



No tiger in my school!!!

Awareness raising action to limit the proliferation of tiger mosquitoes

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| Type of pedagogical project, activity, action, accompanying | Project |
| Key words of relevant disciplines/ Pedagogical content | Mosquito/ lifecycle/Reproduction/ Diseases |
| Problematic | How to reduce the proliferation of the mosquito tiger? |
| Thematic | Health/Environment. |
| Disciplines (sciences, geography) | <i>Geography, sciences, mathematics, civic education, mother tongue, health</i> |
| Pedagogical Objectives/New targeted skills | <p>The students will be able to:</p> <ul style="list-style-type: none"> - Raise awareness about the public health problem caused by tiger mosquitoes and the possibility of actions we have to limit their proliferation - Develop group work ability - Understand the link between tiger mosquitoes and climate change |
| Public target(s) (age, requested skills...) | <p>11-15 years old</p> <ul style="list-style-type: none"> - Students of the school - Pilot class - Adults and students volunteers to settle the project at the school |
| Description (step by step) | <p>The adult chooses a group of students: either a class, or optional students or multi-level volunteer students to implement the project.</p> <p>Step 1) The adult makes a collection of representations to the group of students to find out their knowledge on tiger mosquito: life cycle, place of reproduction, living conditions ...: Individual questionnaire and group discussion</p> |





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| | <p>For example:</p> <ul style="list-style-type: none"> - reproduction: favourable location and reproduction conditions - life cycle: how long does it live and what are its different life phases - Origin: where does it come from? How did it arrive in the Mediterranean area and in Provence? - Health: is it a vector of diseases? If so which ones? <p>Step 2) After this collection, the adult proposes to do research at the library or on the Internet on the different themes tackled in step 1 in order to bring knowledge to the students. The aim is to get students to question the nuisance of tiger mosquito beyond the bite.</p> <p>Step 3) The adult takes the students on the tracks of the tiger mosquito in the school in search of possible or existing places of reproduction, this observation should allow the students to be questioned on how to limit the proliferation of tiger mosquitoes.</p> <p>Some possibilities: The group of students has to identify the areas where the water is stagnating: small reserve of water after watering the lawns, gutters, games left under the watering systems, collecting rainwater, ditches, gutters, containers under the flower pots...</p> <p>Step 4) From the collection of areas where the mosquito can proliferate, the students suggest the right actions to adopt in partnership with adults, an environmental education association...</p> <p>Step 5) To raise the awareness of the other students and more generally the inhabitants surrounding the school, the group of students can:</p> <ul style="list-style-type: none"> - Produce a map of the school which lists the places of potential proliferation and the good gestures to act on it. - Inform with drawings on the life cycle of the tiger mosquito - Inform with a map, the evolution of the distribution area of the tiger |
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| | <p>mosquito</p> <p>- Inform with quantified data on the risk of transmitted diseases</p> <p>Step 6) Among the actions identified, it is necessary to decide which ones can be implemented quickly and which ones will be effective.</p> |
| Place (meeting room, outside space, ...) | Classroom and outdoor |
| Individual and / or collective actions | Collective action |
| Material needed | A computer |
| Duration of pedagogical project or activity | 4-6 months The project can be implemented from September or start in March-April |
| Evaluation of the new acquired skills | Decrease in places of proliferation of the tiger mosquito (quantitative result) Questionnaire on behaviour changes (comparison of an initial questionnaire and another after this action) |
| Eco-citizen adaptation, knowledge enhancement and links to other topics | <p>Link to:</p> <p>Activity:</p> <ul style="list-style-type: none"> - “Reactions of eco-system on climate changes” - “The impacts of Climate change in your region” <p>Project:</p> <ul style="list-style-type: none"> - “Adaptation to global change problems by creating an ecological house model” <p>French: L’ARS PACA, The CPIE des Pays de Vaucluse (UAC) have realized some supports to raise awareness about the mosquito tiger.</p> <p>http://www.moustiquetigre.org/index.php/loperateur-technique-eid-mediterranee</p> <p>https://www.paca.ars.sante.fr/lutte-anti-vectorielle-prevention-contre-</p> |





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| | <p>les-maladies-transmises-par-les-moustiques-tigres</p> <p>http://www.moustiquetigre.org/index.php/loperateur-technique-eid-mediterranee</p> <p>https://www.paca.ars.sante.fr/lutte-anti-vectorielle-prevention-contre-les-maladies-transmises-par-les-moustiques-tigres</p> |
| Observations | / |

