

Junior school curriculum ideas



Fight the Lice Week

Prepared by Maxine Whitehill
and Karen Anderson

Key Outcomes

- Construct a model of a headlouse.
- Make a pamphlet of information on headlice and prevention for parents and the community.
- Design a prevention checklist for your whole family.

Analysis

Breakdown the information to gain a better understanding

Possible activities:

- Draw a picture to show the difference between a nit and a headlouse. Write describing words for each.
- Explain the difference between preventing and eliminating headlice.
- Examine headlice through a magnifying glass or microscope and record what you see.

Synthesis

Form a new idea or original product

Possible activities:

- Write a poem (story, song, rap, TV show, play) about headlice prevention. Present it.
- Design a label for a new nit/headlice prevention or elimination product. Write the instructions for its correct use.
- Advertise the advantages of using this product.
- Invent a board game where clean healthy hair that's checked regularly wins!

Evaluation

Form and present an opinion

Possible activities:

- A friend tells you they have an itchy scalp. What information can you recommend to help them solve this problem and not to feel embarrassed by it?
- Write/present/debate an argument to support the statement 'Prevention is better than cure'.
- Complete a self-assessment sheet.

Activities

Examples: What do headlice look like?

1.

Headlice are _____ that live in hair. They cannot _____ or _____.

They lay eggs called _____. The eggs stick to the hair near the _____.

We can get headlice by sharing brushes and _____. If your head is itchy ask

someone to _____ for headlice.

hats

jump

check

fly

head

insects

nits

(Cross out the word as you fill in the gaps in the sentences)

2.

Headlice are _____ insects that live on human _____. Headlice

cannot fly or _____. They lay eggs called _____ that stick to

the hair near the _____ and are hard to remove. They feed on _____

from the scalp and their bite makes you feel _____. We can get headlice by

_____ combs, scrunchies, helmets and hats or by touching or _____

with other peoples' hair. If you have an itchy head you _____ have headlice. Ask your Mum or

Dad to _____ your hair. Even if you don't have headlice it is a good idea to have

your head checked _____.

itchy

heads

playing

might

wingless

jump

check

blood

nit

sharing

scalp

regularly

(Cross out the word as you fill in the gaps in the sentences)

Sequencing activity

Cut each sentence out and arrange them in the correct order.
Draw a picture to go with each sentence.

✂ Wash your brushes and pillowcases.

✂ Ask an adult to check your hair.

✂ Treat your hair again in a week.

✂ Check your hair every week.

✂ Your head is itchy.

✂ Check the whole family.

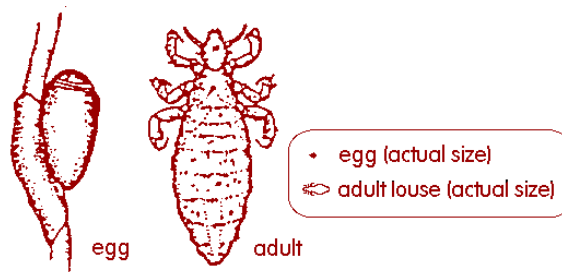
✂ Treat your hair.

✂ Adult finds headlice or eggs in your hair.

Congratulations

You have found out so much about headlice.

Well done!



Signed: _____

Date: _____

Fight the Lice Week

Prepared by Linda Pearce

Key Outcomes

- To gain skills to assist with personal healthcare.
- To practise good health habits relating to headlice.
- To have knowledge of products and routines to help prevent and eradicate headlice.
- To show care and understanding and to deal with cases of headlice with compassion.

Suggested lesson/activities

Health

1. Discuss good health practices particularly in terms of cleanliness, sharing combs, hats and other head garments, as well as highlighting/maintaining personal space to prevent spreading/catching headlice. Publish findings in the classroom, sharing and reflecting on these for further reference.
2. Draw an outline of a student's body. On this sheet students can write the names of the outside health services which have helped their families eg doctor or pharmacist.
How can these services help families control headlice?
Class discussion.
Read information to class about pharmaceutical supplies.
3. List short-term health issues in our society which are nuisances but not life threatening, for example colds, ringworms and headlice.
Reflect on information about headlice not being particular about their host. "They are not life threatening but it is important to do something about them."
4. Prepare task card for students to research
 - facts about headlice
 - how they spread
 - what to look for in the hair
 - treatment
 - social issuesDisplay these in your room.
Students' work can be set up in a library or front foyer of the school to support headlice week or awareness in schools.

Arts

1. Paint headlice pictures in bright colours.
2. Make collage pictures of faces/hair with slogan about headlice free hair.
3. Make 3D display of headlice treatments (empty container).
4. Design a new package for headlice treatments.
5. Write a song about headlice.
6. Perform plays which students write about.
7. Write chants, dance raps or simple actions.
8. Make charts for display.
9. Make mobiles of headlice to hang in classroom.
10. Make badges made with a motto about headlice.

Technology

1. Use Hyper Studio/Kid Pix or Creative Writer for students to make presentations.
2. Add lists of headlice words to your word bank and find-a-words and cloze exercises.
3. Browse the Internet for information.
4. Make posters, banners etc. Print Shop/Claris Works would be helpful here.

Science

1. Provide facts about headlice to students, share, read and discuss.
2. View headlice with microscope or magnifying glass, draw (large).
3. View videos about headlice.
4. Design a 'Headlice Bug Catcher' and discuss/reflect on the most efficient, unusual and fun.



MORE CURRICULUM IDEAS FOR HEALTHY HEADS

Adapted from City of Onkaparinga Healthy Heads Program

Headlice infestation is endemic in the community at all times. Headlice education and awareness will assist in:

- Minimising the impact of headlice infestation on individuals, families and schools
- Alleviating the stigma associated with headlice infestation
- Improving self-esteem and quality of life for individuals and families.

Key outcomes:

Children will discover:

- What happens when a person has headlice
- How to recognise signs of headlice infestation
- What it feels like to have headlice
- Headlice language: eggs, nits, nymphs, lice, louse, treatment, prevention, scalp
- How to help prevent headlice infestation
- Who gets headlice
- Headlice and play.

Curriculum Links:

The following curriculum ideas have been developed to include a range of learning experiences related to the nine foundation areas of learning.

Self Concept

Children being empowered by learning that they have some control over their bodies and the health of their bodies

Discuss with children:

- Why do we get headlice?
- When do we know that we have headlice?
- Who gets headlice?
- How do we feel when we get headlice?
- What we can do to help prevent headlice?

Possible activities:

- Brainstorm: what can we do when we have headlice, how can we help others
- Make drawings, posters, songs, poems about headlice prevention and present to class
- Invent a board game where healthy hair that's checked regularly wins.

Communication

Children begin to understand language associated with headlice and personal hygiene and to relate their experiences through expression

- Activities with headlice related words- wordsearches, crosswords
- Create opportunities for children to predict and brainstorm consequences and solutions related to headlice infestation
- Develop and create scenarios with the children that include recognition of signs of headlice infestation and ideas for keeping themselves free of headlice.

Health and Physical

Children become aware that personal hygiene is a part of staying healthy and confident

- Focus on the role of checking hair weekly or daily if there is an outbreak, as the single most important prevention strategy
- Brain storm ideas with children about personal hygiene, e.g. washing hands; not sharing hats, brushes, hair ties; brushing and washing hair regularly; showering regularly; grooming, and make some comic signs for display
- Discuss the difference between preventing and eliminating headlice
- Discuss headlice treatments and how they work and why it is important to follow instructions included with treatment
- There are a number of websites, books and games that explore headlice infestation.

Creativity

Through their imagination children express their ideas, thoughts and fears associated with their experience of headlice infestation

- Create a character depicting a louse or a nit
- Make a video, have the children edit, act and produce it
- Hold a disco or event with a theme centred around headlice, encourage costumes or dressing up (make it a fundraising event to buy resources for school or sports faculty)
- Design a label for a new headlice treatment. Write the instructions for its correct use
- Write a TV show, play, dance, song about headlice prevention, and present to school/community.

Critical Thinking

Children problem-solve to focus on deciding what to do in a situation concerning headlice infestation

- In small groups, encourage children to brainstorm some solutions using puppets or characters role-playing various headlice infestation signs. What would we do in that situation? Who could we tell and what would we say?
- Look at how headlice can be transmitted from one person to another; why do headlice like living close to the scalp?
- Look at the life cycle of the louse, discuss at what stage of the life cycle is transmission most likely to occur? Why is retreatment necessary?
- Create a display for the school or local shopping centre that explains what they have learnt about headlice.

Cultural Understanding

Children valuing diversity in health across cultures

- Change the physical appearance of puppets (spots or no hair) to give them symptoms that will entice questions from children about diversity
- A friend tells another child that they have an itchy head. What information can the children recommend to help them solve this problem and not feel embarrassed by it?
- Children's conversations (incidental and planned) need to be encouraged towards understanding about similarities and differences in people and health
- Messages to be reinforced:
Any person who has hair can get headlice. Headlice like people of all cultures and all ages but because of the nature of the way children interact with each other they are most likely to experience headlice.

Environmental Understanding

Children begin to understand that there is a relationship between the environment and themselves

- Children discover by gathering, classifying and recording characteristics of a louse, nit
- Children discover why a louse cannot survive away from the head for very long, why it cannot move on surfaces other than hair
- Discuss the difference between human body and headlice
- Children discuss if there is a cause (risk factors) and effect (symptoms and signs) relationship between their immediate environment and headlice infestation
- Children understand that some treatments are a special chemical and should not be used as a preventative. Children understand the concept of resistance to a treatment.

Social Development

Children begin to understand their role and that of their parents/caregivers in the control and prevention of headlice infestation

- Encourage children to identify their own and others feelings at different times and different circumstances. This will be a positive step towards helping them take responsibility for themselves and others.
- Get the children to develop a prevention checklist for the whole family
- Encourage the children to develop a pamphlet of facts or information on headlice prevention for parents and the community
- Invite representatives from various community services and/or parents of the children to explain the helpful role they play in the community
- Invite children to explain the helpful role they play at home or within their own family or classroom.

Technology

Children participate in exploring, designing and creating ways to control and help prevent headlice

- Look at the different types of treatments and products, explore them, draw them, discuss how products work
- Develop an educational tool for headlice awareness on a CD-ROM
- Construct a model of a louse or nit on computer
- Examine headlice through a magnifying glass or microscope and record what you see.

These curriculum ideas have been developed as part of the Healthy Heads program to best meet the needs of the individuals and families partaking in the program. They can be further developed by teachers and parents according to their needs.

References:

Headlice: The role of preschools and schools in community headlice control. Department of Education, Training and Employment 2000.

Asthma: Awareness and Management. Asthma SA and Department of Education and Training 1999.

Don't just itch'em



Ditch'em



N O I T A T S E F N I E R E
 O A H R D G C L I N G L I N
 I A I E C E L O O H C S A O
 T D D A E H O U N H T I H I
 N B T T C H E H E L M E T T
 E M M M N D T C A R T T A A
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 R G C T N D E H C T A H H L
 P H G G H E A D L I C E A P
 B R U S H O O P M A H S R P
 H A I R T I E S W A L C E A
 D O O L B E M S C R A T C H

Application	Conditioner	Headlice	Share
Attract	Eggs	Helmet	Treatment
Blood	Glue	Nit	Warmth
Brush	Hair	Prevention	
Checking	Hairties	Reinfestation	
Claws	Hat	Shampoo	
Cling	Hatched	School	
Comb	Head	Scratch	

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