

THE FACTS OF LICE



lesson plans



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THE FACTS OF LICE



lesson plans

Before you start these sessions with the children, ask them to fill in the evaluation sheet provided to find out what their level of knowledge is. The children should also be asked to complete the evaluation sheet after the lessons have taken place, to see what they have learned, and if the messages about head lice 'not being a big deal' and regular checking being essential, have got through.

NB: These lesson plans are adaptable and should be adapted to the needs of your class and the different year groups.



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Curriculum links for all activities

(adapting activities for the Early, First and Second Curriculum for Excellence Levels)

The following Curriculum for Excellence Experiences and Outcomes are covered by this pack of lesson plans. Each lesson links and covers a number of subjects, with a major focus on Health and Wellbeing and Science. Of course, there needs to be Literacy and Numeracy links across these areas too with the Curriculum for Excellence. How the lesson is planned, the learning focus and age of the children will alter which learning intentions you choose to use.

Early Level (Nursery and Primary 1)

Literacy and English:

Listening and Talking:

- As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. (LIT O – 02a / ENG O-03a)

Health and Wellbeing:

Relationships, sexual health and parenthood:

- I am aware of my growing body and I am learning the correct names for its different parts and how they work. (HWB O-47b)
- I am learning what I can do to look after my body and who can help me. (HWB O-48a)

Physical wellbeing:

- I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. (HWB O-15a)

Mental and emotional wellbeing:

- I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. (HWB O-03a)



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First Level (Primary 2 - Primary 4)

Literacy and English:

Listening and Talking:

- When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. (LIT 1-02a)
- When listening and watching with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. (LIT 1-09a)
- I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. (LIT 1-07a)
- To help me develop an informed view, I am learning to recognise the difference between fact and opinion. (LIT 1-08a)

Reading:

- Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. (LIT 1-14a)

Writing:

- I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. (LIT 1-24a)
- By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. (LIT 1-26a)

Science:

Planet Earth:

- I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions. (SCN 1-01a)

Biological systems:

- I have explored my senses and can discuss their reliability and limitations in responding to the environment. (SCN 1-12a)



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Health and Wellbeing:

Social Wellbeing:

- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. (HWB 1-10a)
- I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. (HWB 1-11a)

Physical Wellbeing:

- I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. (HWB 1-15a)

Mental and emotional wellbeing:

- I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. (HWB 1-07a)

Second Level (Primary 5 - Primary 7)

Literacy and English:

Listening and Talking:

- When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. (LIT 2-02a)
- When listening and talking with others for different purposes, I can; share information, experiences and opinions, explain processes and ideas, identify issues raised and summarise main points or findings and clarify points by asking questions or by asking others to say more. (LIT 2-09a)

Reading:

- I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. (LIT 2-13a)
- I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. (LIT 2-15a)



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Writing:

- I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. (LIT 2-20a)
- I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. (LIT 2-24a)

Science:

Biological systems:

- By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing. (SCN 2-12a)
- By investigating the life cycles of plants and animals, I can recognise the different stages of their development. (SCN 2-14a)

Health and Wellbeing:

Mental and emotional wellbeing:

- I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. (HWB 2-07a)
- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. (HWB 2-02a)

Physical wellbeing:

- I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. (HWB 2-15a)



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assessment and evaluation sheet

THE FACTS OF LICE

	BEFORE	AFTER
What do you know about head lice?		
What would you do if you had head lice?		
How would you feel if someone in your class had head lice?		

Answer these questions after taking part in the Facts of Lice lessons

What did you enjoy most about learning about head lice?

What would have made learning about head lice even better?

What advice would you give to someone who found out that they have head lice?

How can you find out more information about head lice?



LESSON 1

THE FACTS OF LICE

Facts and myths about Head Lice

Curriculum for Excellence Links:

First Level:

Listening and Talking- LIT 1-02a, LIT 1-09a, LIT 1-08a, LIT 1-07a

Reading- LIT 1-14a

Writing- LIT 1-24a, LIT 1-26a

Health and Wellbeing- HWB 1-11a, HWB 1-15a, HWB 1-07a

Second Level:

Listening and Talking- LIT 2-02a, LIT 2-09a

Reading- LIT 2-13a,

Writing- LIT 2-20a, LIT 2-24a

Science- SCN 2-12a

Health and Wellbeing- HWB 2-15a, HWB 2-07a

Learning Intention: What's fact and what's fiction?

Starter:

Start by telling the children that they will be talking about head lice, and that you want to play a true or false game with them. Split the class into small groups and hand each group a pack of cards.

On each card, there is a statement about head lice. Explain to the children that some of the statements on the cards are true and some are false.

Ask the children to look through the cards and make up their minds about what they think is true and what they think may be false. This will help them to focus on the common misconceptions. Make sure that you emphasise the fact that head lice are just 'one of those things' and nothing disgusting, dirty or shameful. Discuss answers as a class.

Main Activity:

Ask the children to design their own 'Would you believe it?' or 'True or False' posters, each illustrating some of the most surprising facts they've learned in the lesson.

Get the children to really think about what they want to say on the poster, and how they can get the message across – perhaps they could also think up their own slogans or captions.



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LESSON 1

THE FACTS OF LICE

Plenary:

When the posters are finished, children can talk to the class about them. Ask them to talk about the facts or myths that they chose, and how what they have learned has surprised them. What was the most unusual myth they had heard about head lice? How do they feel about head lice after finding out the truth?

You could also ask children if any of them had not heard of head lice at all before the lesson, and what they will do now that they are aware of them – regular checks for example.

Extension activity:

A power point quiz.

Get the class to choose their favourite facts and myths from the true or false quiz, and design a game for the younger children using them.

The point of the game, which you can help the children to design on a computer using Power Point, is to teach younger children the truth about head lice, in a way that will not alarm them. You could also set the children an extra task – to find out more about head lice by themselves. They could find the information on the Internet or from the school library, and add what they have found out into the game.

Resources required:

- Pack of cards provided for the class to use
- The answers to the true/false sorting activity
- A poster template for the children to photocopy and use
- Images to use on the posters can be downloaded from the school section of www.headlice.co.uk



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Head lice only
live in dirty
hair



Only children
can get head
lice. Head
lice don't like
adults' hair



You cannot
catch head
lice
from your
pets



A fully grown
head louse is the
same size as a
sesame seed



A female head louse
will lay about six eggs
every night, sticking
each one to the base
of a hair where heat
from the head keeps it
warm



You can
treat and
get rid of
head
lice easily



Using a
medicated
solution will
help you get rid
of head lice



Asking your parents
to check your hair
weekly with a grey
detector comb will
help detect head lice
and prevent them
from spreading





Head lice cannot fly or swim, they walk from head to head when people are in close contact



Itching is the only way you'll know that you have head lice

Head lice only like people with long hair



Head lice eat your hair



Head lice are insects and have six legs



The main way to get rid of head lice is to have a short hair cut



You can only get head lice once in your life



If someone is teasing you about having head lice tell a teacher/parent or other adult



True or False cards

Answers

THE FACTS OF LICE

Head lice only live in dirty hair.

False: Head lice do not care what type of hair they live in.

Only children can get head lice. Head lice don't like adult's hair.

False: Anyone can catch head lice.

You cannot catch head lice from your pets. True

A fully grown head louse is the same size as a sesame seed.

True

A female head louse will lay about six eggs every night, sticking each one to the base of a hair where heat from the head keeps it warm. True

You can treat and get rid of head lice easily. True

Using a medicated solution will help you get rid of head lice. True

Asking your parents to check your hair weekly with a grey detector comb will help detect head lice and prevent them from spreading. True

Head lice cannot fly or swim, they walk from head to head when people are in close contact. True

Itching is the only way you'll know that you have head lice.

False: Only around 30% of people feel an itch when they have head lice.

Head lice only like people with long hair.

False: Head lice have no preference to hair length or type.

Head lice eat your hair.

False: Head lice do suck a little blood from your scalp.

Head lice are insects and have six legs. True

The main way to get rid of head lice is to have a short hair cut.

False: Head lice have no issues with hair length.

You can only get head lice once in your life.

False: You can have head lice numerous times.

If someone is teasing you about having head lice tell a teacher/parent or other adult. True



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Poster planning sheet

Think about what messages you want to get across in your poster. Think carefully about the wording you want to use, this will help make your poster more effective!

THE FACTS OF LICE

Facts



Detection, Treatment & Removal

Prevention

LESSON 2

THE FACTS OF LICE

The life cycle of Head lice

Curriculum for Excellence Links:

First Level:

Listening and Talking- LIT 1-02a, LIT 1-09a

Reading- LIT 1-14a

Writing- LIT 1-24a, LIT 1-26a

Science- SCN 1-01a

Health and Wellbeing- HWB 1-11a, HWB 1-15a, HWB 1-07a

Second Level:

Listening and Talking- LIT 2-02a, LIT 2-09a

Reading- LIT 2-13a

Writing- LIT 2-20a, LIT 2-24a

Science- SCN 2-14a

Health and Wellbeing- HWB 2-15a

Learning Intention: Learning about the head louse's life cycle

Main Activity:

The children will learn about the different stages in the head louse's life cycle, using the sorting activity sheet provided. Children will need to look at the picture of the life cycle of a head louse on the activity sheet, where each stage is numbered. Children will then need to read the descriptions of each stage (which are arranged in the wrong order). Children will need to put each stage of the life cycle in the right order, and match them to the numbered stages in the picture. Children could do this individually, in small groups or as a class. Younger children will probably need you or a classroom/support assistant to help them, but older children may be able to work it out themselves.

Plenary:

Use the activity to help emphasise the importance of treating for head lice seven days after the first treatment, explain the difference between commonly used terms like lice and nits, which stage each is in the life cycle, and how to get rid of each.

Resources required:

- Life cycle of a head louse sorting activity sheet



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LESSON 2

THE FACTS OF LICE

Extension Activity: 'Head Lice - The Movie'

With the information that the children have learned about the head louse's life cycle, they can create their own animated film using Windows Movie Maker. They could use the storyboards they made in the previous lesson as a reminder, and then each could choose a different stage in the life cycle and make their own model (using the modelling clay).

The children can photograph each model, and load each slide into Movie Maker. Encourage them to really use their imaginations in this exercise, either creating a wildlife documentary style animation, an autobiography or a diary of a head louse from its own point of view. They could make it funny, cartoonish, for example; 'Hide from the louse solution' – try to get the children to come up with their own ideas so that they engage with the subject.

Resources needed:

- Modelling clay
- Digital camera
- Windows Movie Maker (should be already installed on PCs, if not you can download it for free.)
- Storyboard sheets

NB Younger children might find it easier to work in groups with a classroom/support assistant, and have one group responsible for creating each slide. When each group is happy with its slide, all the finished slides can be put together to create one movie and shown to the whole class.



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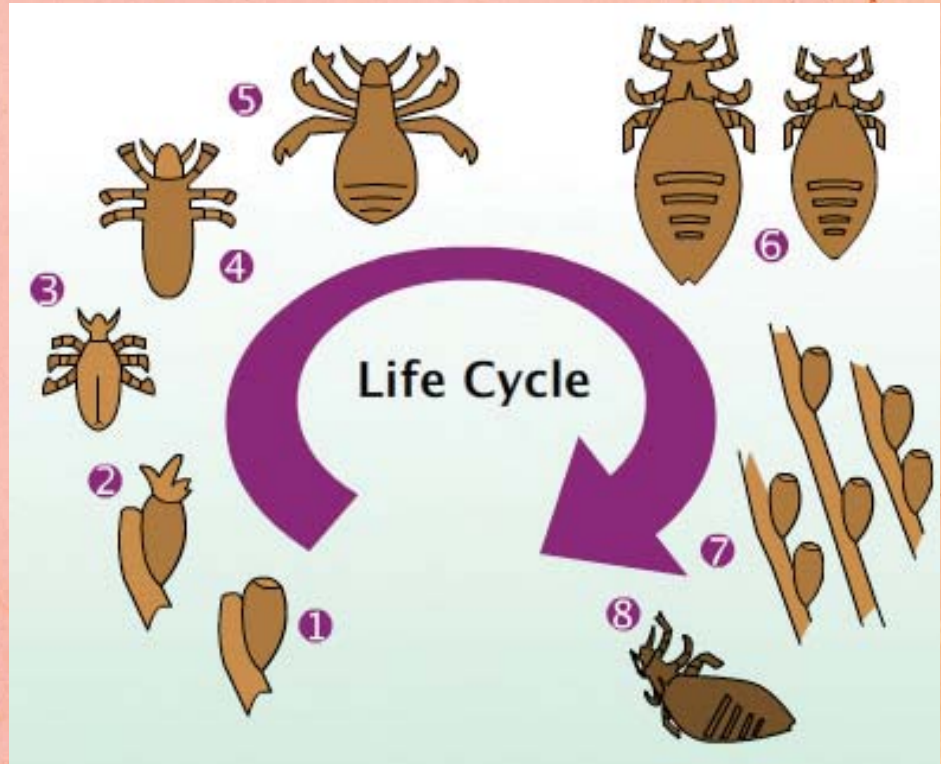
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Life cycle of a head louse

THE FACTS OF LICE

Can you match the descriptions to the correct stage numbered in the picture, to explain the life cycle of a head louse?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____



- A** 33 – 35 days after I was laid as an egg, I die
- B** Second nymph – at three days old I shed my skin again
- C** Now I'm a First Nymph – I shed my skin for the first time when I'm two days old
- D** I'm an adult louse now, and I start to reproduce. Female lice are bigger than males
- E** I'm just an egg on your hair
- F** Two days after mating, if I'm a female, I lay six – eight eggs. I do this every day for the next 16 days
- G** After seven days I hatch and I'm a louse at last!
- H** When I get to be a Third Nymph I shed my skin for the last time before I become an adult...at eight or nine days old

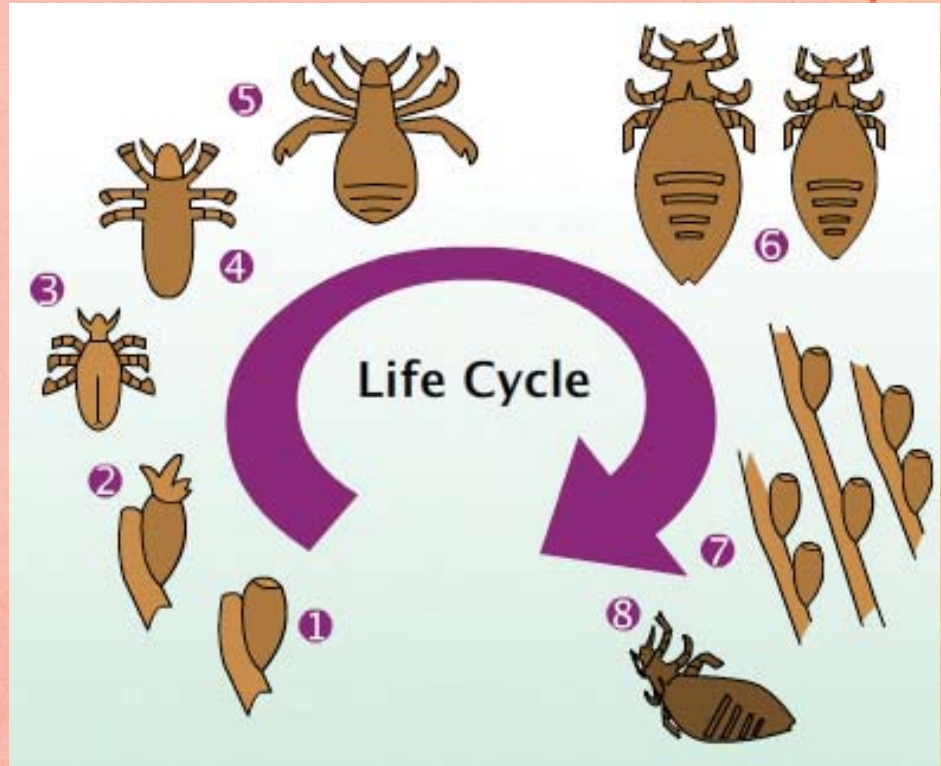


Life cycle of a head louse answers

THE FACTS OF LICE

Can you match the descriptions to the correct stage numbered in the picture, to explain the life cycle of a head louse?

- 1 E
- 2 G
- 3 C
- 4 B
- 5 H
- 6 D
- 7 F
- 8 A



- A** 33 – 35 days after I was laid as an egg, I die
- B** Second nymph – at three days old I shed my skin again
- C** Now I'm a First Nymph – I shed my skin for the first time when I'm two days old
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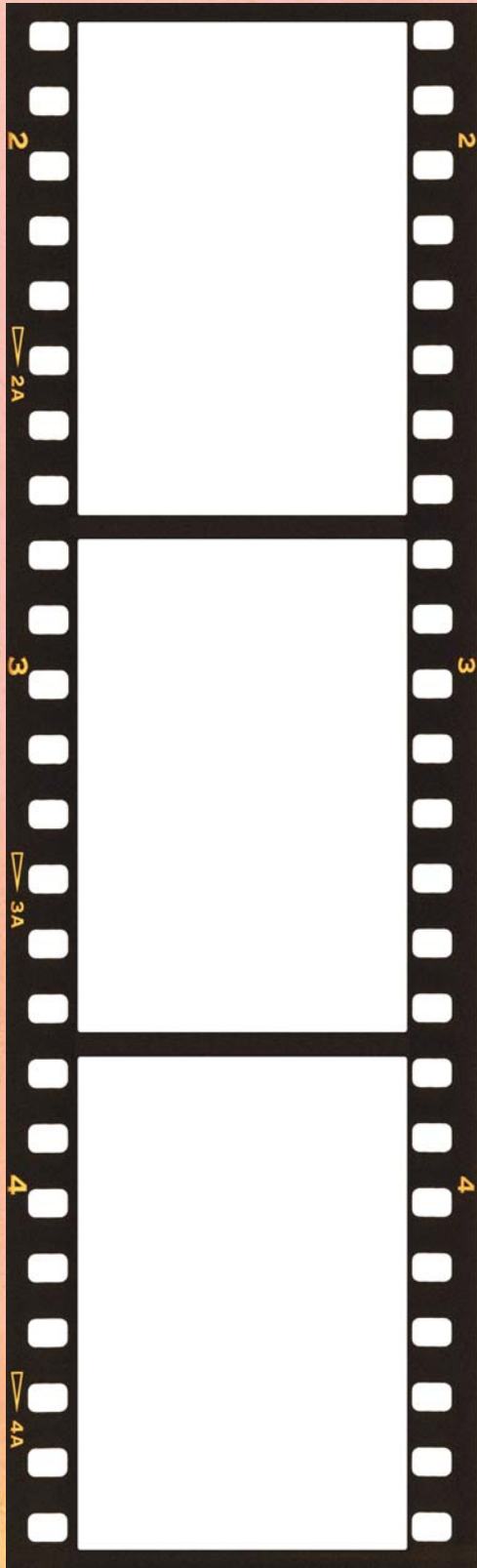


Life cycle of a head louse storyboard.

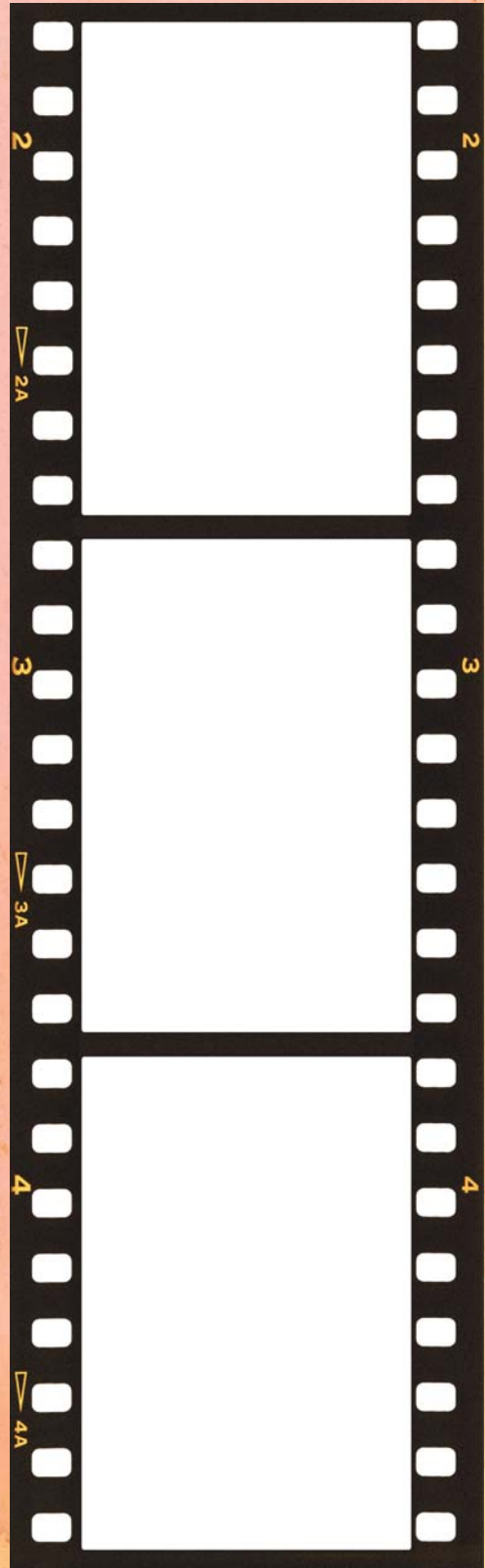
THE FACTS OF LICE

Plan your head louse animation using this storyboard. Make it as fun and entertaining as you can, and remember to use all the right terms you've been learning.

1



4



2

5

3

6



LESSON 3

THE FACTS OF LICE

Three steps to losing the louse!

Curriculum for Excellence Links:

First Level:

Listening and Talking- LIT 1-02a, LIT 1-09a, LIT 1-07a, LIT 1-08a

Reading- LIT 1-14a

Writing- LIT 1-24a, LIT 1-26a

Health and Wellbeing- HWB 1-10a, HWB 1-11a, HWB 1-15a, HWB 1-07a

Second Level:

Listening and Talking- LIT 2-02a, LIT 2-09a

Reading- LIT 2-13a, LIT 2-15a

Writing- LIT 2-20a, LIT 2-24a

Science- SCN 2-12a

Health and Wellbeing- HWB 2-07a, HWB 2-02a, HWB 2-15a

Learning Intention: To be able to explain to others how to treat head lice

Starter:

Discuss the following common situations with pupils where head lice might be passed on – some situations are more likely than others. Ask the children to talk about them and decide whether they are likely to be a way of passing on head lice and if so, why?

- Two children cuddling with their heads touching
- A group of children playing a board game, leaning towards each other, heads very close
- A child cuddling a parent whilst being read a story
- A child giving a friend her scarf
- Children in a swimming pool

Go through each situation and explain that only when their heads are close together are they likely to pass on head lice – they don't swim so can't be caught from a pool, and they can't survive on clothes or bedding



LESSON 3

THE FACTS OF LICE

Main Activity:

Part A: Write the words **DETECT**, **TREAT**, and **REMOVE** on a white board or some cards. Show them to the class and explain that these words are the three important words that they need to remember when it comes to head lice.

Show the children the activity sheet provided – a mum looking through her child's hair with a detection comb; a bottle of solution; a removal comb.

Tell the children that the pictures are in the wrong order, and ask if they can put the steps back in the correct order. As you're doing this with the class, take the opportunity to go into more detail about each step. Explain how to check for lice, how you treat them, and then how to remove them when they are killed.

You can find more information for this part of the activity at www.headlice.co.uk.

Resources required: 'DETECT', 'TREAT' and 'REMOVE' activity sheet

Part B: 'You're the Pharmacist' activity.

For this activity, you could use the scenario cards provided, or to challenge the class to think for themselves, you could divide them into groups, and have each group come up with their own scenario. Each scenario should be a head lice related problem.

Examples could be that a child has been treated for head lice and they are back; a child has head lice and is being bullied in the playground; a child is worried about telling anyone that they have head lice.

Ask the children to describe the scenarios they come up with, and what they should do in each situation.

Afterwards, ask the class to design a 'keep head lice away' checklist explaining how often to check for head lice, how to do it, and what to look for. This can be typed up and given to the children to take home. Suggest that they give the checklist to their parents, or encourage them to stick it on a notice board at home to remind them to check regularly.

Resources required: The Internet for research; scenarios with appropriate illustrations.



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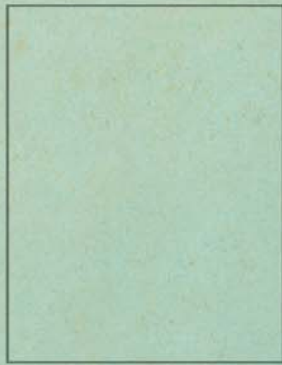
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LESSON 3

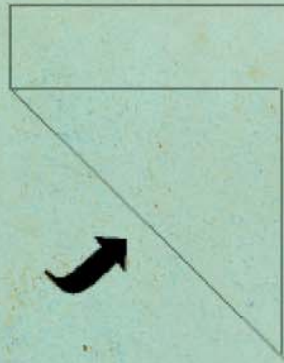
Extention activity

An Origami 'head lice game'

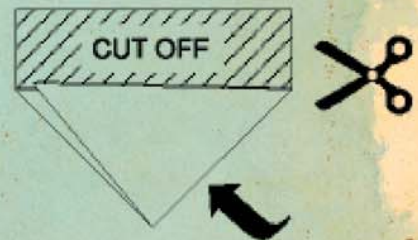
THE FACTS OF LICE



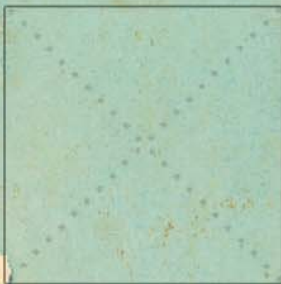
Take an 8 1/2" x 11" sheet of paper



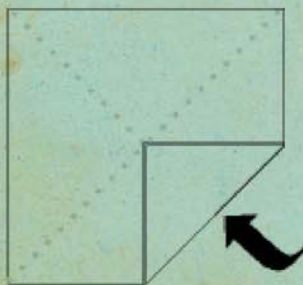
Fold corner until it meets the other side



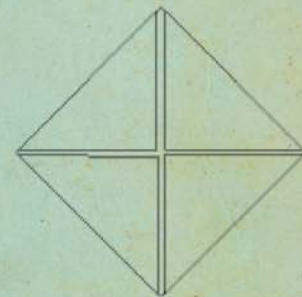
Fold corner until it meets the other side - then cut off the rectangle at the top



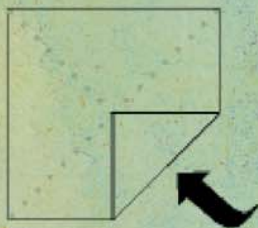
Unfold it and place it printed side down - you should now have an 8 1/2" x 8 1/2" piece



Fold up all four corners so that the points meet in the middle.



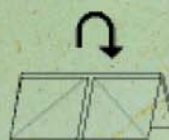
It should now look like this. Flip it over.



Fold up all four corners so that the points meet in the middle.



If you flip it over, it should now look like this.



Now fold the top back.



Work your fingers into the four corners from the four sides - work the creases to form the four points.



Encourage children to invent 4 different head lice scenarios. Get them to colour each of the 4 triangular flaps of their 'fortune teller' in a different shade, and write a different scenario under each flap. They can then ask each other to pick a colour, read the scenario underneath and challenge them to solve the scenario correctly. Get ideas for scenarios from www.headlice.co.uk if the children can't think of enough by themselves.

LESSON 3

Activity sheet

THE FACTS OF LICE



A: REMOVE



B: DETECT



C: TREAT

The three simple steps to removing head lice

Can you put them in the correct order?

1 _____

2 _____

3 _____



LESSON 3

THE FACTS OF LICE

'You're the Pharmacist' Scenario Cards



Isabella's mum has just found out that Isabella has head lice. She treats them with solution from the chemist but a few days later they are back. What do you think happened?



Tom's parents treat him for head lice with a solution from the pharmacy and they go away – but a couple of weeks later they are back. Why could this be?

LESSON 3

THE FACTS OF LICE

'You're the Pharmacist' Scenario Cards Answers



Isabella's mum has just found out that Isabella has head lice. She treats them with solution from the chemist but a few days later they are back. What do you think happened?

The children should by now realise that they need to treat head lice again seven days later and will work out that the eggs hatched so that's why the lice are back.

There is also an alternative answer - she might have been in contact with someone who hasn't been treated and got re-infested.



Tom's parents treat him for head lice with a solution from the pharmacy and they go away - but a couple of weeks later they are back. Why could this be?

The children will hopefully realise that the problem was caused by Tom's parents not telling anybody that he'd been infected, so other children in the class probably had head lice too. They would have passed it back to Tom without knowing.

All Tom's parents need to do is to treat him again, and tell the teacher so that everyone gets a letter to take home, and parents get a reminder that they need to check and treat their children.

LESSON 3

THE FACTS OF LICE

'You're the Pharmacist' Scenario Card

Can you think of your own scenario to put to the pharmacist?



Write your solution below:

LESSON 4

THE FACTS OF LICE

Educating parents about head lice

Depending on which activities you choose, this activity could cover a range of different CfE Learning Intentions.

Curriculum for Excellence Links:

First Level:

Listening and Talking- LIT 1-02a, LIT 1-09a, LIT 1-07a, LIT 1-08a

Reading- LIT 1-14a

Writing- LIT 1-24a, LIT 1-26a

Science- SCN 1-12a

Health and Wellbeing- HWB 1-10a, HWB 1-11a, HWB 1-15a, HWB 1-07a

Second Level:

Listening and Talking- LIT 2-02a, LIT 2-09a

Reading- LIT 2-13a, LIT 2-15a

Writing- LIT 2-20a, LIT 2-24a

Science- SCN 2-12a, LIT 2-14a

Health and Wellbeing- HWB 2-07a, HWB 2-02a, HWB 2-15a

Learning Intention: Explaining how to treat head lice to parents.

Starter:

Have a quick reminder session about head lice with the class to see what they remember from previous lessons. You could take the 'True or False' quiz provided to find out whether there's anything the class still haven't quite understood.



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LESSON 4

THE FACTS OF LICE

Main Activity:

Get the children to be creative, and use their imagination to make a fun display in class to show what they've been learning about head lice. Ideas for this could be:

- Making their own model head lice from clay or Papier Mâché.
- Make mobiles with cut outs that illustrate the three steps – **DETECT**, **TREAT**, **REMOVE** – in words and pictures.
- Show the movie animation they made earlier showing the life cycle of a head louse.
- Make a movie to show parents how to treat head lice properly.
- Create a big, colourful collage of pictures, with illustrations about how to treat head lice and captions underneath each photo.
- Design a leaflet for children to take home, using everything they've learned so far. It should cover the life cycle, correct treatment and what to do if you find out you have head lice.

Plenary:

Ask the children to invite their parents into the classroom so that they can see what they've made. Parents probably won't come into the class just for a session on head lice detection and treatment, but most parents can't resist the opportunity to see what their kids have been up to in class, especially if they have been making things and being creative. This is a crafty way to hammer the head lice message home to parents without being preachy. Ensure that the evaluation sheet has been completed first.

Evaluation and assessment:

Ask children to get out the evaluation sheet they filled in at the start of the project, and see if their answers have changed.

Resources required:

Art and design equipment; access to the Internet.



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Full Marks

True or False quiz

Who is head of the class? And who does not need to be told twice about head lice

- 1 Head lice are the same size as a grape
- 2 Head lice live for 30 days on average
- 3 Only kids catch head lice
- 4 Head lice can not jump between children
- 5 A 'Nit' is another word for head lice



True or False quiz - Answers

Who is head of the class? And who does not need to be told twice about head lice

- 1 Head lice are the same size as a grape - FALSE, they are the size of a sesame seed
- 2 Head lice live for 30 days on average - TRUE
- 3 Only kids catch head lice - FALSE, anyone can catch head lice
- 4 Head lice can not jump between children - TRUE
- 5 A 'Nit' is another word for head lice - FALSE, it is the empty egg case left when the head louse has hatched

