

# Activity A

Group size is suggested to be ten students or less.

Having parent volunteers or teaching aides may be helpful in the small group setting.

Each activity is designed to take approximately ten minutes so students can rotate through each activity.

## Mosquito Anatomy & Biology

### a. Directions:

Using the puzzle pieces, have students put the mosquito together as two separate teams. Then, have the students put the labels on the arrows that correspond with each mosquito part. There will be some labels that won't be used.

The goal of the game is to be the team that completes the puzzle and its corresponding labels the fastest. Refer to the key for the correct placement of parts and labels.

Discussion can include the function of each part with emphasis on the proboscis and how only the female uses it to pierce skin. Common species can also be discussed (i.e. *Culex Piptens* carries West Nile virus in the U.S.).

Students will then examine mosquito slides under a microscope and discuss identifying factors as well as the life cycle. If you are doing this curriculum on your own, you may use the lifecycle graphics instead of a microscope for this part.

### b. Supplies:

Mosquito puzzle pieces, labels, microscope, and mosquito slides or graphics.

### c. Learning Objectives:

- ✓ Identification of mosquito anatomy
- ✓ Demonstrate personal protection methods
- ✓ Knowledge of mosquito biology and species
- ✓ Maine Learning Results in Health Education: A4

### d. Estimated time: 10 minutes

## Activity B

Group size is suggested to be ten students or less.

Having parent volunteers or teaching aides may be helpful in the small group setting.

Each activity is designed to take approximately ten minutes so students can rotate through each activity.

### Mosquito Vocabulary

**a. Directions:**

Students will be split into 2 teams which will alternate every other turn. The moderator will pick one student from a team to start off with the deck of cards. The student will use the first card on top and cannot reveal this card to others. They will have 60 seconds for each round per team. Once the timer starts, the student with the card must describe what is on their card without actually saying the word or using hand gestures or motions. They are allowed to use abbreviations (such as EEE, or EPA).

If their team guesses the word correctly, that team gets 1 point and a new card is handed off to a new student on the same team while the timer is still going. Each card is worth 1 point. If the card holder reveals what is on the card, that team will lose a point and they are given a new card. If a team does not guess what is on the card in the allotted 60 seconds, the card will be passed off to the other team to start with. The facilitator will keep track of the points.

Start the next round with a different student on the team and continue the same as the first round. Whichever team has the most points at the end is the winner. As many rounds as possible can be played as time allows.

**b. Supplies:**

Vocabulary cards, 60- second timer, pen & paper to keep score.

**c. Learning Objectives:**

- ✓ Knowledge of mosquito vocabulary
- ✓ Demonstrate personal protection methods
- ✓ Knowledge of mosquito biology and ecology
- ✓ Maine Learning Results in Health Education: A3 and A4

**d. Estimated time: 10 minutes**

# Activity C

Group size is suggested to be ten students or less.

Having parent volunteers or teaching aides may be helpful in the small group setting.

Each activity is designed to take approximately ten minutes so students can rotate through each activity.

## Fight the Bite Mosquito Trivia Face-Off

### a. Directions:

Break into 2 teams and choose one member from each team to start first in a face-off. Each question is worth 1 point. The facilitator will then shuffle the cards and read the first one.

Read the question out loud. Once you finish reading, allow your contestants to buzz in (or raise their hands). The first one to buzz in with the correct answer gets the point. If correct, the corresponding team receives the point. A new student from each team will face-off in the next round.

If a contestant guesses incorrectly, the other contestant has a turn making a guess. If both contestants are incorrect, they can discuss the answer with their team. The contestant who originally buzzed in first gets the control.

Continue this until all questions have been answered. The team with the most points wins.

### b. Supplies:

Fight the Bite Mosquito Trivia Face-Off cards, a pen and piece of paper to keep score, and a buzzer for each of the contestants (any item that they can use as a buzzer to answer the question, such as a bell, or you can have them raise their hands).

### c. Learning Objectives:

- ✓ Knowledge of mosquito biology and ecology
- ✓ Identification of mosquito habitats
- ✓ Knowledge of diseases mosquitoes can carry and symptoms of the diseases
- ✓ Maine Learning Results in Health Education: A1, A3, A4, and C2

### d. Estimated time: 10 minutes

# Activity D

Group size is suggested to be ten students or less per group.

Having parent volunteers or teaching aides may be helpful in the small group setting.

Each activity is designed to take approximately ten minutes so students can rotate through each activity.

## Mosquito BINGO

### e. Directions:

Each student will be given a mosquito bingo card and paper markers to cover the squares. The facilitator will read from a list of questions and students can guess what image might correspond to the hint by marking it on their bingo card. Students are encouraged to keep their answers to themselves.

The first student to cover 5 squares either across, diagonally, or down, calls out "Bingo!". The student should be able to identify all of the pictures that they marked in their row in order to win that round. Multiple rounds can be played as time allows.

### f. Supplies:

Bingo cards, markers, question list (all supplies can be found in *Attachments*.)

### g. Learning Objectives:

- ✓ Identification of mosquito habitats
- ✓ Demonstrate personal protection methods
- ✓ Knowledge of mosquito biology and ecology
- ✓ Maine Learning Results in Health Education: A3, A4, and B2

### h. Estimated time: 10 minutes