



# **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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## **Pests and Pest Control in Your School**

### **Guiding question:**

How do pesticides get into the school environment?

What kinds of pest control measures are taken at the school?

When and how are those measures decided upon? Who makes the decisions?

Does the school's pest control policy meet the standards of Integrated Pest Management, as set forth by the NC School Children's Health Act? [Link to the School Children's Health Act: <http://www.ncleg.net/Sessions/2005/Bills/House/HTML/H1502v3.html> ]

### **Learning goals:**

To apply understanding of IPM to a particular context.

To decide and defend a conclusion based on inquiry.

To differentiate between structural, sanitation, physical and chemical pest control tactics.

To understand how pests enter human environments and the role humans play.

### **Length:**

3 class periods

### **Activity descriptions:**

**Discussion:** Students prepare for tour of school by generating questions.

1. Review information about IPM and the School Children's Health Act from introductory lesson.
2. As a class, list the guiding principles of IPM.
3. Set goal for discussion: The students' task on the tour will be to determine if the school uses IPM. They must come up with a list of questions that will help them make that determination.
4. Students have 10 minutes to work in small groups.
5. Groups report back and whole class decides on list of questions.

**Tour:** Pest control decision-maker takes class on walk-through of school

1. Students ask and record answers to questions.
2. Students take notes about pest problems and prevention measures highlighted on the tour.
3. After tour, students work in teams to discuss their findings.
4. Individually, students write brief reports describing the school's pest control policy and drawing a conclusion about whether the school uses IPM.

**Mapping:** Students map and analyze pest entry points and pest management strategies.

1. Students start with blank maps of school, probably available in central office. Work in small groups and returning to areas of the school as necessary, they create individual maps of the school building(s) and grounds.
2. Use IPM Pyramid of Tactics (<http://paipm.cas.psu.edu/pdf/PyramidPDF1.pdf>) to create key for map with different symbols for types of tactics – structural, sanitation, physical and chemical.
3. Use symbols to mark pest management strategies in use at the school.
4. Create key for pests with symbols for species of pests and mark pest entry points.
5. For each pest entry point, write a reason for the pest entry. This may require additional research.
6. As a class, discuss the reasons for pest entry at particular places. Discuss additional steps the school could take to prevent pests, and additional steps they as students could take.