

The Aggravation of Accumulation



LESSON 2 ACTIVITY: Pesticides in Schools

Lesson Overview:

Students will investigate the practices their school uses for pest control. Depending on their findings, students may suggest alternative, non-chemical methods.

National Science Education Standards:

Content Standard F: Science in Personal and Social Perspectives
*Personal Health
Risks and Benefits
Science and Technology in Society*

Excellence in EE-Guidelines for Learning:

Strand 3: Skills for Understanding and Addressing Environmental Issues
3.1 Skills for Analyzing and Investigating Environmental Issues


Key Concepts:


1. The use of certain pesticides in schools can be a health hazard to students and teachers.
2. Alternatives to using pesticides are included in the Integrative Pest Management Program (IPM).

Objectives:

Students will:



 investigate the use of pesticides in their schools.

 determine alternative measures to reduce the use of pesticides.



present a pest control plan to school officials.

Cross-Curricular Connections:

Language Arts:

- Write their findings in report form.

Process Skills:

**Classifying
Interpreting
Observing
Communicating
Investigating
Inferring**

Materials:

Per Student
[School Pesticide Inventory Sheet](#)

Suggested Time Frame:

One semester

Procedure:


1. Have students research the types of pesticides used in their school. Record this information on the [School Pesticide Inventory sheet](#).
NOTE: *Teacher may have to go to the school administration with the students to get permission to undertake this project. Also, the administration may not have this information and may refer the class to maintenance, a contractor, or the school board.*
2. Once students complete the inventory, have them research the health risks associated with each pesticide used. Record this information on the [Inventory sheet](#) also.
3. Have students create a pest





management plan for your school that:


- a) Bans the use of most hazardous pesticides (i.e. those listed under EPA's Toxic Category I & II: <http://www.epa.gov/pesticides/>).
 - b) Uses least-toxic Integrated Pest Management (IPM) from U.S. EPA's ***Pest Control in the School Environment: Adapting IPM***. Office of Pesticide Programs. August 1993.
 - c) Encourages school officials to notify students, teachers and parents three days in advance of pesticide application.
 - d) Sets a goal that reduces the use of pesticides to as close to zero as possible.
4. Once the plan is complete, have the students present it to the PTA, school officials and student body.

Suggested Discussion Questions:


 Which pesticides used in the school are considered most toxic?

 What are the health effects related to these pesticides?

 What alternatives can be used in the place of pesticides?

 How effective are these alternative methods in pest management?

Further Investigations:

 Students can ask their local government department about the methods used for weed control and pest control and

recommend alternative methods if synthetic chemicals are used.



Students can ask their parents to use organic methods of weed and pest control at their homes.



Students can investigate what type of pest management is used at their recreation areas, such as ball fields, parks, etc.

Career Opportunities:

**Chemical Engineer
Environmental Scientist
Environmental Lawyer
School Health Administrator**

Assessment Procedures:



Use the School Pesticide Inventory.



Use the Pest Management Plan.



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