

PREFERRED DESTINATION

An Integrated Pest Management Lesson

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Preferred Destination

An Integrated Pest Management Lesson

Skill Level

- *Beginner/Intermediate*

Learner Outcomes

The learner will be able to:

- *Summarize the basic needs of insect pests*

Tag(s)

4-H Science

Impact

Students are successful if they can:

- *describe things necessary in a habitat*
- *apply their knowledge of pest needs*

Time Needed – *45-60 minutes*

Materials Needed

- *assorted travel brochures*
- *All About Pest worksheets from Wanted Dead or Alive lesson*
- *markers*
- *paper*
- *colored paper*
- *scissors*
- *glue*

Author(s)

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Introduction to Content

A building or a yard contains many places that are perfect for pests to live and get food and water. Focusing on the needs and preferences of a specific pest, students design a travel brochure or poster highlighting one or several “preferred destinations” in the building or grounds.

Introduction to Methodology

Students design a travel brochure for pests. The methods described here are for a hands-on art project. They could also use a computer program to design a brochure.

Setting the Stage

All living things have roles and places that they normally live. The place where a living thing lives and gets what it needs to survive is called its habitat. In IPM we pay a great deal of attention to the habitat and biology of a pest. We ask what is it about my kitchen that makes cockroaches want to live there? We learn about why pests may be in certain places so we can do things to change or modify the habitat, so it is no longer conducive to pests. In IPM, habitat modification may include cleaning and fixing things so that we take away food, water, hiding places and access to the space.

Display several real travel posters and/or brochures. Holding them up, ask the class, *“What do we like in a place to live or visit? What would our perfect location be? Would a mouse or a cockroach like the same thing? Why not? Does a pest need the same conditions as us? What does every living thing need in a habitat?”* During the discussion write key responses on the board or overhead.

Experience

Students can work alone or in groups for this activity. Assign a pest to each student or group or allow them to select their own. You may wish to have the students read the wanted posters or All About Pest worksheets from the “Wanted Dead or Alive” lesson for background information on specific pests. Ask the students to write down the places the pest likes to live and why. For example, German cockroaches like to live in walls because they prefer dark, damp places where they have pressure on at least two sides of their bodies.

Ask the students to select a location that the pest likes and design a brochure or poster for that place. Depending on the pest, the location may be under the kitchen sink, in the basement, under the refrigerator, in drains, etc. Some suggestions to include in the brochures or posters are a fun, catchy name of the resort, description of location, slogan that describes why the pest should come there, and what this location has to offer. If they are having trouble, suggest that this is like creating a vacation spot for Oscar the Grouch on Sesame Street. The perfect spot for him is very different than for us.

Strategies to Increase Student Engagement

- Be sure that all students have an opportunity to answer questions about their thoughts on pests.
- Remind students what the components of a habitat are for any animal.

Teacher Notes

Share/Process

Ask each student or group to present their posters or brochures to the class. Hang the creations around the classroom or school.

Discuss with the class what they did today. What preferred destinations for pests do we have in our classroom?

Ask, *"What could we do to get rid of them?"*

Ask, *"Are there other parts of the school that would be a preferred destination for pests?"*

Generalize

Say, *"In IPM, habitat modification may include cleaning and fixing things so that we take away their habitat, including food, water, hiding places, and access to the space."*

Apply

Ask, *"How would we shut down the resorts that we created today to modify the habitat so it would be no longer suitable for pests?"*

TIPPS Life Skills

4th Grade

- Follow instructions. (Heart)

5th Grade

- As part of a group, identify and agree on a common task (set a goal). (Hands)

References

Jenkins, Erica B. "Exploring Urban Integrated Pest Management: Activities and Resources for Teaching K-6." October 2001, Michigan State University.



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