

Is the only good bug a dead bug?

Objective(s):

- ☀ Students will learn that there are “good” bugs and “bad” bugs.
- ☀ Students will be able to apply the steps of IPM
- ☀ Students will be able to analyze and state the advantages of IPM vs. spray and pray.

Materials:

Computer access to <http://paipm.cas.psu.edu/whatisipm.html>
Collection of insects
Teacher made worksheet for PA IPM website

Procedures:

1. Pass around the room a collection of different insects that were collected.(live if available and preserved if not available)
2. Teacher conducted discussion on are they all the same, different, are some pests and others beneficial, when do they become a problem, where would they become a problem, ect...
3. Use the website for PA IPM to research what is IPM, and the ways to identify different potential pest and how IPM works. While doing this they will fill out a guided question sheet designed to be used with this site.
4. Re-circulate the collection of different insects, what additional information would students need to know about these insects to determine if they were a pest or not. What other information would be needed to design a control for these insects.
5. Students in groups will take one of the insects and research how they can be controlled using the steps of IPM pyramid of tactics. Students are given a scenario dealing with their insect and asked to evaluate and formulate their response to the scenario.
6. Students then report to class what control mechanisms they would use in that scenario and why they made these choices.
7. Class will discuss what the long term implications to society will be based on each groups response to their scenario.

Follow-up activities

1. Students will survey their homes to see what pest control is being used within their homes. Students will evaluate if a better means of control could be achieved using IPM
2. Students research if the school has an IPM plan, and what is in the plan, who implements and oversees the plan, and who has input into the plan.