be treated immediately with epinephrine administered through an auto-injector and be given emergency medical treatment (HHS, 2004).

The best treatment for food allergies and celiac disease is strict avoidance of the allergen. People with food allergies need to carefully read food labels for unexpected ingredients and to prevent cross contact with the allergen. Some people are so sensitive to an allergen that they may react to touch or inhalation exposure.

Objective 2: Explain ways food service assistants can prevent exposing students with allergies to the allergen.

Slide 6

<table>
<thead>
<tr>
<th>Regulations</th>
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</thead>
<tbody>
<tr>
<td>Accommodations Required</td>
</tr>
<tr>
<td>- Allergies with the potential of anaphylaxis</td>
</tr>
<tr>
<td>- Celiac disease</td>
</tr>
<tr>
<td>Accommodations with Approval of Food Service Director</td>
</tr>
<tr>
<td>- Allergies with no anaphylaxis</td>
</tr>
<tr>
<td>- Food intolerances</td>
</tr>
</tbody>
</table>
Lesson 3: Managing Food Allergies

**Tell:** Life threatening food allergies that result in anaphylaxis or in celiac disease are both considered disabilities by law and require school food service accommodations.

Less severe food allergies that do not cause anaphylaxis and food intolerances are not considered disabilities. The school food service director can make accommodations on a case-by-case basis when provided with a statement from a recognized medical authority (USDA, 2001).

Students with life threatening food allergies should have a plan developed by the school nurse. This plan is based on orders from a licensed physician that explain accommodations that need to be made throughout the school. The school nurse should share a copy of the plan with food service and discuss ways to make the appropriate accommodations in the kitchen and in the cafeteria. The food service staff should be trained to follow the school’s emergency plan if accidental exposure of an allergen does occur.

**Note to Instructor:** An example of an allergy action plan can be found in *Managing Life Threatening Allergies in Schools*, which is referenced on the *Resource Sheet*.

**Tell:** Eating in the school cafeteria can be stressful for a student with food allergies. You can make the experience safer by carefully following each child’s plan.

**Note to Instructor:** Using the Video Clip
At this point the class participants will view the video clip that corresponds with this lesson. The two purposes of this video clip are to summarize what the class participants have learned about food allergies in the lesson and to introduce them to what they can do to help students with food allergies.

**Summary of the Video Clip**
The video clip will introduce a student with a life threatening food allergy who explains his food allergy and describes a reaction. The video clip shows the student going through the cafeteria line and things food service employees can do to keep him safe.

**Tell:** We will now view a video clip about a student who has a life threatening food allergy. Pay particular attention to what you learn about the role of the food service assistants in helping a student with a life threatening food allergy.

**Show Video Clip**

**Ask:** How did the food service assistants in the video clip help the student with the food allergy?
Tell: Food service assistants are key players in keeping students with life threatening food allergies safe in school.

Note to Instructor: All of the actions discussed in the next section, except those specifically pertaining to anaphylaxis, also apply when making accommodations for students with other allergies and with celiac disease.

Tell: Preventing exposure to allergens starts in the kitchen.

1. Read food labels. Develop a system of reading food labels for every item served to a student with food allergies and maintain contact information for manufacturers (Food Allergy and Anaphylaxis Network [FAAN], 2006).

Note to Instructor: Conduct Part II of the Introductory Activity by following the directions listed on the Introductory Activity Instruction Sheet found at the end of the lesson. Give directions, complete the activity, and summarize. After the activity is completed, continue with the lesson.

Tell:
2. Know what foods to avoid and how to substitute. Have a list of all food ingredients to avoid and a list of appropriate substitutions for each student with food allergies. If you have any questions regarding whether a certain food is safe, ask your supervisor (FAAN, 2006).

3. Designate an allergy-free zone in the kitchen. Designate one area in the kitchen where allergy-free meals can be made, and ensure that it is kept free of ingredients that students with life threatening food allergies should avoid (FAAN, 2006).

4. Follow safe food-handling practices. Cross contamination of a food allergen poses a serious risk to a student with life threatening food allergies. Wash all utensils, bowls, pots, and pans
thoroughly with warm, soapy water (International Food Information Council, 2004). Additionally, clean food preparation areas with a household cleaner to remove allergens (Perry, 2004).

Slide 8

### Food Service Assistants

Preventing exposure to allergens continues in the cafeteria and throughout the school.

- Understand the allergy plan.
- Identify the students with documented food allergies.
- Develop standardized cleaning procedures for the cafeteria.
- Learn to recognize signs of anaphylaxis, and know how to activate the school’s emergency plan if anaphylaxis should occur in a student with a life threatening food allergy.

Tell:
Preventing exposure to allergens continues in the cafeteria and throughout the school.

**Note to Instructor:** You may want to make copies of your school’s or district’s allergy policy and discuss it with the class.

Tell:

1. Understand the allergy plan. Become familiar with your school’s or district’s allergy policy and attend any training on food allergies that your school provides. A team of parents, students, teachers, food service staff, a physician, and the school nurse should work together to receive proper documentation of a student’s allergy and develop an allergy plan (MADOE, 2002).

2. Identify the students with documented food allergies. Develop a plan or process to ensure that food service assistants working in the cafeteria serving area can identify students with documented food allergy plans and serve them foods that are safe. Some schools require that these students identify themselves to food service staff; others specially code lunch tickets as a way of alerting staff of a food allergy (FAAN, 2006). If you choose to use to help identify the students, you must receive permission from parents. Remember to maintain student confidentiality in your school’s identification process. The documentation should be kept in a secure location and should not be discussed with other students or anyone else that does not have a need to know (USDA, 2001).

3. Develop standardized cleaning procedures for the cafeteria. Ensure that tables and chairs are cleaned thoroughly before and after breakfast and lunch. If a school serves several
lunches, tables and chairs should be washed between lunch periods. Most household
cleaners, except dishwashing liquid, are effective at removing allergens from tables and
other surfaces (Perry, 2004).

4. Learn to recognize signs of anaphylaxis, and know how to activate the school’s emergency
plan if anaphylaxis should occur in a student with a life threatening food allergy. See
Symptoms of Anaphylaxis Handout. When in doubt, it is always best to activate the
emergency system and to seek medical attention.

Note to Instructor: You may want to distribute a copy of your school’s emergency plan and
discuss it with food service assistants. If you have an additional plan in case of life threatening
food allergies, discuss this plan as well. In some schools, food service assistants can be trained
to give an injection of epinephrine to a student having an anaphylactic reaction. You can
discuss this possibility with your school nurse.

Note to Instructor: Conduct the Allergy Scenarios Activity by following the directions listed
on the Allergy Scenarios Activity Instruction Sheet found at the end of the lesson. Give
directions, complete the activity, and summarize. After the activity is completed, continue with
the lesson.

Summary and Conclusion 1 minute

Note to Instructor: Summarize and close the lesson as follows.

Tell: The number of students with food allergies has been substantially increasing. Because of
the potentially life threatening nature of these allergies and the increasing prevalence, food
service assistants must be prepared to serve these students by making appropriate accommoda-
tions. By following the guidelines learned in this lesson, you can do your part to keep students
with allergies safe.

Post-Lesson Activity: Distribute the Post-Training Assessment. Allow the class participants
5 minutes to complete it. Have the participants score their own assessments as the class reviews
the correct answers found in the Post-Training Assessment Answer Key. Collect the
assessments to evaluate the effectiveness of the class.
References


**Preparation Checklist**

Training Date ___________________________   Location _____________________________
Time __________________________________   Number of People Attending _____________

Instructions: Use this preparation checklist to prepare for the training session. Keep track of your progress by checking off tasks as you complete them.

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announce meeting time and purpose in advance.</td>
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<td>Make arrangements for meeting room.</td>
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<tr>
<td><strong>Reserve equipment and gather supplies.</strong></td>
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<tr>
<td><strong>Equipment needed:</strong></td>
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<tr>
<td>Computer and projector for the DVD video and slides</td>
<td></td>
</tr>
<tr>
<td>Screen or other surface for projection</td>
<td></td>
</tr>
<tr>
<td>DVD player and television to play video clip, if not using computer and projector</td>
<td></td>
</tr>
<tr>
<td><strong>Supplies needed:</strong></td>
<td></td>
</tr>
<tr>
<td>BLT 2006 video</td>
<td></td>
</tr>
<tr>
<td>BLT 2006 slide presentation</td>
<td></td>
</tr>
<tr>
<td>Name tags (optional), pencils or pens, folders to hold handouts (one for each class member)</td>
<td></td>
</tr>
<tr>
<td><strong>Make copies of all class handouts and display materials.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Handout and display materials needed:</strong></td>
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<tr>
<td>Introductory Activity Handout and School Lunch Items Ingredients Labels Handout</td>
<td></td>
</tr>
<tr>
<td>Symptoms of Anaphylaxis Handout</td>
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<tr>
<td>Allergy Scenarios Activity Handout</td>
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<tr>
<td>Get the Facts: New Food Allergen Labeling Laws Handout</td>
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<tr>
<td>Fact Sheet for Lesson 3</td>
<td></td>
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<tr>
<td>Celiac Disease Information Sheet</td>
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<tr>
<td>Resource Sheet for Lesson 3</td>
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<tr>
<td>Pre-Training Assessment</td>
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<tr>
<td>Post-Training Assessment</td>
<td></td>
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<tr>
<td><strong>Preview video clip for Lesson 3</strong></td>
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</tbody>
</table>
Lesson 3: Managing Food Allergies

Introductory Activity Instruction Sheet

Part I

Preparation
Before you begin the class, make copies of the Introductory Activity Handout that lists school lunch food items. Make one copy for each participant.

Activity Instructions
Divide the class participants into three groups. Assign each group one of the following allergens: milk, egg, or soy. Distribute the Introductory Activity Handout, one to each participant.

Tell: Each group has been assigned milk, egg, or soy as an allergen. Look at these school lunch food items and discuss as a group whether you think a person with your assigned allergy would be able to eat each food item. On your Introductory Activity Handout, make an X on the graph for each food item that you think a person with your group’s assigned allergy would NOT be able to eat.

Note to Instructor: Give the groups 3 minutes to decide which foods a person with their assigned allergy would not be able to eat. Ask each group which items they crossed off the list. Allow a representative from each group to explain the group’s choices.

Ask: What food items did you cross off the list and why?

Tell: Keep these handouts. We will be using them again later in the lesson.

Part II

Preparation
Before you begin the class, make copies of the School Lunch Items Ingredient Labels Handout and Get the Facts: New Food Allergen Labeling Laws Handout found after these instructions. Make one copy of each handout for each participant.

Activity Instructions
Have the class participants divide into their original three groups and take out the Introductory Activity Handout that they completed earlier. Distribute the School Lunch Items Ingredient Labels Handout and Get the Facts: New Food Allergen Labeling Laws Handout, one to each participant. The participants will use these labels to determine whether they correctly selected food items that a person with their assigned allergy would not be able to consume.

Tell: Recent changes in food labeling laws have made identifying an allergen on the food label much easier. Food manufacturers must comply with the law by identifying in plain English on their product labels the food source of any ingredient that contains or that is a protein from one
of the following food groups: milk, eggs, fish, Crustacean shellfish, tree nuts, peanuts, wheat, or soybeans. Look at the Get the Facts: New Food Allergen Labeling Laws Handout and find the box in the right-hand corner that is labeled “Food labels may look different …”

Read: Food manufacturers are required to label foods in one of two ways if allergenic foods are present

1. In the list of ingredients, put the name of the food source of the major food allergen in parentheses after the common or usual name of the ingredient when that name does not already appear in the ingredient statement; or

2. Immediately after or adjacent to the list of ingredients, put the word “Contains” followed by the name of the food for each of the major food allergens present in the food’s ingredients.

Note to Instructor: Review the label examples on this handout so that the class participants understand where to look for allergens on a label. If you plan to spend more than 30 minutes on this lesson, use the extra time to discuss this handout. Have the groups look at the School Lunch Items Ingredient Labels Handout.

Tell: Use the School Lunch Food Items Ingredient Labels Handout to check your original answers and to determine which items a person with your group’s assigned allergy would not be able to eat.

Note to Instructor: Give class participants 3 minutes to review the labels and to complete the instructions above.

Ask: Did you accurately choose which items a person with your assigned allergy would not be able to eat?

Note to Instructor: Allow a representative from each group to report the findings from the activity. Emphasize the importance of reading all labels since some foods may contain unexpected ingredients. The correct answers can be found on the Introductory Activity Handout Answer Key.

Tell: Some of the ingredients in these food items may have surprised you. Now you understand why it is important to read every label for possible allergens even if you don’t think the product contains any allergens. Food ingredients in a product can change without warning, so continue to check the label even if you have read it before.
**Introductory Activity Handout**

**Instructions:** Look at these school lunch menu items and discuss as a group whether or not you think a person with your assigned allergy would be able to eat each food item. On your individual handout, make an X on the graph for food item that you think a person with your group’s assigned allergy would NOT be able to eat.

Your assigned allergy: _________________________

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Source of Allergen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MILK</td>
</tr>
<tr>
<td>MEATBALLS</td>
<td></td>
</tr>
<tr>
<td>CRINKLE CUT FRIES</td>
<td></td>
</tr>
<tr>
<td>BISCUITS</td>
<td></td>
</tr>
<tr>
<td>CHICKEN NUGGETS</td>
<td></td>
</tr>
<tr>
<td>MASHED POTATOES</td>
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<tr>
<td>CREAMED CORN</td>
<td></td>
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<tr>
<td>HOTDOGS</td>
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</tr>
<tr>
<td>HOTDOG BUNS</td>
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<tr>
<td>CHEESE RAVIOLI</td>
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<tr>
<td>TACOS</td>
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<tr>
<td>CHEESE PIZZA</td>
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<tr>
<td>CARROT AND CELERY</td>
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<tr>
<td>WITH RANCH STYLE DRESSING</td>
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</table>
**Introductory Activity Handout Answer Key**

**Instructions:** Look at these school lunch menu items and discuss as a group whether or not you think a person with your assigned allergy would be able to eat each food item. On your individual handout, make an X on the graph for food item that you think a person with your group’s assigned allergy would NOT be able to eat.

Your assigned allergy: _________________________

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<thead>
<tr>
<th>Food Item</th>
<th>Source of Allergen</th>
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<tbody>
<tr>
<td></td>
<td>MILK</td>
</tr>
<tr>
<td>MEATBALLS</td>
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<tr>
<td>CRINKLE CUT FRIES</td>
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<tr>
<td>BISCUITS</td>
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<td>CHICKEN NUGGETS</td>
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<td>MASHED POTATOES</td>
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<tr>
<td>CREAMED CORN</td>
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<td>TACOS</td>
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<td>CHEESE PIZZA</td>
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<tr>
<td>CARROT AND CELERY WITH RANCH STYLE DRESSING</td>
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### School Lunch Items Ingredient Labels Handout

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<th><strong>MEATBALLS</strong></th>
<th><strong>MASHED POTATOES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>BEEF, WATER, TEXTURED SOY PROTEIN, EGGS, DEHYDRATED ONION, GARLIC, SPICES, BREAD CRUMBS</td>
<td>POTATOES, SOUR CREAM, BUTTER, SALT, PEPPER</td>
</tr>
<tr>
<td>ALLERGIES: CONTAINS EGGS, MILK, SOY AND WHEAT</td>
<td>CONTAINS: MILK</td>
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<table>
<thead>
<tr>
<th><strong>CRINKLE CUT FRIES</strong></th>
<th><strong>CREAMED CORN</strong></th>
</tr>
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<tbody>
<tr>
<td>POTATOES, VEGETABLE OIL, SALT, DEXTROSE</td>
<td>CORN, WATER, SUGAR, MODIFIED CORN STARCH, SALT</td>
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<tr>
<td>CONTAINS: SOY BEANS</td>
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<th><strong>BISCUITS</strong></th>
<th><strong>HOTDOG BUNS</strong></th>
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<tr>
<td>ENRICHED FLOUR, SKIM MILK, SOYBEAN OIL, SUGAR, BAKING POWDER, SALT</td>
<td>ENRICHED FLOUR, WATER, BUTTERMILK, HIGH FRUCTOSE CORN SYRUP, EGG, SOYBEAN OIL, WHEY, YEAST, SUGAR, WHEAT GLUTEN, SOY FLOUR</td>
</tr>
<tr>
<td>CONTAINS: WHEAT AND MILK INGREDIENTS</td>
<td>ALLERGIES: CONTAINS MILK, SOY, EGG, AND WHEAT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CHICKEN NUGGETS</strong></th>
<th><strong>CHEESE PIZZA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHICKEN BREAST, WATER, WHEAT FLOUR, SALT, SOYBEAN OIL, WHEY, RICE FLOUR, SPICES, FLAVORING, FOOD STARCH</td>
<td>TOPPINGS: LOW-MOISTURE PART SKIM MOZZARELLA CHEESE, TOMATOES, FOOD STARCH, SALT, SPICES</td>
</tr>
<tr>
<td>CONTAINS: MILK, WHEAT, AND SOY</td>
<td>CRUST: ENRICHED FLOUR, WATER, VEGETABLE SHORTENING, YEAST, SALT, SUGAR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CARROTS AND CELERY WITH RANCH STYLE DRESSING</strong></th>
<th><strong>HOTDOGS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CARROTS, CELERY, DRESSING (SOYBEAN OIL, WATER, EGG YOLK, SUGAR, SALT, NON-FAT BUTTERMILK, NATURAL FLAVORS [SOY], SPICES)</td>
<td>BEEF, WATER, GARLIC POWDER, HYDROLYZED SOY PROTEIN, PAPRIKA, POTASSIUM AND SODIUM LACTATE, SALT</td>
</tr>
<tr>
<td>CONTAINS: MILK, SOY, AND WHEAT</td>
<td>CONTAINS: SOY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TACOS</strong></th>
<th><strong>CHEESE RAVIOLI</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>SHELL: STONE GROUND CORN FLOUR, WATER, CELLULOSE GUM, CALCIUM PROPIONATE, LIME MEAT: HAMBURGER, SPICES (CHILI PEPPER, CUMIN, OREGANO, AND RED PEPPER), ONION, WHEY SOLIDS (MILK), SALT, SUGAR, PAPRIKA, GARLIC, POTATO STARCH, CITRIC ACID</td>
<td>ENRICHED DURUM FLOUR, WHOLE MILK RICOTTA CHEESE, WATER, WHOLE EGG, ROMANO CHEESE, SALT, SPICES, SOYBEAN OIL</td>
</tr>
<tr>
<td>CONTAINS: SOY</td>
<td>ALLERGIES: CONTAINS EGG, MILK, AND WHEAT</td>
</tr>
</tbody>
</table>
Labeling foods for allergenic ingredients is a new law …
On January 1, 2006, the Food Allergen Labeling and Consumer Protection Act of 2004 (FALCPA) became effective. This law requires manufacturers to clearly identify on their food labels if a food product has any ingredients that contain protein derived from any of the eight major allergenic foods and food groups: milk, eggs, fish, Crustacean shellfish, tree nuts, peanuts, wheat, or soybeans. These eight foods and food groups account for 90 percent of all food allergies. Other allergenic foods (e.g., sesame) are not required to be declared in accordance with FALCPA.

Food manufacturers must comply with the law by identifying in plain English on their product labels the food source of any ingredient that is or contains protein from one of the eight foods or food groups mentioned above. FALCPA also requires the type of tree nut (e.g., almonds, pecans, walnuts); the type of fish (e.g., bass, flounder, cod); and the type of Crustacean shellfish (e.g., crab, lobster, shrimp) to be declared.

It is anticipated that FALCPA will improve food labeling information for the millions of consumers who suffer from food allergies. This Act may be especially helpful to children who must learn to recognize the presence of food allergens they must avoid.

A food product may be subject to recall if it contains a major food allergen as an ingredient that is not declared on the food label in accordance with FALCPA requirements.

What this means for commodity foods …
FALCPA applies to packaged foods subject to FDA regulation, including foods both domestically manufactured and imported. That includes all foods, except meat, poultry, and egg products regulated by USDA’s Food Safety and Inspection Service (FSIS). To be consistent with FALCPA, FSIS is undertaking rulemaking to adopt the FALCPA requirements for the

Food labels may look different …
Food manufacturers are required to label foods in one of two ways, if allergenic foods are present:
1. In the list of ingredients, put the name of the food source of the major food allergen in parenthesis after the common or usual name of the ingredient when that name does not already appear in the ingredient statement.
For example (bold text is for illustration purposes only):

Ingredients: Enriched flour (wheat flour, malted barley, niacin, reduced iron, thiamin mononitrate, riboflavin, folic acid), sugar, partially hydrogenated soybean oil, and/or cottonseed oil, high fructose corn syrup, whey (milk), eggs, vanilla, natural and artificial flavoring, salt, leavening (sodium acid pyrophosphate, monocalcium phosphate), lecithin (soy), mono-and diglycerides.

or

2. Immediately after or adjacent to the list of ingredients, put the word "Contains" followed by the name of the food for each of the major food allergens present in the food’s ingredients.
For example:
Contains Wheat, Milk, Egg, and Soy
products it regulates. Meanwhile, meat, poultry, and egg products manufacturers may voluntarily add food allergen statements to their labels. The USDA commodity fact sheets will not carry specific food allergen information, since they offer only generic information about a product produced by different vendors. Each vendor’s product formula is allowed to vary within the limits of the product’s commodity specification.

Foods in schools fall under this new law …
The new labeling requirements extend to retail and all food-service establishments that package, label, and offer products for human consumption. However, the new labeling requirements do not apply to foods that are placed in a wrapper, a carry-out box, or other container after being ordered by a consumer. For example, a sandwich ordered at a delicatessen that is wrapped, boxed, or put in a container would not be subject to FALCPA labeling requirements.

Compliance is immediate, but …
FALCPA does not require food manufacturers or retailers to re-label or recall any of their products that do not reflect the additional food allergen labeling, as long as the products were labeled before the law’s effective date: January 1, 2006. So, consumers may continue to see packaged food on store shelves and in their homes without the revised allergen labeling until such product inventory disappears and is replaced by newly labeled products. Similarly, school food service operations also may continue to receive packaged foods without the new food allergen labeling, if they were labeled prior to January 1, 2006.

Manufacturers may “use up” existing stores of printed packaging and labels. However, to comply with the new law they must affix a label sticker on foods labeled on or after January 1, 2006. The FALCPA-compliant sticker must either: 1. obscure the old ingredient list or 2. provide a “Contains” statement immediately after or adjacent to the list of ingredients that complies with FALCPA. (See the graphic insert “Food labels may look different…”.)

If there are any questions about a product, including the presence of potential food allergens, reading the commodity package insert or calling the manufacturer directly to obtain more information is recommended.

What you should do …
The Food and Drug Administration (FDA) advises consumers who are allergic to particular foods to ask questions about ingredients and preparation when eating at restaurants or any place outside the consumer’s home. Schools and institutions participating in any of the FNS nutrition assistance programs should be prepared to provide that information, again by reading the commodity package inserts or by calling the manufacturer directly to obtain needed information.

Some foods are exempt from FALCPA …
Raw agricultural commodities (including fresh fruits and vegetables) are exempt, as well as highly refined oils (or ingredients derived from them) made from one of the eight foods or food groups identified in the law.
For more information about FALCPA …
Visit FDA’s food allergy page (http://www.cfsan.fda.gov/~dms/wh-alrgy.html) or the following specific pages from it:

- Advice to Consumers: http://www.cfsan.fda.gov/~dms/alrgqa.html
- The FALCPA Act: http://www.cfsan.fda.gov/~dms/alrgact.html

Lesson 3: Managing Food Allergies

Allergy Scenarios Activity Instruction Sheet

Preparation
Before you begin the class, make copies of the Allergy Scenarios Activity Handout on the following page. Make one copy for each participant.

Activity Instructions
Distribute a copy of the Allergy Scenarios Activity Handout to each class participant. Each scenario contains at least one error made by a food service assistant when preparing and/or serving food to a student with allergies. Read each scenario to the class and solicit responses from the class regarding what error(s) was made. Discuss the correct answers found on the Allergy Scenarios Activity Handout Answer Key.

Tell: This activity is going to help us review what we have learned about keeping students with life threatening food allergies safe when we prepare and serve food. In each scenario, a food service assistant makes at least one error. As we read the scenario, think about what the error is and how it could be corrected. We will discuss the answers as a class.
Allergy Scenarios Activity Handout

Instructions: Read each of the following scenarios. For each scenario, decide what actions the food service assistant makes in food preparation and/or service that might lead to a problem for a student with a life threatening food allergy. Share your answers as each scenario is discussed as a class.

Scenario One:
Janet is making cookies for school lunch. Since there are a few students with life threatening food allergies to peanuts, she is making peanut butter cookies and sugar cookies. When the cookies are finished baking, she uses a spatula to place the peanut butter cookies on one serving tray and the same spatula to place the sugar cookies on a separate tray. During serving, Janet puts on a pair of gloves and serves the students their choice of cookie as they pass through the line. She identifies the students with peanut allergies and serves them only sugar cookies.

Scenario Two:
Alice is making ham and cheese sandwiches for school lunch. She first slices the cheese on the slicer and then slices the ham. She first makes the ham and cheese sandwiches, and then because there is a student with milk allergies, she changes her gloves and makes ham-only sandwiches.

Scenario Three:
Tom is making peanut butter and jelly sandwiches for lunch. When he finishes preparing the peanut butter and jelly sandwiches, he wipes off his knife and then takes the knife, the jelly, and the bread over to the kitchen’s allergy-free zone and makes the jelly sandwiches for the students with peanut allergies.

Scenario Four:
The cafeteria received a new shipment of hotdogs for school lunch. Shirley has served hotdogs several times to the students with milk allergies, so she does not read the label when she takes the hotdogs out of the packaging. Shirley then throws away the packaging. She prepares the hotdogs and puts them on the serving line.

Scenario Five:
Peter is taking out the milk to put it on the line for lunch. He realizes that the cafeteria is out of soy milk, which is usually served to the two students who have milk allergies. The list of appropriate substitutions for these students states to use soy milk or rice milk in place of cow’s milk. Peter decides that these students will probably be fine with lactose free milk as well, so he puts that on the line for them to take.
Allergy Scenarios Activity Handout Answer Key

**Instructions:** Read each of the following scenarios. For each scenario, decide what actions the food service assistant makes in food preparation and/or service that might lead to a problem for a student with a life threatening food allergy. Share your answers as each scenario is discussed as a class.

**Scenario One:**
Janet is making cookies for school lunch. Since there are a few students with life threatening food allergies to peanuts, she is making peanut butter cookies and sugar cookies. When the cookies are finished baking, she uses a spatula to place the peanut butter cookies on one serving tray and the same spatula to place the sugar cookies on a separate tray. During serving, Janet puts on a pair of gloves and serves the students their choice of cookie as they pass through the line. She identifies the students with peanut allergies and serves them only sugar cookies.

*Janet’s first error was that she used the same spatula to remove the peanut butter cookies and the sugar cookies. This can cause cross contamination of the peanut allergen. The proper action would be to use a different spatula or to wash the spatula with hot soapy water before using it on the sugar cookies.*

*Janet’s second error was that she did not change her gloves when she was serving the two kinds of cookies, which can result in cross contamination. To prevent this cross contamination, gloves should be changed, individual paper bags should be used, or hands should be washed with hot soapy water before serving cookies to students with allergies. Note that using hand sanitizing gel does not properly remove allergens.*

**Scenario Two:**
Alice is making ham and cheese sandwiches for school lunch. She first slices the cheese on the slicer and then slices the ham. She first makes the ham and cheese sandwiches, and then because there is a student with milk allergies, she changes her gloves and makes ham-only sandwiches.

*Alice’s error was using the same slicer to slice both the cheese and the ham without washing it in between, causing cross contamination of the milk allergen. Alice should have washed the slicer with hot soapy water after slicing the cheese so that she would not contaminate the ham with the milk proteins in cheese.*

**Scenario Three:**
Tom is making peanut butter and jelly sandwiches for lunch. When he finishes preparing the peanut butter and jelly sandwiches, he wipes off his knife and then takes the knife, the jelly, and the bread over to the kitchen’s allergy-free zone and makes the jelly sandwiches for the students with peanut allergies.
Lesson 3: Managing Food Allergies

Tom’s errors were that he only wiped the knife clean and that he used the same jar of jelly and the same loaf of bread to make the allergy-free sandwiches. Wiping the knife does not remove the allergens. The knife must be washed with hot soapy water, or a separate disposable knife can be used to make each type of sandwich. The disposable knives can be thrown away after the sandwiches are made. Tom should also have used a separate jar of jelly and loaf of bread when making sandwiches for students with peanut allergies to prevent cross contamination.

Scenario Four:
The cafeteria received a new shipment of hotdogs for school lunch. Shirley has served hotdogs several times to the students with milk allergies, so she does not read the label when she takes the hotdogs out of the packaging. Shirley then throws away the packaging. She prepares the hotdogs and puts them on the serving line.

Shirley’s error was that she assumed the hotdog ingredients had not changed and would be safe for a student with milk allergies. Rather than take time to read the label, Shirley threw it away. Even if a food item has been safe in the past, food service assistants should always read the ingredient label, especially when a new shipment is received. Food ingredients in a product can change without notification. Also, food labels should be kept for at least 24 hours in case a student has an allergic reaction and a food comes into question.

Scenario Five:
Peter is taking out the milk to put it on the line for lunch. He realizes that the cafeteria is out of soy milk, which is usually served to the two students who have milk allergies. The list of appropriate substitutions for these students states to use soy milk or rice milk in place of cow’s milk. Peter decides that these students will probably be fine with lactose free milk as well, so he puts that on the line for them to take.

Peter’s error was that he substituted lactose free milk for soy milk when it was not an approved substitution based on the students’ allergy plans. Food service assistants should not make any substitutions that are not on the approved substitution list. In this case, lactose free milk would still cause an allergic reaction in students with milk allergies. Regardless of whether the substitution may or may not be safe, food service assistants should only make substitutions that are documented and on an approved list.
Symptoms of Anaphylaxis Handout

Symptoms of anaphylaxis can vary from mild to severe and are potentially deadly. Below is a list of possible symptoms that may occur alone or in any combination:

**Skin:** hives, swelling, itchiness, warmth, redness, rash

**Breathing:** wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion/hay fever-like symptoms, trouble swallowing

**Stomach:** nausea, pain/cramps, vomiting, diarrhea, itchy mouth/throat

**Circulation:** pale/blue color, poor pulse, passing-out, dizzy/lightheaded, low blood pressure, shock

**Other:** anxiety, feeling of “impending doom,” red/itchy/watery eyes, headache, cramping of the uterus

Reactions usually begin within minutes of exposure, but may be delayed. Sometimes symptoms resolve only to recur or progress a few hours later. The most dangerous symptoms are low blood pressure, breathing difficulties, shock, and loss of consciousness, all of which can be fatal.

Lesson 3: Managing Food Allergies

Fact Sheet

Studies show that the number of children with food allergies is increasing (Weiss, 2004). Although there are many theories, the reason for this increase is unknown. Eight percent of American children and 4% of all Americans suffer from food allergies (Health and Human Services [HHS], 2004).

A food allergy is an immune system response to a food that the body mistakenly believes is harmful (Brown, 2005).

The following eight foods account for 90% of total food allergies: peanuts, tree nuts, milk, eggs, soy, wheat, fish, and shellfish (HHS, 2004).

A body’s reaction to an allergen can range from relatively mild to severe. In some cases, a sudden, severe, and potentially fatal reaction called anaphylaxis can occur (Brown, 2005).

Anaphylaxis is a potentially life threatening medical condition that occurs after a person with allergies is exposed to a specific allergen. Anaphylaxis should be treated immediately with epinephrine followed by emergency medical treatment (HHS, 2004).

Food intolerance is an adverse reaction to food that does not involve the immune system. Food intolerance can produce some of the same symptoms as food allergies, but it develops through different mechanisms. Food intolerance is more common than food allergy (HHS, 2004).

Currently, there is no cure for a food allergy. The best treatment for food allergies is strict avoidance of the allergen.

Food service assistants can keep students with life threatening food allergies safe in school by following certain guidelines. Read labels. Designate allergy-free zones in the kitchen. Follow safe food-handling practices. Understand the allergy plan. Identify students with allergies. Develop cleaning procedures for the cafeteria. Learn to recognize signs of anaphylaxis, and know how to activate the school’s emergency plan if it should occur in a student with a life threatening food allergy (Food Allergy and Anaphylaxis Network, 2006).
What is celiac disease?
Celiac disease is an inherited autoimmune disorder that affects the digestive process of the small intestine and causes gluten intolerance. When a person who has celiac disease consumes gluten (a protein found in wheat, rye, and barley), the individual’s immune system responds by attacking the small intestine and by inhibiting the absorption of important nutrients into the body.

Is celiac disease a rare condition?
No. Celiac disease affects 1 in 133 Americans, or 2.2 million people in the United States. It is possible to be diagnosed with celiac disease at any age. The cause of celiac disease is unknown, but there does appear to be a strong genetic component.

What are possible symptoms of celiac disease?
Recurring abdominal pain and bloating
Chronic diarrhea/constipation
Weight loss
Pale, foul-smelling stool
Iron-deficiency anemia that does not respond to iron therapy
Fatigue
Failure to thrive or short stature
Pain in the joints
Tingling numbness in the legs
Pale sores inside the mouth
A skin rash called Dermatitis Herpetiformis (DH)
Tooth discoloration or loss of enamel
Unexplained infertility, recurrent Fatigue miscarriage
Osteopenia (mild) or osteoporosis (more serious), a bone density problem
Treatment
The only treatment for celiac disease is a gluten-free diet. Grains such as wheat, rye, barley, and possibly oats* and derivatives of these grains must be eliminated from the diet. Strict adherence to this diet will stop symptoms, heal existing intestinal damage, and prevent further damage. Current law requires labeling for wheat but does not require other sources of gluten to be listed on ingredients labels. The following steps will guide food service assistants in reading labels to determine if a product is gluten free.

Step 1: Is wheat in the ingredients list or is it listed in an allergen statement beneath the ingredients list?
If Yes, Stop! This product is not gluten free. If No, Proceed to Step 2.

Step 2: Read the ingredients list. Is Barley, Rye, or Malt listed?
If Yes, Stop! This product is not gluten free. If No, this product is gluten free and safe to eat (unless a physician has advised against oats, then products listing oats on the food label should also be avoided).

* People with celiac disease are advised to consult with their physician about including oats in their diets.

Resource Sheet

Food Allergy and Anaphylaxis Network (FAAN)
FAAN works to raise public awareness, to provide advocacy and education, and to advance research on behalf of all those affected by food allergies and anaphylaxis. For more information call: 800-929-4040
http://www.foodallergy.org

Asthma and Allergy Foundation of America (AAFA)
AAFA provides practical information, community based services, and support through a national network of chapters and support groups. AAFA develops health education, organizes state and national advocacy efforts, and funds research to find better treatments and cures.
http://www.aafa.org

American Academy of Allergy, Asthma, and Immunology (AAAAI)
The AAAAI represents allergists, clinical immunologists, allied health professionals, and others with a special interest in treating and researching diseases such as allergic rhinitis, asthma, atopic dermatitis/eczema, and anaphylaxis. The mission of the AAAAI is the advancement of the knowledge and practice of allergy, asthma, and immunology treatment for optimal patient care. The AAAAI Web site provides many resources for patients and for healthcare professionals. For more information call: 800-822-2762
http://www.aaaai.org

Managing Life Threatening Food Allergies in School
This document was prepared by the Massachusetts Department of Education to help schools develop their own allergy policies. An example of an Allergy Action Plan is provided in the Appendix.
http://www.doe.mass.edu/cnp/news02/allergy.pdf

Celiac Disease Foundation
Celiac Disease Foundation provides support, information, and assistance to people affected by celiac disease/dermatitis herpetiformis (CD/DH). For more information call: 818-990-2354.
http://www.celiac.org
Pre-Training Assessment

1. Symptoms of an allergic reaction may include
   a. itchy mouth.
   b. hoarseness.
   c. nausea.
   d. all of the above.

2. The best treatment for food allergies is
   a. to have weekly allergy shots.
   b. to drink lots of water to dilute the allergen.
   c. to prevent exposure.
   d. to take two aspirin.

3. A food service assistant can keep students with allergies safe by doing all EXCEPT
   a. saving time by not reading labels on food that has previously been served to students with allergies.
   b. clean tables with a household cleaner to remove allergens.
   c. designate an allergy-free zone in the kitchen.
   d. be able to identify students with food allergies.

4. Food intolerances are different from food allergies because they do not involve
   a. the same symptoms.
   b. diagnoses by a medical professional.
   c. the same foods.
   d. the immune system.

5. Anaphylaxis
   a. is nothing to worry about.
   b. is a reaction to a food intolerance.
   c. is a potentially life threatening medical condition.
   d. should not be treated with medication.
Pre-Training Assessment Answer Key

Correct answers are underlined.

1. Symptoms of an allergic reaction may include
   a. itchy mouth.
   b. hoarseness.
   c. nausea.
   d. all of the above.

2. The best treatment for food allergies is
   a. to have weekly allergy shots.
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   a. saving time by not reading labels on food that has previously been served to students with allergies.
   b. clean tables with a household cleaner to remove allergens.
   c. designate an allergy-free zone in the kitchen.
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   a. is nothing to worry about.
   b. is a reaction to a food intolerance.
   c. is a potentially life threatening medical condition.
   d. should not be treated with medication.
Lesson 3: Managing Food Allergies

Post-Training Assessment

1. The best treatment for food allergies is
   a. to have weekly allergy shots.
   b. to drink lots of water to dilute the allergen.
   c. to prevent exposure.
   d. to take two aspirin.

2. Food intolerances are different from food allergies because they do not involve
   a. the same symptoms.
   b. diagnoses by a medical professional.
   c. the same foods.
   d. the immune system.

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   a. itchy mouth.
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   c. nausea.
   d. all of the above.

4. Anaphylaxis
   a. is nothing to worry about.
   b. is a reaction to a food intolerance.
   c. is a potentially life threatening medical condition.
   d. should not be treated with medication.

5. A food service assistant can keep students with allergies safe by doing all EXCEPT
   a. saving time by not reading labels on food that has previously been served to students with allergies.
   b. clean tables with a household cleaner to remove allergens.
   c. designate an allergy-free zone in the kitchen.
   d. be able to identify students with food allergies.
Post-Training Assessment Answer Key

Correct answers are underlined.

1. The best treatment for food allergies is
   a. to have weekly allergy shots.
   b. to drink lots of water to dilute the allergen.
   c. to prevent exposure.
   d. to take two aspirin.

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   a. the same symptoms.
   b. diagnoses by a medical professional.
   c. the same foods.
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5. A food service assistant can keep students with allergies safe by doing all EXCEPT
   a. saving time by not reading labels on food that has previously been served to students
      with allergies.
   b. clean tables with a household cleaner to remove allergens.
   c. designate an allergy-free zone in the kitchen.
   d. be able to identify students with food allergies.
Lesson 3: Managing Food Allergies

Slide 1

Meeting Children’s Special Food and Nutrition Needs in Child Nutrition Programs

Learning Objectives

- Summarize key components regarding food allergies.
- Explain ways food service assistants can prevent exposing students with allergies to the allergen.

Slide 2

Food Allergies

- Definition
- Symptoms
- Anaphylaxis

Slide 3

Common Food Allergies

- peanuts
- tree nuts (such as almonds, pecans, walnuts)
- milk
- eggs
- soy
- wheat
- fish (such as bass, cod, flounder)
- crustacean shellfish (such as crab, lobster, shrimp)
Lesson 3: Managing Food Allergies

Slide Presentation

Slide 4

Food Intolerance

Definition: Food intolerance is an adverse reaction to food that does not involve the immune system.

Examples
- Lactose Intolerance
- Gluten Intolerance

Slide 5

Treatment for Allergies

- Antihistamines/Bronchodilators
- Epinephrine
- Prevention and Strict Avoidance

Slide 6

Regulations

Accommodations Required
- Allergies with the potential of anaphylaxis
- Celiac disease

Accommodations with Approval of Food Service Director
- Allergies with no anaphylaxis
- Food intolerances
Lesson 3: Managing Food Allergies

Slide 7

Food Service Assistants

Preventing exposure to allergens starts in the kitchen.

- Read food labels.
- Know what to avoid and how to substitute.
- Designate allergy-free zones in the kitchen.
- Follow safe food handling practices.

Slide 8

Food Service Assistants

Preventing exposure to allergens continues in the cafeteria and throughout the school.

- Understand the allergy plan.
- Identify the students with documented food allergies.
- Develop standardized cleaning procedures for the cafeteria.
- Learn to recognize signs of anaphylaxis, and know how to activate the school’s emergency plan if anaphylaxis should occur in a student with a life threatening food allergy.