

Head Lice in Primary Schools Kit

Learning and Teaching Modules

Introduction



A Health
Promoting Schools
approach to
managing head lice

A note for class teachers

Teachers play a significant role in the overall approach of the class to managing head lice. While the responsibility for detecting and treating head lice always remains with families, school staff have an important role in supporting families with accurate and reliable information. Some key roles for class teachers are outlined below.

1. Learning and teaching modules for primary schools

Class teachers are encouraged to use the modules which cover general facts, detection and treatment of head lice. The modules are consistent with the Queensland School Curriculum Council's Preschool Curriculum Guidelines, Health and Physical Education Years 1-10 Syllabus and Science Years 1-10 Syllabus. The modules also help to support the use of the Health Promoting Schools approach to managing head lice.

As students become informed about the facts regarding head lice, how to detect early and how to treat effectively, they will be in a stronger position to take some personal responsibility for managing head lice. As more members of the school community openly discuss the issue, associated stigma can be dissipated.

The modules can be used at any time throughout the school year and may be particularly useful when head lice are around.

2. Alerting the principal of students suspected of having head lice

It is important that teachers who suspect that a student may have head lice report this to the principal. This will help avoid an outbreak within the school and will allow the principal to alert the parents of children within the same class to check their child's head for head lice and let the school know if they detect any.

3. Minimising head-to-head contact

Head lice can only spread from one person to another by close head-to-head contact. Head lice do not fly or jump. Therefore, if you are informed that someone in the class may have head lice, it is important to minimise close head-to-head contact in class activities while head lice are around.

4. Monitoring the return of action taken at home slips

If the school implements the *Guidelines for the school management of head lice* as recommended in this *Kit*, **alert notices** will be sent home to families with all children in the classroom(s) concerned or the whole school, once the principal is advised of the presence or suspicion of head lice. The **alert notices** have a tear off slip (*Letters to families*) for parents to write what action they have taken and the result. If the slips are not returned the following day, the principal may choose to send a **reminder letter**. By monitoring the return of the slips, it allows some follow up with families by the head lice support volunteer or the principal.



Head Lice and Schools

A Set of Learning and Teaching Modules for Primary Schools



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In association with

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Why have Learning and teaching modules to assist in the management head lice?

As a result of the Head Lice in Primary Schools Pilot Project, it was identified that contemporary curriculum materials that deal with early detection, treatment, minimisation of transmission of head lice and dissipating the stigma associated with head lice were not available. To address this need a series of integrated modules have been developed to support the Queensland School Curriculum Council's Preschool Curriculum Guidelines, Health and Physical Education Years 1-10 Syllabus and Science Years 1-10 Syllabus. These modules have been developed to support the use of the Health Promoting Schools approach to manage head lice within a school environment.

The assumption adopted by the developers of the *Learning and teaching modules* is that by making students aware of what head lice are, how they infest and how they can be effectively controlled, they will be in a position to assume greater responsibility for their personal management of

grooming routines. A further advantage of this approach is in providing another avenue for promoting the concept of community health education.

These modules are designed to be used in conjunction with the *Head Lice in Primary Schools Kit* as part of a whole school approach to managing head lice.

The education and health sectors have collaborated to holistically address the issue of head lice by developing these modules as part of the *Head Lice in Primary Schools Kit*. The development of the learning and teaching materials have primarily been funded and managed by the Brisbane Southside Public Health Unit, written by teachers and trialled in Education Queensland schools. The teachers and students involved in the trial have played a key role in providing feedback to the writing team.

Managing head lice within a Health Promoting Schools framework

Health Promoting Schools is a model of best practice for addressing health issues in schools. It was developed by the World Health Organisation and has been increasingly adopted by schools all over Australia over the past decade.

Essentially it is about making links between education and health, as better health leads to better learning. This allows health and education to contribute to each other's goals by working together. The concept has been evolving alongside, and is part of, the emerging field of health promotion, as well as contributing to educational reform processes which seek to empower learners in a range of democratic and student-centred ways.

In relation to managing head lice, the Health Promoting Schools framework offers a 'whole school' strategy for helping children, teachers, parents and the whole school community learn about this common, but irritating pest in ways that are appropriate across all year levels, from preschool to year seven.

Health Promoting Schools derives its foundations from the *Ottawa Charter for Health Promotion* (1986) which calls for actions in five broad areas to assist communities to

increase control over and improve their health. When head lice education is addressed within the Health Promoting Schools framework, these five principles could be interpreted along the lines of:

- **Building healthy public policy** – creating policy for head lice management that is up-to-date and broadly applied
- **Creating supportive environments** – making head lice management an issue that is free of shame and guilt
- **Strengthening community action** – involving the whole community - students, teachers, parents and others - in the management processes
- **Developing personal skills** – encouraging members of the school community to take appropriate actions in the detection and treatment of head lice
- **Reorienting health services** – schools adopting a proactive approach to managing head lice rather than simply reacting when there is an outbreak.

What is a Health Promoting School?

An integral aspect of the Health Promoting Schools concept is that it looks at schools as settings where health is created, rather than where health is simply learned about.

Hence, the school is viewed holistically, encompassing “the classroom, school management, the broader school community and all the pupils, teachers, parent and members of the community with an interest in their operation” (Ackermann, 1997:28).

While there is no one model of a Health Promoting School, a useful way of representing this broad view is to acknowledge the influence and inter-relatedness of the following three components:

- curriculum, teaching and learning;
- school organisation, ethos and environment; and
- partnerships and services.

Curriculum, teaching and learning

Following are some underpinning pedagogical principles for a Health Promoting School (adapted from Dommers, E., Cooke, S. & Davis, J. (1999) draft paper (1999) *Linking Health Promoting Schools and Futures Studies: A Critical Agenda*).

- Health education is based on a broad definition of health (physical, social, intellectual, mental, spiritual, ecological) with a strong focus on health promotion.
- Health education should be developed in an integrated and multi-disciplinary way. Health Promoting Schools approaches recognise that there are learning opportunities for health across all key learning areas.
- Emphasis should be on learner interests and concerns, where participatory learning and teaching processes are promoted. Inquiry approaches which seek to empower students by strengthening personal and social skills, or ‘action competence’, are integral for Health Promoting Schools curriculum approaches.

School organisation, ethos and environment

The Health Promoting Schools approach recognises that the social and effective development of children is powerfully influenced by the contexts, processes and experiences of learning and being in a school.

Many factors, including a school’s prevailing standards of behaviour, its behaviour management approach, the attitudes of staff to students and parents, its decision-making processes and the values implicitly asserted by its mode of operation, make up a school’s organisational climate. These are all major contributors to the hidden curriculum, or ethos of the school.

Health Promoting Schools aim to create supportive physical and social environments, promoting self-esteem, effective social relationships and empowerment skills, as well as adopting futures perspectives for problem-solving and taking action for change.

They aim to be safe and comfortable for the people who work and visit them and also model eco-friendly practices, including ecologically sound grounds management, minimising waste in offices and classrooms and reducing energy and water consumption.

Partnerships and services

In a Health Promoting School the education of students is recognised as a true partnership between parents and schools. Health Promoting Schools are built upon the ideas of democratic and inclusive decision-making and two-way communicative practices.

A Health Promoting School recognises that there is potential to enhance learning and health promotion in both directions – from school to parents and community and from parents and community to school.

There should also be explicit links, where appropriate, between the school, health services, child welfare and family support services. While it is recognised that the education of children is its chief task, Health Promoting Schools also recognise that strategies that seek to create schools as ‘learning organisations’ for their whole community, help build the social capital of this community. This too contributes positively to children’s learning.

A final word

While these learning and teaching materials have been prepared within the framework of Health Promoting Schools, it is important to recognise that they are only part of helping a school become a Health Promoting School.

This requires complex and interrelated changes to curricula, school organisation and social relationships

over a lengthy period of time. It cannot be created overnight. Simply adopting a set of educational resources will not turn your school into a Health Promoting School. They may, however, help get your school on its way to becoming a Health Promoting School or reinforce existing health promoting strategies that your school already has in place. This resource is only part of a whole school approach. Additional information to assist school communities is available in the rest of the *Head Lice in Primary Schools Kit*.

Want to know more about Health Promoting Schools?

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Approaches to learning and teaching

1. Outcomes-based approach

Contemporary educational trends reflect a shift towards outcome-based approaches to learning and teaching. Of significance in this shift is the emphasis on the outputs of an educational process rather than the inputs. According to the Queensland Schools Curriculum Council (1999) this reflects the belief that there are key things that all students should learn and that they should be made explicit to those involved in the education process – students, teachers, parents/carers and members of the wider school community.

Outcomes are high quality demonstrations of significant student learning (Spady, 1994). They make explicit the key things that students should know and be able to do as a result of their engagement in the learning area. Given sufficient time and support, all students should be able to demonstrate the outcomes (Willis and Kissane, 1997).

The principles that underpin an outcomes approach are:

- A clear focus on learning outcomes: what the students should know and do is made explicit.
- High expectations for all students: because outcomes are progressive, students know where they are heading and their expectations of what they should know and do will be extended.
- A focus on development: the expected sequence of conceptual and cognitive development is presented for each strand in each key learning area.
- Planning curriculum with learners and outcomes in mind: learning outcomes simultaneously provide a framework for planning and assessing.

- Expanded opportunities to learn: a range of contexts and multiple opportunities are provided for students to enable them to demonstrate the outcomes.

In QSCC Syllabuses, each level outcome represents a greater degree of complexity and difficulty than those of the previous stage. That is, outcomes are progressive and reflect defined stages along the broad continuum of learning.

Outcomes are an integral part of the syllabus and teachers should use them when planning, assessing and reporting on student demonstration of outcomes. Since outcomes are the starting point and the finishing point it is expected that the learning experiences will provide opportunities for valid and reliable representations of what has been learned to be demonstrated.

Reference:

Queensland School Curriculum Council (1999) *Health and Physical Education Initial In-service Materials*. The Office of the Queensland School Curriculum Council, Brisbane.

Spady, W. (1994) *Choosing Outcomes of Significance*, in Educational Leader, March 1994, pp 18-22

Willis, S., and Kissane, B. (1997) *Achieving Outcome-Based Education*. Australian Curriculum Studies Association

2. Integrated approaches for Head lice and schools

These head lice education materials have been constructed with integrated curriculum perspectives in mind, recognising that solutions to managing head lice call on interdisciplinary understanding and actions. As the issue is one that touches on dimensions of health, education, social living conditions, self-esteem, community awareness and support then educationally, it needs to draw on learning in health, science, social and environmental education and language.

Integrated approaches recognise the complexity of the world in which we live and that it is a world of relationships, connections and interdependent linkages. This is in contrast to curriculum approaches that focus on learning derived from the quite recent phenomenon of independent subject specialisations that encourage 'deep understandings of fragments' rather than examining issues for complexity and completeness.

Following are some characteristics of integrated curriculum approaches:

- They should be based on ideas, topics and issues of substance and significance – especially to children.
- They assist the learner to understand 'the big picture' rather than isolated, unconnected facts.
- The processes of learning are as important as the content.
- Learners develop skills in context, drawing on real life experiences, settings and issues.
- Effective integrated approaches provide opportunities to deepen learning through accounting for the 'multiple intelligences' of learners.
- Integrated approaches encourage more efficient use of time, helping to overcome 'curriculum crowding'.

Consequently, these *Head lice and schools* resources draw on the (already integrated) foundation learning areas of the *Preschool Curriculum Guidelines (1998)* and the key learning areas of *Health and Physical Education (1999) and Science (1999)*. To a lesser degree, they also link with the *Studies of Society and Environment (2000)* key learning area and English. These areas are not the only ones where learning about head lice can be linked in relevant ways, however. All learning areas can and will make a contribution to enhancing understanding about, and taking action for head lice management and control.

3. Inquiry approaches for head lice education

Inquiry approaches encourage students to take more responsibility for their learning, help develop cooperative learning and encourage communication of ideas within and between groups of students. Inquiry learning underpins learning in all the key learning areas. Inquiry learning develops students' investigative and thinking skills and contributes to their ability to participate effectively in society (Gordon, 1999:2). Fundamentally, inquiry approaches are *change* processes aiming to challenge and change the *status quo*. Inquiry approaches encourage students to:

- identify an issue or problem
- recognise complexity and the interdisciplinary nature of many problems
- challenge their own and others' values
- research and investigate the issue
- propose solutions
- make changes
- reflect on the changes and the processes of change.

Adding action to inquiry

When opportunities to act on inquiries to create change are encouraged, inquiry approaches are strengthened and are seen to be powerful tools for helping students to create change. Including 'action' in an inquiry approach helps develop 'action competence' - the ability to take action. Actions are best when they involve students in actually doing something purposeful in counteracting or solving a given problem. Action may be seen as some kind of activity, however not all activity can be viewed as action.

Using an inquiry-into-action model

There are many inquiry models with which teachers will be familiar. However, because we are working across the foundation learning areas of preschool and the key learning areas of *Science and Health and Physical Education* we have developed a generic 'inquiry-into-action' model for these head lice education materials. This model is simply an

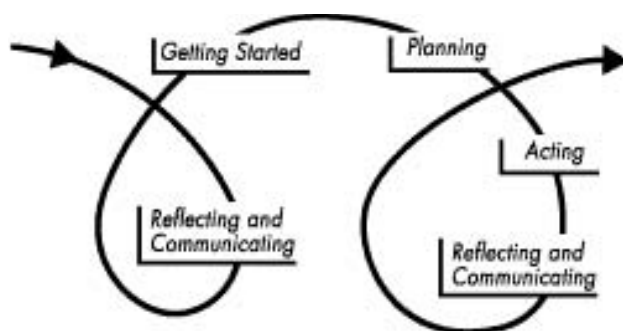
adaptation of other inquiry models and helps provide consistency across the modules in the way activities are structured.

Basically, this inquiry-into-action model has four simple steps, which should be seen as contributing to a cyclical learning process where the end points of one learning cycle become the starting points of the next. The steps are:

1. getting started
2. planning
3. acting
4. reflecting and communicating.

The process looks like this:

Other inquiry models



We are not, however, prescriptive about which inquiry-into-action model teachers use. Below are some other models that would be just as useful.

- **Action Research** - commonly used in environmental education
- **Democratic Health Model (IVAC)** developed in Denmark as a model for inquiring into health and environmental issues
- **Integrating Socially** and **Integrating Environmentally** models developed by Hamston and Murdoch (1996)

- **Social Investigation Strategy (SIS)** and **TELSTAR** model – good for inquiring into social issues.

Key learning area inquiry models

Also, there are inquiry models associated with the key learning areas. These include:

- 'Working Scientifically' model for **Science**
- Inquiry approach to Learning and Teaching in **Health and Physical Education**
- **Studies of Society and Environment** inquiry model.

Even the **English Language Arts** model - orientating, enhancing, and synthesising - provides a useful way of approaching the topics and issues used in this set of modules.

Following is a chart that shows just how much congruency there really is between inquiry approaches and why it doesn't really matter which one you adopt.

Indeed, any of the models mentioned above would be useful for investigating issues, such as countering the spread of head lice, provided that it includes an action step for creating change to personal behaviour and social contexts.

References:

- Gordon, K. (1999) **Practical Guide to Primary Schools in Using Inquiry Approaches in SOSE**. Occasional paper. Queensland School Curriculum Council
- Hamston, J. and Murdoch, K. (1996) **Integrating Socially**. Eleanor Curtin Publishing, Victoria
- Murdoch, K. (1992) **Integrating Naturally**. Dellasta; Australia

Congruence of Inquiry Approaches in Science, HPE, SOSE & ELA

(developed by J. Davis from Gordon, K. (1999) Summary of Inquiry Models in *Practical Guide to Primary Schools in using Inquiry Approaches in SOSE*)

General Characteristics of Inquiry Approaches	SOSE KLA Inquiry Model	<ul style="list-style-type: none"> • selecting appropriate media/styles to present • reviewing interpretations 	Science KLA 'Working Scientifically' Inquiry Model (p33)	Inquiry Approach to Learning and Teaching in <i>Health and Physical Education KLA</i>
Getting Started	Investigating eg. <ul style="list-style-type: none"> • framing inquiry questions • recognising issues • investigating possibilities 		Investigate eg. <ul style="list-style-type: none"> • engaging with problems • exploring phenomena 	Understanding eg. <ul style="list-style-type: none"> • identifying issues/tasks • gathering information
Planning	Creating (Ideas/Plans) eg. <ul style="list-style-type: none"> • challenging conventions • responding to the unexpected • anticipating/predicting • designing strategies/plans 		Investigate eg. <ul style="list-style-type: none"> • making plans • identifying and controlling variables • designing investigations 	Planning eg. <ul style="list-style-type: none"> • analysing and evaluating information • decision making and goal setting • developing action plan
Acting	Creating & Participating eg. <ul style="list-style-type: none"> • acting on conclusions • engaging in democratic decision-making • resolving conflict • collaboratively enacting plans and strategies 		Investigate eg. <ul style="list-style-type: none"> • performing investigations • making and judging observations Understand eg. <ul style="list-style-type: none"> • analysing ideas • interpreting data making links 	Acting eg. <ul style="list-style-type: none"> • carrying out actions or performing tasks • monitoring actions • adapting actions
Reflecting and Communicating	Communicating and Reflecting eg. <ul style="list-style-type: none"> • justifying conclusions 		Communicate eg. <ul style="list-style-type: none"> • clarifying ideas • making models • discussing thinking • negotiating • reporting 	Reflecting eg. <ul style="list-style-type: none"> • considering what has been learned • replanning if necessary

4. Constructivism and scaffolding

The learning and teaching strategies designed for these modules have also been influenced by current ideas about how students learn best. These ideas centre on constructivist learning principles. At the core of constructivist learning is the notion that students actively construct knowledge themselves – new knowledge is not learned by absorption, simply because it has been presented to students by the teacher. Hence, learning is seen as conceptual change and is about developing or changing existing ideas in the light of previous experiences. Hence, it is vitally important that teachers find out what students' current ideas about topics, issues and phenomena are and enable them to engage in rich physical and cognitive explorations in order to help facilitate conceptual change. Constructivism is sometimes referred to as 'hands-on, minds-on' learning.

Another important idea associated with constructivism is that knowledge is constructed both personally and socially. While learners construct their ideas themselves – others cannot do it for them – they construct (and reconstruct) their ideas through their interactions with teachers and other students. As Diezmann and Watters (1998) state in *Science is Working Out the World*, "The teacher's role is to facilitate and orchestrate the making of connections between new and old experiences and to assist [students] to recognise the patterns and key concepts that underlie different phenomena". This scaffolding of student's ideas, to move them towards more socially accepted meanings, indicates that learning and teaching in constructivist ways strongly supports group work and highly communicative classrooms.

Reference:

Diezmann, C. and Watters, J. (1998) *Science is Working Out the World* - Available through EDSCO – Kedron, Brisbane

Dispelling the myths

Head lice is a complex, unappealing issue that can be stressful, disruptive and sometimes frustrating for the people involved, and expensive for families. It is often surrounded by misinformation about what is and isn't effective by way of treatment, and misinformation about the nature of head lice themselves.

There is an urgent need in schools for curriculum based resources to be available to begin to address head lice problems that exist in school communities. With the development of new syllabus documents by the QSCC it is timely to develop head lice resources to support implementation and begin to deal with any problems that might already exist.

For head lice management to be successful parents must be partners in the process.

Throughout the modules, the following myths about head lice will be dispelled.

- Head lice only live in dirty hair.
- Head lice jump from one person's head to another.
- Head lice are effectively treated after the first application of a product.
- Head lice prefer long hair to short hair.
- Head lice are transmitted via sheets, beds, pillows, hats, carpets etc.
- Head lice carry diseases and viruses.

Head Lice in Primary Schools Kit

Learning & Teaching Modules

Module:1 Head Lice & Pre School



A Health
Promoting Schools
approach to
managing head lice

Module 1 Head Lice and Pre-School

Head Lice and Preschool is a set of learning and teaching activities that link with the *Queensland Preschool Curriculum Guidelines (1998)*.

Aim of the module

The aim of this module, *Head Lice and Preschool* is to help young children, their teachers, carers and families to:

- understand the characteristics of head lice
- learn how head lice are transmitted
- explore attitudes related to head lice
- implement current 'best practice' in the detection, treating and monitoring of head lice.

An integrated module

This is an integrated module, which contributes to the foundation learning areas identified in the *Preschool Curriculum Guidelines*. These are:

- thinking
- communicating
- sense of self and others
- social living and learning
- health and physical understanding
- understanding environments

Learning and teaching approaches

The learning and teaching approach used in this module supports those outlined in the *Preschool Curriculum Guidelines*, that is it employs constructivist and social constructivist strategies. It also uses an inquiry approach based on the phases of 'Getting Started, Planning, Acting, Reflecting and Communicating'.

Finding out what children already know about a topic or issue is the starting point to helping them further develop their ideas and attitudes. The role of the teacher is that of facilitator and guide who extends children's thinking and understanding by supporting them with appropriate questions, *resources and information as they* actively construct meaning from their investigations and explorations. Children are viewed as competent thinkers and learners.

Monitoring children's progress

As the *Preschool Curriculum Guidelines* indicate, child study is the most appropriate way of assessment for early childhood settings. Child study takes account of the whole child and allows teachers to build on children's interests and cater for their diverse needs. In the broad context of ongoing child study, this module provides opportunities for observing children and gathering information about their progress towards achievement of the selected learning outcomes. Obviously, children's engagement in these activities provides only a

LEARNING AND TEACHING STRATEGIES

Getting Started	Planning & Conducting Investigations (Acting)	Reflecting and Communicating
<p>What do children already know? Brainstorm children’s understandings about head lice, using open ended probing questions. Accept all responses. Parents could act as scribes. Possible questions:</p> <ul style="list-style-type: none"> • What do you know about head lice? • Where do you think they live? • Why would they live there? • What do you think they look like? <p>Transcribe children’s ideas onto butcher’s paper as a shared mind map/concept web.</p> <p>What do children want to know? Identify investigable questions such as</p> <ul style="list-style-type: none"> • Who get head lice? • What do head lice look like? • What do they eat? • How do they eat? • Do they have babies? • How do they get in your hair? • How do you get rid of them? <p>Group children according to common questions for investigation.</p> <p>Gather resources. (refer to Head lice identification card activity and ‘Lice Detectives’ book in this section)</p>	<p>Following are strategies to assist with investigations, with links to other sections of the Head Lice in Primary Schools Kit.</p> <p>Learning about head lice</p> <ul style="list-style-type: none"> • Use stereo microscope/ magnifying glass to view head lice (use Head lice identification card activity in the back of this book) • Examine and talk about enlarged photographs and diagrams • Make above items readily available to children eg on interest table, in science corner, take home. <p>Learning about life cycle of head lice</p> <ul style="list-style-type: none"> • Create ‘felt story’ of the life cycle of the head louse (refer to lifecycle of the head louse in the <i>Managing head lice at home</i> package). • Read and discuss ‘Lice Detectives’. <p>Learning about transmission and management</p> <ul style="list-style-type: none"> • Children and teacher construct their own ‘shared story’, song or poem about head lice (refer to <i>Managing head lice at home</i> package). • Practice detection (recommend conditioner and combing technique) routines using a doll as a model to be a part of daily health routines (refer to <i>Managing head lice at home</i> package). • Children record their detection routine findings on their personal record at home (refer to <i>Managing head lice at home</i> package). • Look at how head lice move from one head to another (refer to ‘all about head lice’ in the <i>Learning to support the school community to manage head lice: a self-paced guide</i> and reducing head-to-head contact information in the <i>Guidelines for the school management of head lice</i>). 	<p>Following are a range of ways that can demonstrate children’s reflection on and communication about what they know.</p> <ul style="list-style-type: none"> • Children explore and use a range of media to create models, draw pictures, tell stories, make charts of what they know. • Take photographs of children’s representations about head lice, or a video if appropriate, as a record of children’s understandings, for later revisiting of ideas. • Children share their investigations and findings with other groups in the class. • Children share their knowledge about head lice with other groups in the school and with parents and other community members. • Children invite parents to their ‘Head Lice Laboratory’ where they explain and demonstrate what they know about head lice. • Reinforce head lice management processes with family members by providing information resources for home use in conjunction with classroom activities. • Consult with school nurses, parent liaison staff, community participation officers etc for additional support choosing suitably qualified parents as guest speakers and consultants as appropriate.

Thinking	Communicating	Sense of Self and Others
<p>Key Understandings and Dispositions</p> <ul style="list-style-type: none"> Thinking is used to explore patterns and relationships. Feelings, beliefs and experiences influence thinking. <p>Learning Processes</p> <ul style="list-style-type: none"> Representing ideas. Listening to and comprehending others' ideas. Organising and synthesising ideas. Representing ideas using a range of symbols. <p>Learning Outcomes</p> <ul style="list-style-type: none"> Children are using a range of critical and creative thinking processes in everyday situations. Children are beginning to solve problems as they create and participate in purposeful experiences. 	<p>Key Understandings and Dispositions</p> <ul style="list-style-type: none"> People can express and represent their ideas in a variety of ways. Positive attitude towards communication in many forms. <p>Learning Processes</p> <ul style="list-style-type: none"> Talking about, listening to and sharing experiences. Reflecting on experiences and processes. Copying, creating and comprehending signs and messages in meaningful contexts and different forms. <p>Learning Outcomes</p> <ul style="list-style-type: none"> Children demonstrate their growing competence as communicators as they express their needs, feelings and ideas in a range of situations and for different purposes. 	<p>Key Understandings and Dispositions</p> <ul style="list-style-type: none"> Individuals have strengths, weaknesses, needs and feelings. Care and concern for others. Positive sense of self. <p>Learning Processes</p> <ul style="list-style-type: none"> Discussing and reflecting on personal and shared experiences. Expressing and responding to emotions and feelings. Relating positively to others and recognising the feelings of others. <p>Learning Outcomes</p> <ul style="list-style-type: none"> Children seek to be part of social interactions. Children begin to make choices and decisions independently and can express their own needs and feelings. Children are becoming sensitive to the needs and feelings of others.



Social Living and Learning	Health and Physical Understanding	Understanding Environments
<p>Key Understandings</p> <ul style="list-style-type: none"> • Behaviour is influenced by people’s beliefs and expectations and varies according to situations. • People have rights and responsibilities to each other. • Respect of self and others. <p>Learning Processes</p> <ul style="list-style-type: none"> • Discussing and comparing ideas. • Participating in groups and contributing individually. • Seeking information and clarification. <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Children demonstrate a strengthening sense of responsibility to others and respect for themselves and others. • Children are beginning to understand the purpose of group rules. 	<p>Key Understandings</p> <ul style="list-style-type: none"> • People look after themselves through safe and healthy practices. • A positive self image. <p>Learning Processes</p> <ul style="list-style-type: none"> • Discussing and practising actions that promote good health. <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Children have a positive body image, with a growing self-confidence. • Children are beginning to demonstrate healthy practices. 	<p>Key Understandings</p> <ul style="list-style-type: none"> • Environments are made up of living and non-living things. • Technology (in the broadest sense) is a tool for living. <p>Learning Processes</p> <ul style="list-style-type: none"> • Experimenting with a range of natural and manufactured materials and resources. • Observing and discussing natural phenomena. • Collecting, classifying, analysing and discussing information. <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Children are beginning to develop an understanding of the environment as they explore, discuss and recognise features of living things and objects. • They demonstrate curiosity and enthusiasm as they investigate the environments of which they are a part. • Through first hand experiences children are becoming aware that technology is a tool for living.



Head Lice in Primary Schools Kit

Learning & Teaching Modules

Module:2 Nitpicking About Nits



A Health
Promoting Schools
approach to
managing head lice



Queensland Government
Queensland Health
Education Queensland

Lower Primary (Years 1-2)

LEVEL					
1	2	3	4	5	6

Strands

HPE: Promoting the Health of Individuals and Communities

Science: Science and Society
Life and Living

Purpose

Activities in this module are designed to help students understand what head lice are, how they infest the human scalp and hair and what they can do to manage head lice infestation(s). Students explore the range of options that are available to assist them in more effectively treating head lice within their family and school community. They suggest and demonstrate various actions that they can take to minimise the transmission of head lice and to develop supportive social attitudes towards head lice infestation.

Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision-making and problem solving

Core learning outcomes

This module focuses on the following core learning outcomes:

HPE	Science
<p><i>Promoting the Health of Individuals and Communities</i></p> <p>1.1 Students describe and demonstrate everyday actions that they can take in a range of situations to promote their health.</p> <p>1.4 Students explain how health products and people in the community help them meet their health needs</p>	<p><i>Science and Society</i></p> <p>1.2 Students illustrate different ways that applications of science affect their daily lives.</p> <p><i>Life and Living</i></p> <p>1.1 Students discuss their thinking about needs of living things.</p> <p>1.2 Students observe and describe components of familiar environments</p>

Assessment Strategy

This module provides opportunities for gathering information about student demonstration of the identified learning outcomes. The head lice module provides only one context for teachers to gather information on

HPE	Science
<p>Promoting the Health of Individuals and Communities</p> <p>Health promoting behaviours of individuals and groups related to:</p> <ul style="list-style-type: none"> physical, social, mental, emotional and spiritual wellbeing <p>Strategies to promote personal and community health</p> <p>Behaviours that promote personal and group safety related to:</p> <ul style="list-style-type: none"> personal hygiene <p>Issues related to the selection of health products, services and information:</p> <ul style="list-style-type: none"> health needs of self and others access and availability effective use <p>Creation and maintenance of environments that promote and protect health:</p> <ul style="list-style-type: none"> role of individuals 	<p>Science and Society</p> <p>Changes in scientific ideas over time:</p> <ul style="list-style-type: none"> comparison of ideas <p>Different people see things differently:</p> <ul style="list-style-type: none"> culture society education experience <p>Applications of science:</p> <ul style="list-style-type: none"> home community <p>Short-term effects (costs and benefits) for:</p> <ul style="list-style-type: none"> individuals and communities <ul style="list-style-type: none"> health lifestyle <p>Futures:</p> <ul style="list-style-type: none"> planning envisioning alternatives <p>Life and Living</p> <p>Needs of living things – water, oxygen, nutrients, suitable temperature</p> <p>Adaptations – structural, functional, behavioural</p> <p>Characteristics of living and non-living things</p> <p>Characteristics which differ or are similar among living things</p> <ul style="list-style-type: none"> methods of obtaining nutrition <p>Changes in an organism over time</p> <ul style="list-style-type: none"> egg to adult <p>Life cycles</p> <ul style="list-style-type: none"> animal <p>Features of different environments</p> <p>Natural relationships</p> <ul style="list-style-type: none"> interactions between living and non-living things to meet needs

Background information

Head lice have proven to be an ongoing problem in schools for many years. A positive approach to head lice in schools has been found to reduce the prevalence (Ibarra in Burgess, p 319). Close head-to-head contact encourages the spread of head lice, making it a community and family problem.

Typically, the discovery of head lice on a child or within a family has carried a certain stigma. Much of this has been borne out of a public assumption that there is a relationship between the presence of head lice and lack of cleanliness. Although this assumption is not founded on evidence, knowledge about the lack of causality has had little effect on public opinion about head lice (Burgess, 1995, p.297).

A number of other misconceptions about head lice are in existence and it is important that the facts are clear. Head lice do not carry or transmit any type of disease or illness. They do not fly or jump. Similarly there is no evidence to suggest that sharing hats, furniture or bed linen assists in the transmission of head lice, making it harder to contract head lice than most people would believe. Anyone can get head lice. They have no preferences for cleanliness, colour, hair type or age.

In addition to young children understanding what head lice are, how they are transferred from one person to another, detection techniques and effective treatment strategies that can be applied to control head lice, they should also become familiar

with some of the physical and social effects of head lice.

Terminology

Activities in this module could involve the use of the following terms:

adult, combs, conditioner, effective treatment, egg, head lice, life cycle, head lice treatment products, louse, young lice, parasite

School authority policies

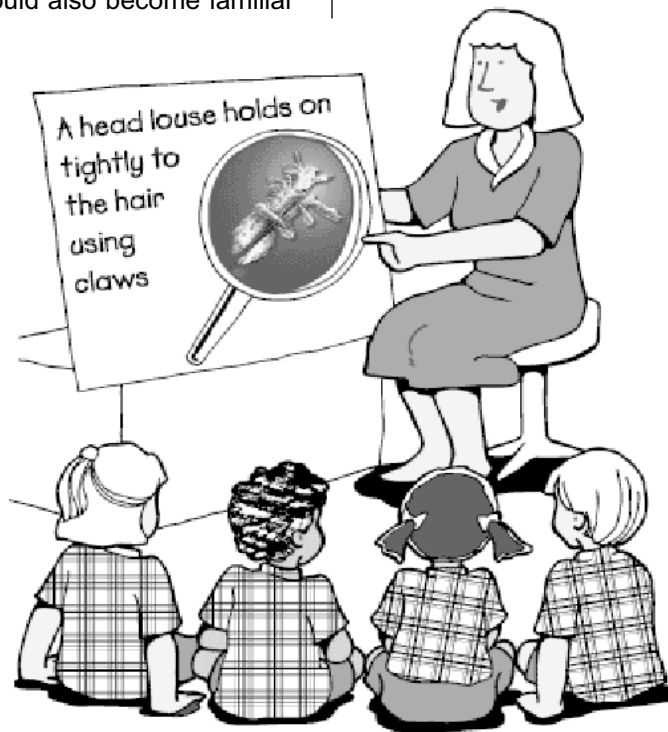
Teachers need to be aware of and observe school authority policies that may be relevant to this module. Refer to school policy documents.

Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments. It includes activities that encourage students to:

- Recognise that a supportive social and physical environment assists in the effective treatment of head lice problems.
- Discuss the issue of head lice and implement effective actions.

Students with disabilities or learning difficulties may require some activities to be modified in order to optimise both their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and



Activities

GETTING STARTED

Developing an understanding of what head lice are and how they can be spread between individuals.

Students work as a class to develop a concept map outlining what they know about head lice.

Possible focus questions:

- What are head lice?
- How are head lice spread from person to person?
- What is the most common way that head lice are spread?
- How do we find head lice?
- How are head lice treated?
- Link to 'Detection (finding the head lice)' in the *Managing head lice at home package* and *Learning to support the school community to manage head lice: a self-paced guide*.

Students share the story, 'Lice Detectives' and discuss their understandings about head lice.

Teaching consideration:

- Revisit and extend the details on the concept map – update to reflect the students' new ideas (add/change/remove).

Students share their understanding of the life cycle and characteristics of head lice (refer to the life cycle of the louse in the *Managing head lice at home package* and the *Learning to support the school community to manage head lice: a self-paced guide*)

Possible focus questions:

- Where do head lice live?
- What conditions do head lice require to live?
- How do head lice move within the hair and from head-to-head?

Students propose the most likely points in the life cycle of head lice where they can be stopped from reproducing.

Students use the *head lice identification card* template to make their own identification card to assist in the process of checking for head lice.

PLANNING

Planning ways to minimise the spread of head lice.

Students investigate the physical characteristics of the head lice. They note features of dead and live eggs, the external features of head lice, differences between adult and young head lice.

Teaching considerations:

- Students develop *head lice identification cards* using the template in the back of this section.
- Students develop their own ideas on how they could get rid of head lice from their hair.

Students investigate ways of detecting the presence of head lice in their hair.

- Refer to supporting resources in the *Head Lice in Primary Schools Kit*, and use the *head lice identification cards*.

Students identify a range of people who can help them get rid of head lice. They discuss the ways these people could assist them.

Teaching consideration:

- This information can be added to the concept map (pictures/icons/naming).

Students investigate what they could do and what products they could use to help manage the spread of head lice. They group these approaches into 'physical' and 'chemical'. Discuss how each approach works eg. the product or method removes the lice from the hair, some kill the head lice (poisoning, physically squashing).

Teaching considerations:

- Add children's ideas to the concept map.
- Refer to current school policy on management of head lice and use this to guide discussion.

Students discuss the role of their family in making decisions about head lice treatments.

Students develop a step by step plan that they could present to others to tell them about detection, treatment and monitoring of head lice.

ACTING

Sharing plans about management and treatment of head lice

Students share their step by step plan for management and treatment of head lice.

Teaching consideration:

- As suggestions students could create a poster, prepare an oral presentation or sing a song/jingle/rap.

Students present how they would manage head lice in a role-play using a doll or a model as a prop.

Teaching consideration:

- Look for demonstration of the effective treatment approaches discussed/developed.

Students record their head lice detection routines on their *Head lice record* in the *Managing head lice at home* package.

REFLECTING

Reviewing and reflecting on knowledge and skills related to treatment and management of head lice.

Students revisit the concept map adding any new information.

Students consider whether their step by step plan or role play demonstration was effective in managing and treating head lice. They rework their plan or demonstration if necessary and present to a wider audience (eg. principal, school assembly, preschool parent group, Parents and Citizen's Association, etc)



Head Lice in Primary Schools Kit

Learning & Teaching Modules

Module:3 Tackling Lice Head On



A Health
Promoting Schools
approach to
managing head lice

Middle Primary (Years 3-5)

LEVEL					
1	2	3	4	5	6
Strands					
HPE: Promoting the Health of Individuals and Communities Enhancing Personal Development					
Science: Science and Society Life and Living					

Purpose

Students investigate the life cycle of a louse and its relationship to the environment in which it lives. They describe the effect of head lice on the different dimensions of health of themselves, their friends and family. Students discuss the relationship between the life cycle of a head louse and its effect on health, noting the phases in the life cycle of a louse. They discuss how having head lice influences the way they are treated by other people and how this makes them feel. Students participate in a range of activities designed to assist them in understanding how they can treat head lice, including identification of sources of information about head lice and head lice treatment procedures. They make predictions about the effectiveness of different head lice detection methods and of treatment products

Core learning outcomes

This module focuses on the following core learning outcomes:

HPE	Science
<p><i>Promoting the Health of Individuals and Communities</i></p> <p>2.1 Students describe and demonstrate actions they can take to promote the different dimensions of the health of themselves and others.</p> <p>2.4 Students identify places where health products and services may be obtained and suggest reasons why people choose to use different health products and services.</p> <p>3.1 Students describe the impact of their own and others' behaviours on health, and propose personal and group actions which promote the dimensions of health.</p> <p>3.4 Students assess the reliability of sources of information relating to health products and services.</p> <p>Enhancing Personal Development</p> <p>3.1 Students explain how different ways of describing people, including stereotyping of males and females, influence the way people value and treat themselves and others.</p>	<p><i>Science and Society</i></p> <p>2.3 Students explain some of the ways that applications of science affect their community.</p> <p>3.3. Students make predictions about the immediate impact of some applications of science on their community and environment, and consider possible pollution and public health effects.</p> <p><i>Life and Living</i></p> <p>2.2 Students illustrate changes which take place in the course of the life span of living things (including the growth of a plant and an animal).</p> <p>2.3 Students make links between different features of the environment and the specific needs of living things.</p> <p>3.2 Students present information which illustrates stages in different types of life cycles (including metamorphosis) of familiar living things.</p> <p>3.3 Students describe some interactions (including feeding relationships) between living things and between living and non-living parts of the environment.</p>

Assessment Strategy

This module provides opportunities for gathering information about student demonstration of the identified learning outcomes. The head lice module provides only one context for teachers to gather information on student demonstration of learning outcomes. These learning experiences can provide opportunities for the demonstration of multiple learning outcomes across key learning areas.

HPE	Science
<p>Promoting the Health of Individuals and Communities</p> <p>Health promoting behaviours of individuals and groups related to:</p> <ul style="list-style-type: none"> • physical, social, mental, emotional and spiritual wellbeing <p>Strategies to promote personal and community health</p> <p>Behaviours that promote personal and group safety related to:</p> <ul style="list-style-type: none"> • personal hygiene <p>Issues related to the selection of health products, services and information:</p> <ul style="list-style-type: none"> • health needs of self and others • access and availability • effective use • reliability of information <p>Creation and maintenance of environments that promote and protect health:</p> <ul style="list-style-type: none"> • role of individuals • role of communities • impact of rules, laws and policies <p>Enhancing Personal Development</p> <p>Aspects of Identity:</p> <ul style="list-style-type: none"> • self-concept • self-esteem <p>Factors influencing identity and relationships:</p> <ul style="list-style-type: none"> • group affiliation • stereotyping • values, attitudes and beliefs • personal behaviours 	<p>Science and Society</p> <p>Communication of scientific ideas</p> <p>Changes in scientific ideas over time:</p> <ul style="list-style-type: none"> • comparison of ideas <p>Applications of science:</p> <ul style="list-style-type: none"> • home • community • medicine <p>Short-term effects (costs and benefits) for:</p> <ul style="list-style-type: none"> • individuals and communities <ul style="list-style-type: none"> • health • lifestyle <p>Futures:</p> <ul style="list-style-type: none"> • planning <p>Life and Living</p> <p>Needs of living things – water, oxygen, nutrients, suitable temperature</p> <p>Observable features of animals – body covering, limbs, external skeleton</p> <p>Observable behaviours</p> <p>Homeostasis – temperature, water</p> <p>Adaptations – structural, functional, behavioural</p> <p>Characteristics which differ or are similar among living things</p> <ul style="list-style-type: none"> • methods of obtaining nutrition • animals – body covering, appendages <p>Changes in an organism over time</p> <ul style="list-style-type: none"> • egg to adult • aging <p>Life cycles – animal</p> <p>Types of environments</p> <p>Natural relationships</p> <ul style="list-style-type: none"> • interactions between living things • food chains/ webs <p>Human influence</p> <ul style="list-style-type: none"> • modification of habitat

Background information

Head lice have proven to be an ongoing problem in schools for many years. A positive approach to head lice in schools has been found to reduce the prevalence (Ibarra in Burgess, p 319). Close head-to-head contact encourages the spread of head lice, making it a community and family problem.

Typically, the discovery of head lice on a child or within a family has carried a certain stigma. Much of this has been borne out of a public assumption that there is a relationship between the presence of head lice and lack of cleanliness. Although this assumption is not founded on evidence, knowledge about the lack of causality has had little effect on public opinion about head lice (Burgess, 1995, p.297).

A number of other misconceptions about head lice are in existence and it is important that the facts are clear. Head lice do not carry or transmit any type of disease or illness. They do not fly or jump. Similarly there is no evidence to suggest that sharing hats, furniture or bed linen assists in the transmission of head lice, making it harder to contract head lice than most people would believe. Anyone can get head lice. They have no preferences for cleanliness, colour or hair type.

The lifespan of a head louse is about five weeks from when the eggs are laid to when they hatch, grow and begin mating. This has implications for detection and management. It is important to be aware of live eggs, which are found within 1.5cm of the scalp. This will indicate an active head lice condition and treatment should be continued over

a number of weeks to kill the young lice as they hatch. It is also important that live lice are killed before they reproduce. The life cycle of a louse is documented in the *Managing head lice at home package* in the *Kit*.

Terminology

Activities in this module involve the use of the following terms:

Combs, Conditioner, Effective Treatment, Head Lice Products, Lice, Louse, Treatment, Egg, Young Lice, Adult, Life Cycle, Parasite.

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module. Refer to in school policy documents.

Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments. It includes activities that encourage students to:

- Recognise that a supportive social and physical environment assists in the effective treatment of head lice.

Students with disabilities or learning difficulties may require some activities to be modified in order to optimise both their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.



Activities

GETTING STARTED

Developing understandings about head lice

Students work as a class to draw up a three table column with the following headings: What I know about head lice, What I want to know about head lice, What I learnt about head lice. They complete the first two columns of the table.

Possible focus questions:

- What do you know/want to know about head lice?
- What do you know/want to know about the life cycle of head lice?
- What do you know/want to know about how head lice spread from person to person?
- What do you know/want to know about attitudes that exist towards people who have head lice?
- How do we manage head lice – detection/ treatment/ follow up/ monitoring?
- How are head lice best managed?

Revisit the 'Lice Detectives' book – discuss health issues.

Possible focus questions:

- What are the issues that can be identified in the story?
- What can be done to help the characters in the story with head lice?
- What approach would you suggest for treating head lice?

Students discuss the ways that head lice might affect the different dimensions of their health.

Teaching consideration:

- The effects of head lice might include the following;
 - Physical: itching, other allergic reaction;
 - Social: reduced interaction with others, teasing, notification of close contacts gives a sense of fulfilling social responsibility;
 - Emotional: upset and embarrassed;
 - Mental: decreased ability to concentrate, challenge to tackle a complex issue.

Students use the above information to classify the health effects as being positive or negative.

Students discuss how the way they treat others with head lice might influence the different dimensions of health of affected people.

Possible focus questions:

- What are the different ways that people with head lice are described? (labelling)
- How might the use of these labels make the person with head lice feel?
- How might students feel if these descriptions are used to label them?
- How might a person react to the use of these labels manage the situation?
- How might a person learn to better manage the situation?

Teaching consideration:

- Students may feel insulted, embarrassed, angry, powerless, but also: challenged, socially connected, taking responsibility for dealing with a social issue.

Students use their knowledge about how head lice are treated and transmitted to suggest reasons for why each of these descriptions may or may not be 'fair'.

PLANNING

Planning ways to manage the transmission of head lice

Students investigate the life cycle of a head louse. They compare this to the life cycle of other parasitic insects such as a mosquito or flea:

Possible focus questions:

- What are the features of dead and live eggs?
- What are the differences between young lice and adult head lice?
- What are the breeding patterns of head lice?
- Describe the features of the creature at each stage of development.
- What are the nutritional and environmental needs of head lice?
- Describe the mobility of head lice – how they move up and down the hair strand, from hair to hair and around the scalp.

Teaching consideration:

- Link to Detection (finding the head lice) in the *Managing head lice at home package* and *Learning to support the school community to manage head lice: a self-paced guide*.

Students investigate how head lice survive in the environment of the human head.

Possible focus questions:

- Why do head lice live in hair?
- How are the head lice's needs met?
- What is common about head lice and the needs of other living things?

Students identify ways in which their behaviour might increase or decrease the spread of head lice.

Possible focus questions:

- What ways do you know of that head lice are transmitted from one person to another?
- What sorts of things do you do that might increase the spread of head lice within your family?
- In what ways do you act to decrease the spread of head lice amongst your friends?
- What measures can be applied to decrease the spread of head lice?

Students develop strategies on how to interrupt the life cycle of the louse and reduce the spread of head lice from person to person.

Possible focus questions:

- In what ways can we decrease the transmission of head lice from one person to another?
- What can we do as a class to decrease the transmission of head lice within the class?

Teaching consideration:

- Refer to support materials in the head lice *Kit*. Encourage students to think of 'guidelines' that could exist within the class.

Students discuss ways in which they can take action to improve each dimension of their health in relation to head lice.

Possible focus questions:

- In what ways can you decrease the physical effects of head lice?
- How can you improve your relationships with other people if you have head lice?

- How can your emotional health be maintained if you have head lice?
- What positive actions can you take in managing head lice to improve your mental health?

Students participate in collaborative approaches to managing head lice in line with developing a supportive school environment which is safe, caring and responsive.

Possible focus questions:

- In what ways can schools develop an understanding of the Health Promoting Schools concept?
- What ways can we act as a school to decrease the spread of head lice?
- What school head lice guidelines or policies could be developed to help reduce the transmission of head lice?
- How can parents and members of the school community be made aware of the school's approach to dealing with head lice problems?

Teaching considerations:

- Investigate the Health Promoting Schools concept and its applicability to your school setting.
- The *Head Lice in Primary Schools Kit* contains information on school approaches to dealing with head lice and some proformas for notifying the school community about head lice.
- Students could advocate for regular checking of heads for head lice at home, notifying the school of any outbreak of head lice, conducting parent information evenings to talk about head lice treatment and control.

Planning ways to help others with head lice problems to feel better about themselves and to effectively manage head lice

- Students identify ways they could positively influence the health of someone else with a head lice problem. They use the activities in the getting started phase to assist them.
- Students make *head lice identification cards*.
- Students collect samples/information about possible treatments for head lice. eg. Internet articles, newspaper/magazine clippings, commercial brochures, examples of 'out-moded

treatment approaches' (shaving the head, rinsing hair with kerosene/petrol).

Students develop a profile for each approach under the suggested headings:

- Physical or chemical
- Equipment/materials required
- Cost
- Instructions for use
- Effects on head lice
- Possible side effects
- Where the resources are obtained
- Sources of information or product support

Students discuss the merits of each approach making a decision on whether they would choose or not choose this approach and why?

Teaching consideration:

- Students could challenge the quality/reliability of the information source (refer to English Syllabus – validity/reliability of information)

Students work in small groups to create and complete a three column table with the headings 'head lice treatment products', 'people/places who can provide this product', and 'sources of information'.

Teaching considerations:

- Head lice products might include conditioner, chemical treatments, combs. People/places who might provide these products include pharmacy, supermarket hospital, doctor. Sources of information might be parents/carers, internet, magazines/brochures, pharmacist, doctor, friends, teachers, head lice support volunteer.
- Students develop a list of reasons for why they would choose a particular head lice treatment product. They compare this list with other students' lists in the class, they then justify their choices.

Possible focus questions:

- How does cost influence the choice of head lice treatment product?
- What influence does effectiveness, ease of application, possible side effects and dangers involved have on your choice of head lice treatment?
- In what ways might your family and friends influence your choice of head lice treatment?
- What alternative treatment would you choose if your preferred head lice treatment product is not available?

Students research the effects of a range of different head lice treatments on eradication of head lice, the impact on the physical environment, and the health of the community members.

Possible focus questions:

- Why hasn't the use of chemicals eradicated the problem of head lice in the community?
- What might be some of the health problems associated with long term use of chemicals in the treatment of head lice?
- What are some of the environmental problems associated with chemical head lice treatment products?

Teaching considerations:

- Some people may have an allergic reaction to chemical treatment products. Over time and with continued exposure to certain chemicals, head lice will build up a resistance, rendering the products useless.
- Refer to Treatment in the *Managing head lice at home package* and *Learning to support school communities to manage head lice: a self-paced guide*.

ACTING

Acting to manage head lice

Students take action to support the health of a person who has head lice.

- Students could develop a role play about how they would provide social and emotional support to someone with head lice.

Teaching consideration:

- Consider the social and personal aspects (as referred to in the 'Lice Detectives')
- Students develop a bulletin board presentation about a variety of parasitic insects reflecting on common elements/features and how they can be managed.
- Students develop a class action plan for the detection, treatment and monitoring of head lice (within school policy guidelines).

Teaching considerations:

- Students make links to knowledge developed about the life cycle of head lice.
- Students could present this information as posters/research reports. Links could be made to appropriate English genre currently being emphasised.
- Invite comment on posters/research reports – eg. School health nurse, principal, other teachers, local pharmacist(s), community participation officer, head lice support volunteer, local GP, Councillors and Members of Parliament, local media.

REFLECTING AND COMMUNICATING

Reflecting on what has been learnt about head lice and head lice treatments.

Students complete the third column, 'What I have learned' in their KWL table.

Students reflect on the different ways that people with head lice are treated by others. They consider how their behaviour towards people with head lice might change as a result of what they have learned.

Students clarify how their thinking about detecting, treating and monitoring approaches to dealing with head lice may have changed. They relate the possible health and environmental effects of chemical treatments as compared with non-chemical treatments.



Head Lice in Primary Schools Kit

Learning & Teaching Modules

Module:4 Lice Through the ages and stages



A Health
Promoting Schools
approach to
managing head lice

Upper Primary

LEVEL					
1	2	3	4	5	6
Strands					
HPE: Promoting the Health of Individuals and Communities Enhancing Personal Development					
Science: Science and Society Life and Living					

Purpose

Students explore options and suggest actions they can take to promote their own and other people's physical, social and emotional health in response to the presence of head lice. They provide reasons to support their actions. Students examine the features of head lice to determine how they have adapted to the environmental conditions of the human head. They compare head lice reproductive process with those of other insects. Students explore the influence of head lice on self-concept and self-esteem.

Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving.

Core learning outcomes

This module focuses on the following core learning outcomes:

HPE	Science
<p><i>Promoting the Health of Individuals and Communities</i></p> <p>4.1 Students recommend actions they can take to promote their health in response to social, biological or environmental factors.</p> <p>4.4 Students justify the selection of health products and services that best meet their health needs.</p> <p><i>Enhancing Personal Development</i></p> <p>4.1 Students evaluate the influence on self-concept and self-esteem of their own and other people's behaviour, including recognition of achievement and changes in responsibilities.</p>	<p><i>Science and Society</i></p> <p>4.3 Students present analyses of the short- and long-term effects of some of the ways in which science is used.</p> <p><i>Life and Living</i></p> <p>4.1 Students examine the internal and external structure of living things (including animal respiratory systems and plant systems) and account for observed similarities and differences in terms of adaptation.</p>

Assessment Strategy

This module provides opportunities for gathering information about student demonstration of the identified learning outcomes. The head lice module provides only one context for teachers to gather information on student demonstration of learning outcomes. These learning experiences can provide opportunities for the demonstration of multiple learning outcomes across Key Learning Areas.

HPE	Science
<p>Promoting the Health of Individuals and Communities</p> <p>Health promoting behaviours of individuals and groups related to:</p> <ul style="list-style-type: none"> physical, social, mental, emotional and spiritual wellbeing <p>Strategies to promote personal health</p> <p>Behaviours that promote personal and group safety related to:</p> <ul style="list-style-type: none"> personal hygiene <p>Issues related to the selection of health products, services and information:</p> <ul style="list-style-type: none"> health needs of self and others access and availability effective use <p>Creation and maintenance of environments that promote and protect health:</p> <ul style="list-style-type: none"> role of individuals role of communities <p><i>Enhancing Personal Development</i></p> <p>Aspects of identity:</p> <ul style="list-style-type: none"> self-concept self-esteem <p>Factors influencing identity and relationships:</p> <ul style="list-style-type: none"> group affiliation stereotyping values, attitudes and beliefs personal behaviours 	<p>Science and Society</p> <p>Communication of scientific ideas</p> <p>Applications of science</p> <ul style="list-style-type: none"> home community medicine <p>Short-term effects (costs and benefits) for:</p> <ul style="list-style-type: none"> individuals and communities <ul style="list-style-type: none"> health lifestyle <p>Futures</p> <ul style="list-style-type: none"> planning envisioning alternatives <p>Life and Living</p> <p>Needs of living things – water, oxygen, nutrients, suitable temperature</p> <p>Observable features of animals – body covering, limbs, external skeleton</p> <p>Observable behaviours</p> <p>Functioning of systems of animals – digestive, respiratory, skeletal, reproductive</p> <p>Homeostasis – temperature, water</p> <p>Adaptations – structural, functional, behavioural</p> <p>Characteristics which differ or are similar among living things</p> <ul style="list-style-type: none"> methods of obtaining nutrition animals – body covering, appendages <p>Changes in an organism over time</p> <ul style="list-style-type: none"> egg to adult aging <p>Life cycles – animal</p> <p>Types of environments</p> <p>Natural relationships</p> <ul style="list-style-type: none"> interactions between living things <ul style="list-style-type: none"> food chains/ webs <p>Ecosystems</p> <ul style="list-style-type: none"> roles of organisms – producer, consumer <p>Human influence</p> <ul style="list-style-type: none"> modification of habitat

Background information

Head lice have proven to be an ongoing problem in schools for many years. A positive approach to head lice in schools has been found to reduce the prevalence (Ibarra in Burgess, p 319). Close head-to-head contact encourages the spread of head lice, making it a community and family problem.

Typically, the discovery of head lice on a child or within a family has carried a certain stigma. Much of this has been borne out of a public assumption that there is a relationship between the presence of head lice and lack of cleanliness. Although this assumption is not founded on evidence, knowledge about the lack of causality has had little effect on public opinion about head lice (Burgess, 1995, p.297).

A number of other misconceptions about head lice are in existence and it is important that the facts are clear. Head lice do not carry or transmit any type of disease or illness. They do not fly or jump. Similarly there is no evidence to suggest that sharing hats, furniture or bed linen assists in the transmission of head lice, making it harder to contract head lice than most people would believe. Anyone can get head lice. They have no preferences for cleanliness, colour, hair type or age.

Head lice are insects which have adapted to living only within the environment of the human head. Their internal and external structures reflect this specialised role. If head lice are removed from the nurturing environment of the human head, they will die from dehydration after approximately 6 hours.

The life cycle of a head louse is well documented in the *Managing head lice at home package* and *Learning to support the school community to manage head lice: a self-paced guide*.

Terminology

Activities in this module involve the use of the following terms:

Combs, Conditioner, Effective Treatment, Head Lice Products, Interpersonal Relationships, Lice, Louse, Treatment, Egg, Young Lice, Adult, Life Cycle, Parasite, Self-concept, Self-esteem.

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

- School policies that relate to the notification and treatment of head lice.

Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of

supportive environments. It includes activities that encourage students to:

- Recognise that a supportive social and physical environment assists in the effective treatment of head lice.

Students with disabilities or learning difficulties may require some activities to be modified in order to optimise both their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

Support materials and references

- Other materials in the *Head Lice in Primary Schools Kit*.
- The James Cook University website: Head lice information sheet – www.jcu.edu.au/school/phtm/PHTM/hlice/hinfo.htm

Activities

GETTING STARTED

Developing an understanding of the influence of head lice on identity

Students develop definitions for self-concept and self-esteem.

Teaching consideration:

- Self-concept is how one sees one's self in relation to other people, self-esteem is how a person feels about her/himself.

Students discuss how having head lice might influence their self-concept and self-esteem. They identify the particular dimensions of health that this might affect.

Students investigate myths associated with head lice and how these influence the self-concept and self-esteem of people with head lice.

Establishing the historical perspective of the head lice problem

Students research the history of head lice to determine the extent to which it exists in other cultures and in earlier times, for example: Egyptians, European life from the middle ages to present, soldiers in all

wars. They present this information to other members of the class.

Teaching considerations:

- Students could present the information in a variety of styles eg. report style genre – can be text presentation, oral presentation or a media presentation.
- Students could include examples of earlier approaches to treating head lice (such as shaving of heads and wearing wigs in place of hair, use of lotions and potions, etc) – consider:
 - Validity of information source
 - Risks of the treatment to the person
 - Social consequences of the treatment
 - Effectiveness of the treatment

Students prepare a review/judgement on these approaches giving consideration to the emotional health (self-esteem and self-concept) of an infested person.

Understanding the physical features of head lice

Students identify the physical features of a head louse, both internal and external. They compare how these features are similar to and different from other insects. Students develop *head lice identification cards* following the instructions in the back of this section.

Students investigate the mobility of head lice

Possible focus questions:

- How they move up and down the hair shaft?
- How head lice move from hair shaft to hair shaft?
- Do head lice have different methods of moving at different stages of their life development? If so – what are these differences?

Students discuss how head lice have adapted to the environment of the human head.

Possible focus questions:

- What features make it possible for head lice to move around the shafts of hair and the scalp to feed?
- Why do head lice need to eat every few hours?
- What features of head lice make them difficult to detect on the head?

Teaching consideration:

- Students could use the *head lice identification cards* containing samples of real head lice (see instructions in the back of this book).

Students investigate the life cycle of the head lice. They draw up the life cycle including features of each stage of development and noting their specific nutritional and environmental needs for each developmental phase.

Teaching considerations:

- Refer to head lice life cycle in *Managing head lice at home package* and *Learning to support the school community to manage head lice: a self-paced guide*. Include features of the creature at each stage of development, what its specific nutritional and environmental needs are and how these are met (encourage detail and use of correct terminology.)
- Link to Detection (finding the head lice) in the *Managing head lice at home package*.

Developing an understanding of the range of available head lice treatments.

Students identify a range of head lice treatments and suggest advantages and disadvantages of each.

Possible focus questions:

- What non-chemical head lice treatments are available?
- What chemical head lice treatments are available?
- Why do you think that people find one type of treatment more effective than another?

Teaching consideration:

- Refer to the Treatment section of the *Managing head lice at home package* and *Learning to support the school community to manage head lice: a self-paced guide*. Students determine the most appropriate style of presentation to a potential audience (peers, parents, other classes, younger children such as the preschool).

PLANNING

Developing the skills for effectively managing head lice.

Students develop a plan to demonstrate how they would effectively treat someone with head lice

using either physical or chemical treatments or a combination of both. They consider how they will communicate this plan to others.

Possible focus questions:

- What particular skills do you need to effectively detect and treat head lice?
- What head lice treatment product have you chosen?
- What factors have you considered in choosing the particular head lice product to effectively detect and treat the problem?
- What strategies would you use to make the person you are checking and treating feel good about themselves?

Teaching consideration:

- Students should be encouraged to consider a range of English genres to communicate their head lice detection and treatment plans. For example: poster, pamphlet, news article, research report, persuasive text, multi-media presentation, cartoon story board.

Students develop a presentation that communicates to others the truths and myths about head lice. (Drama role play, radio play, media presentation)

Possible focus questions:

- What is important information for people to know about head lice?
- What are some of the common myths that exist about head lice?
- What are effective ways of dispelling some of the myths about head lice?

ACTING

Taking action on head lice

Students summarise their investigations about the structure, life cycles and environmental adaptations of head lice and present these to the class.

Teaching consideration:

- The presentation could take the form of a poster, oral presentation, news article or some other suitable medium.

Students create an information package that advocates for their preferred method of head lice detection, treatment and management including details of the treatment including instructions for use, ease of use, cautions and dangers, benefits, special equipment, costs, comparisons with past methods.

Teaching consideration:

- Ways that the information package could be presented by the students include: a web site, brochure, poster, radio debate, current affairs TV article, video documentary, newspaper report, magazine article, science case study.

Students present their head lice package to an audience (other classes, pre-school, parents, Parents and Citizen's Association.)

REFLECTING AND COMMUNICATING

Reviewing and reflecting on knowledge and skills related to effective management of head lice.

Students reflect upon whether their head lice presentations were effective in communicating correct information and dispelling misconceptions about head lice.

Possible focus questions:

- How do you know whether your presentation was effective in communicating your messages?
- What might you do differently next time and why?

Students reflect on historical perspectives regarding how head lice management and community attitudes have changed over time.

Students consider how head lice treatments have changed over time and what impact this has had on health, community attitudes and the environment.