



# **Integrated Pest Management**

**A curriculum module for high school science classes**  
from Toxic Free NC, [www.ToxicFreeNC.org](http://www.ToxicFreeNC.org)

---

## **Desserts: Take Action!**

At this point in the module, students can choose a subject that particularly interests them for further investigation and action. The idea is for students to put what they've learned into action, either by taking on a pest prevention challenge, finding ways to influence local level policies on pest management and pesticide use, or getting involved in state, national, or international efforts relating to least-toxic pest management, health, and the environment.

These research and action projects are intended to last through the semester or even the year, with students monitoring progress and reporting back to the classroom.

We designed these activity ideas to help students realize how they can make a positive impact on the world around them, and to foster a spirit of community involvement and civic participation. Please refer to Writing as an Advocate for Change.

### **1) Home Pest Problem Action Plan**

This option follows naturally from either the School or Home Pest Control Inquiry Activities in the Entrees section. The student should research, choose, implement and monitor carefully a particular non-chemical (for safety reasons) pest management strategy in her or his home. Note: For safety reasons, students should choose a pest that is not very dangerous, such as household ants (not fire ants!), crickets, weeds (not poison ivy or oak!), mosquitoes, or flies. For any pest, the student should take adequate precaution to protect themselves from bites and stings. They should undertake these activities under close supervision from a parent or guardian. Their chosen IPM strategy should NOT involve the use of any chemical pesticide, and great care should be taken when using other household products for pest control, such as soap, vinegar, or borax cleaner, since they can also be irritants.

### **2) Community Action Plan**

This option could easily follow the School or Local Institution Entrees. Students might choose to work towards a change of pest control practices in their school system or at another local institution – perhaps a place where someone in their family works or an animal environment such as a zoo or a vet's office. Students are strongly encouraged to contact the Pesticide Education Project in Raleigh for advice, sample documents they can use, and other useful information. Based on research conducted in the Entree section of the module, students will decide the most appropriate course of action to win a change in pest management practices – perhaps letter-writing, a petition, a presentation to a decision-making board, or a community panel presentation.

### **3) International Pesticide Issue Inquiry**

This option could follow any of the Entrees. Students who are interested in learning more about national or international pesticide issues can independently or in pairs research a particular issue, and if they so choose, get involved in efforts for change or reform. There are many options for this type of research and activism project, but here are just a few ideas: the campaign for justice in Bhopal, farm worker health and pesticides (UFW or related), US EPA and pesticide testing with human subjects, or the Stockholm Convention on Persistent Organic Pollutants. Here are a few good starting places for research about these subjects:

Pesticide Action Network - [www.pan-international.org](http://www.pan-international.org)

Beyond Pesticides - [www.beyondpesticides.org](http://www.beyondpesticides.org)