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| Lesson Title: [Invasive Mollusks of Recreation and Human Health Concern](https://texasinvasives.org/resources/biosecurity%20files/Lesson%206_Invasive%20Mollusks%20and%20Crustaceans%20Rec.%20Human%20Health.pptx) | TEKS: **TEKS:** 130.25 16 (A-B) 17 (A-D) **The student identifies how plants grow and how specialized cells, tissues, and organs develop. The student diagrams the structure and function of nucleic acids in the mechanism of genetics.**  **Objectives:**   * Students will inspect multiple priority pests in the aquatic and terrestrial recreational sites. * Criticize over transmission in humans and preventative education measures. |
|  | Resources To Be Used: [Invasive Mollusks of Recreation and Human Health Concern](https://texasinvasives.org/resources/biosecurity%20files/Lesson%206_Invasive%20Mollusks%20and%20Crustaceans%20Rec.%20Human%20Health.pptx) |
| Authors: Cassie Morrison, Jessica Graham, Julia Palmer, Maureen Victoria, Adelaide Henry | |

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| Warm Up: | Student Actions/Behavior | Teacher Action |
| Parasite spread game | Students will be given various types of candy (gummy worms or gummy frogs , etc.) | 1. Familiarize yourself with the EAB information in the Leader’s Folio, to be able to answer questions. 2. Choose 5 separate spots in your classroom to serve as imaginary “locations” (they can be outside or inside, but should be within sight distance of each other): Note: you may choose to invite Team Leaders to designate their own locations in Activity Step 1; Forest — Backyard — Campground — Neighborhood Park — Fishing area 3. Choose five students to serve as Location Leaders, one for each fictional location. Give each Leader an assembled EAB Investigator (be sure to give them and EAB trivia question), and have him/her go to their “location.” 4. Divide the remaining into teams of two or three (or, students can work individually). 5. Give each team (or individual) a bundle of five frogs and worms total. 6. As fast as they can, each team must go to each “location.” (Encourage them to start in different directions, to avoid “crowding” in the closest location.) Once there, the Location Leader will pose his/her trivia question from the EAB Investigator. 7. If answered correctly: The team (or individual) will leave any candy from their bundle at the location, and move on to another location. 8. If answered incorrectly: The team/individual can move on, but they can’t leave a candy. 9. The winning team (or individual) is the first to visit every location and have no candy (or the fewest number) left. |
| Background info: |  | Using the Lesson 6 Power Point and guided notes. Teacher will show students the animation [Zebra Mussel Introduction and Spread](https://texasinvasives.org/resources/biosecurity%20files/Zebra%20Mussel%20Spread.mp4). Teacher will discuss with students the contents of each slide. |
| Activity:  Snail Trading Card Game |  | Group students into groups of 5. The teacher will hand each student three mixed-and-matched trading cards. And post the instructions for students to trade their cards until they get a full set of three. |
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| Review/Lesson Closer: | Exit ticket: How can we prevent the spread of invasive mollusks? |  |