

# TICK-Tac-Toe

## Directions

This activity is intended for grades 3-5

Students play TICK-tac-toe with deer and dog tick images instead of Xs and Os. This can be done as a team with a large-scale tic-tac-toe board and the students as pawns holding their deer or dog tick picture or could be done on a smaller scale in pairs with individual boards.

With students in teams, have a team answer a review question correctly to get to play their pawn. If the answer is incorrect, the team skips a turn and the question goes to the other team.

As many rounds as possible can be played as time allows. Whichever team has the most points at the end, wins!

## Supplies

- ☐ Large-scale game: tape, string or chalk to mark out the board; 8.5" x 11" pictures of deer and dog ticks for pawns, Tick-Tac-Toe questions
- ☐ Small-scale game: individual tic-tac-toe boards on 8.5" x 11" paper; small deer and dog tick images for pawns, Tick-Tac-Toe questions

## Learning Objectives

- Knowledge of tick biology and ecology
- Knowledge of germs ticks can transmit to people and animals and symptoms of the diseases
- Maine Learning Results in Health Education: A1, A3, A4, and C2

# Pack a Backpack Relay Race

## Directions

This activity is intended for grades 3 - 8

Students are to pretend they are going on a hike and need to wear an outfit with appropriate items to protect themselves from ticks. The goal for each team is to have a complete outfit.

Put all of the clothing into one pile. Break students up into two teams and line them up at a distance from the pile. Each team can send one individual at a time to go to the pile and pull out an item. They bring this item back to their team and place in the backpack. Once the first individual packs their item in the backpack, the next team member can run to the pile to collect an item. When the first team is satisfied with their backpack, or when there are no additional items to collect stop the game and review what is in each team's backpack.

Teams will receive a point for each of the following: a pair of long white socks, long light colored pants, long-sleeved light colored shirt, sneakers, a tick spoon, and repellent. Points will be removed for items that should not be packed (see "Pack a Backpack Relay Race: Supply List" for assistance with which items should be packed and why.

If teams pack the backpack incorrectly, the game can be replayed until both teams have a properly packed backpack.

To make this game more challenging, clothing items can be removed from the pile so that only one team has the possibility of winning.

## Supplies

2 sets each of:

- |   |   |
|---|---|
| <input type="checkbox"/> Backpack                 | <input type="checkbox"/> Dark colored shorts              |
| <input type="checkbox"/> Long light colored socks | <input type="checkbox"/> Long-sleeved light colored shirt |
| <input type="checkbox"/> Long dark colored sock   | <input type="checkbox"/> Long-sleeved dark colored shirt  |
| <input type="checkbox"/> Light colored pants      | <input type="checkbox"/> Repellent                        |
| <input type="checkbox"/> Dark colored pants       | <input type="checkbox"/> Tick spoon                       |
| <input type="checkbox"/> Light colored shorts     | <input type="checkbox"/> Sneakers                         |
| <input type="checkbox"/> Flip Flops               |   |

## **Learning Objectives**

- Demonstrate personal protection methods
- Maine Learning Results in Health Education: A1, A4, B2, C2, F1

# Tick Identification Walk

## Directions

This activity is intended for grades 3 - 8.

Take a walk around the school yard and investigate areas that may be a good habitat for ticks. If your school has a walking trail, walk along the path of the trail. Instructors can either place 8.5"x11" images of ticks in certain locations before the start of the activity or carry a folder with the images to pull out once students have identified areas where ticks might live.

Discuss tick identification (emphasizing the actual size of a tick is much smaller than the pictures). Discuss how deer ticks prefer brushy areas that are low to the ground because they are protected from weather and some of their favorite hosts live in those areas, such as mice, deer, and birds. Dog ticks are commonly found in tall grass and weeds, meadows and marshes.

The instructor can also talk about ways to reduce tick-favored habitats, such as keeping tall grass trimmed, removing piles of brush and leaves, and removing plants that attract deer. If the school has a walking trail, emphasize staying on the path of the trail and not walking through the woods or tall grass.

This activity can also be done indoors by talking through the activity instead of walking around the school yard.

## Supplies

- 8.5" x 11" images of deer and dog ticks

## Learning Objectives

- Knowledge of tick biology and ecology
- Demonstrate personal protection methods

# Tick Identification

## Directions

This activity is intended for grades 3-8

Give each student one color coded tick vial. Students will work independently to identify the tick inside the vial.

Give students a moment to study the tick in the vials they were provided. Once students have had an opportunity to study and identify the ticks they were provided, ask students the following questions:

1. Is the tick a deer tick or a dog tick? What did you look for to identify whether the tick is a deer tick or a dog tick?
2. What is the life stage of your tick? What did you look for to identify the life stage of the tick?
3. Is the tick male or female? What characteristics did you look for to identify whether the tick is male or female?
4. Which disease(s) are associated with the tick?

Refer to the color on each individual vial and the answer key to determine the correct answer.

## Supplies

- ☐ Color coded tick vials
- ☐ Answer Key

## Learning Objectives

- Knowledge of tick biology and ecology
- Identification of ticks
- Awareness of tickborne diseases.
- Maine Learning Results in Health Education: A1, A3, A4, and C2

# Lyme Disease Awareness Month Poster

## Directions

This activity is intended for grades 3-8

Students will work individually to illustrate importance of awareness and knowledge of ticks to prevent Lyme disease on a piece of poster paper. This can also be done using graphics on a computer. There is a new theme each year and the theme can be found by visiting [www.maine.gov/lyme](http://www.maine.gov/lyme) and clicking on Lyme Disease Awareness Month Activities.

Posters should be: creative, colorful, easily seen from a distance and should be on white drawing or heavy construction paper.

These posters can be submitted to Maine CDC's poster contest. Each school can submit three posters per grade, so schools may need to conduct a local contest to determine which posters will be sent to Maine CDC. Posters must be received during April. For a complete list of rules and requirements please visit [www.maine.gov/lyme](http://www.maine.gov/lyme) and click on Lyme Disease Awareness Month Activities.

## Supplies

- ☐ 12'' x 8'' or 11'' x 17'' paper
- ☐ Crayons, markers, pencils, or computer

## Learning Objectives

- Knowledge of tick biology and ecology
- Demonstrate personal protection methods
- Awareness of Lyme Disease
- Maine Learning Results in Health Education: A3, A4, C2, E2

# Tick Tag

## Directions

This activity is intended for grades 6 - 8.

Choose 1 student to be the pathogen (tagger), and 1 student to be the antibodies (unfreezers); the rest of the students will be cells. The taggers will run around to tag the cells, and if a cell is tagged, then they sit down and wait for an antibody (unfreezer) to come rescue them. The antibodies carry around a list of questions to ask the tagged cells. If the infected cells answer correctly, then they join the antibodies in a conga line to help the other cells. If they answer incorrectly, then they join the disease (taggers) and try to tag other cells.

In the end, when there are no more cells, whichever team (pathogen or antibody) has the most people, wins. Multiple rounds can be played as time allows. Select new students to be the tagger and unfreezer. Make sure the new unfreezer starts where the last one left off in the question list to avoid repeating.

## Supplies

- ☐ Questions

## Learning Objectives

- Knowledge of pathogens ticks can transmit
- Knowledge of the transmission cycle
- Maine Learning Results in Health Education: A3, A4

This activity was created by 7<sup>th</sup> grade students from King Middle School in Portland, Maine.