



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

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## **Entrée: Pests and Pest Control in Your Home**

### **Guiding questions:**

- a. How do pests get into your home? What makes them pests? What are the risks of different pest problems?
- b. How do pesticides get into your home?
- c. What kinds of pest control measures do you and your family take?
- d. How do you make these decisions?
- e. Do your pest control practices at home meet the standards of Integrated Pest Management? Why or why not?

### **Learning goals:**

- a. To apply understanding of IPM to a particular context.
- b. To understand how pests enter human environments, the relative risks they pose, and the role humans play in encouraging or discouraging pest problems.
- c. To observe the life cycle of particular pests and understand what responses are most effective at different stages of that cycle.
- d. To analyze a pest problem, weigh the relative risks and benefits of different pest control scenarios, and decide and implement the most appropriate response.

### **Length:**

2-3 class periods plus homework

### **Activity Descriptions:**

- Students work in pairs. One student is responsible for mapping her or his home and the other is responsible for conducting research on a particular pest common in the home.
- Students can work together to create keys for the map. Use IPM Pyramid of Tactics (<http://paipm.cas.psu.edu/pdf/PyramidPDF1.pdf>) to create key of tactics, with different symbols for structural, sanitation, physical and chemical. Create second key for pests with symbols for species of pests.
- “Map student” works at home to draw map and use symbols to mark pest entry points by species and pest management strategies used.
- “Research student” researches life cycle and pest control alternatives for a particular pest common in the home.
- Students work together to discuss the map and write a reason for each pest entry noted. Together, they decide on the most appropriate method for dealing with the particular pest studied, write a step-by-step guide to this method, and present their findings to the class.