

Tick and Lyme disease lesson plan

Outcome(s)	Core knowledge and understanding	Suggested learning and teaching activities
<p>Lesson: HWB 0-16a/HWB 1-16a/HWB 2-16a/HWB 3-16a/HWB 4-16a, HWB 1-19a, HWB 2-19a, HWB 3-19a, HWB 4-19a, LIT 0-04a, LIT 2-04a , LIT 2-04a, LIT 3-04a, LIT 4-04a</p> <p>Poster/fact file: LIT 1-25a, LIT 2-25a, LIT 3-25a, LIT 3-25a, LIT 1-28a / LIT 1-29a, LIT 2-28a , LIT 3-28a, LIT 4-28a</p> <p>SCN 1-02a , SCN 2-02a</p>	<p>Children will learn to assess and manage risk, to protect myself and others and to reduce the potential for harm when possible</p>	<p>Deliver a lesson which includes information about:</p> <p>What ticks are?</p>
<p>Skills</p> <p>Making connections and applying learning</p> <p>Curiosity and problem solving</p> <p>Critical thinking and questioning</p> <p>Discussion and debate</p> <p>Developing an awareness</p> <p>Creativity and innovation</p> <p>Using tools/equipment, multi media</p> <p>Presentation-written</p>	<p>Assessment</p> <p>Question and answer session following lesson.</p> <p>Resources:</p> <p>Bug treasure hunt – https://checkforticks.wordpress.com/resources/</p> <p>Interactive online resource - http://scotland.forestry.gov.uk/activities/walking/check-for-ticks</p> <p>Worksheet- colour in/where to check for ticks.</p> <p>Design a poster?</p> <p>Make a fact file</p>	<p>Tick awareness- animals and environment</p> <p>Protective measures</p> <p>Know how to carry out a tick check</p> <p>How to remove a tick</p> <p>Video showing correct tick removal</p> <p>Practical demonstration and practice in removal using tick removal tool, pins and oranges</p>

Links to curriculum for excellence: Experiences and Outcomes: Health and Wellbeing

Learners need to experience opportunities which are designed not only to raise their awareness of future choices but also raise their expectations and aspirations. They develop the skills for personal planning and making decisions in the context of curriculum, learning and achievement which will prepare them for next stages in life.

Learners should experience activities which enable them to develop the skills and attributes they will need if they are to achieve and sustain positive destinations beyond school. Demands and employment patterns are changing, so it is particularly important for all young people to develop high levels of skill and also an understanding of the world of work, training and lifelong learning so that they can embrace opportunities.

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Physical Wellbeing:

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a**

	<i>Early</i>	<i>First</i>	<i>Second</i>	<i>Third</i>	<i>Fourth</i>
	In everyday activity and play, I explore and make choices to develop my learning and interested. I am encouraged to use and share my experiences. HWB 1-19a	Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. HWB 1-19a	Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. HWB 2-19a	I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. HWB 3-19a	Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions. HWB 4-19a

Links to curriculum for excellence: Experiences and Outcomes: Literacy

Listening and talking

	<i>Early</i>	<i>First</i>	<i>Second</i>	<i>Third</i>	<i>Fourth</i>
Finding and using information – when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a	As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. LIT 1-04a	As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different	As I listen or watch, I can: • identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements	As I listen or watch, I can: • clearly state the purpose and main concerns of a text and make inferences from key statements • compare and

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			<p>purposes. LIT 2-04a</p>	<ul style="list-style-type: none"> • identify and discuss similarities and differences between different types of text • use this information for different purposes. <p>LIT 3-04a</p>	<p>contrast different types of text</p> <ul style="list-style-type: none"> • gather, link and use information from different sources and use this for different purposes. <p>LIT 4-04a</p>
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For poster activity

	Early	First	Second	Third	Fourth
<p>Organising and using information – considering texts to help create short and extended texts for different purposes</p>		<p>I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. LIT 1-25a</p>	<p>I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. I recognise the need to acknowledge my sources and can do this appropriately. LIT 2-25a</p>	<p>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text. I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately. LIT 3-25a</p>	<p>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text. I can make appropriate and responsible use of sources and acknowledge these appropriately. LIT 4-25a</p>

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For the fact file activity

	Early	First	Second	Third	Fourth
Creating texts – applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary		I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a / LIT 1-29a	I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a	I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. LIT 3-28a	I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways. LIT 4-28a

Other follow up activities:

Science

	Early	First	Second	Third	Fourth
Biodiversity And interdependence: Showing that animals depend on each other for food		I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. SCN 1-02a	I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a	I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a	I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a

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Using knowledge about ticks I will be able to draw a diagram representing the life-cycle of a tick, demonstrating how the tick depends on host animals for survival.

LESSON RESOURCES



Tick and Lyme
disease school talk.ppt

Power point slide presentation

BADA video on tick removal

<http://www.youtube.com/watch?v=PaKU1zjWOyg>.

Outdoor Bugs and Germs:

<http://outdoorlearningdirectory.com/index.php/S=0/news/stay-healthy-outdoors-and-avoid-bugs/>

NHS Inform: <https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/lyme-disease>

Health Protection

Scotland: <https://www.hps.scot.nhs.uk/resourcedocument.aspx?id=6668> and

<https://www.hps.scot.nhs.uk/resourcedocument.aspx?id=6667>



boy girl sheet.docx

worksheet- where to check for ticks/colour



design a poster.docx

Design a poster sheet