INTEGRATED PEST MANAGEMENT

Unit 2 Section 3 Lesson 12
Who's Minding the Store?

Focus Areas: Pest Control Methods - Regulatory; Social Studies, Language Arts

Focus Skills: Research using primary sources, formulating questions, letter writing, summarizing, comparing, evaluating

Level of Involvement: AVERAGE
Unit 2 Section 3 Lesson 12: Who’s Minding the Store?

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Objectives

* To determine the roles and responsibilities of citizens groups in influencing environmental policies and decision-making
* To increase participants interest in taking a more active pro-environmental role
* To deepen an individual’s understanding of the democratic process

Essential Questions

* What are the environmental roles and responsibilities of citizens in a democratic society?
* How can citizens of a democratic society take an active role in environmental management?
* What does effective participation in environmental decision making involve?

Essential Understanding

In a democracy, citizens have a voice in shaping environmental management policies. They also share the responsibility to conserve resources and behave in an environmentally aware manner. In a democracy, by working through proper channels and with governmental agencies, individuals and groups can influence the way private and public lands are managed. Effective participation requires that citizens carefully study all sides of an environmental issue and form an opinion based on facts.
Background

Democratic countries are based on the principal that all citizens have the right to participate in policy setting and decision making processes. Civic participation is especially evident in environmental issues and policies. Currently there are over 10,000 environmental organizations in the US, and more are being formed every year!

Young people aren’t usually involved in setting policy, but local, state and federal governments constantly decide on issues that affect their lives. Many of these issues impact health standards, recycling and other environmental choices.

With guidance and help from interested adults, the younger generation can take a more active role in the social decision and policy making that affect their futures. They can join a group that represents their interests or addresses their concerns. Letters to lawmakers and others of influence is another option open to them. Some may even ask to sit on local boards or councils as student advisors.

The blue pages of telephone directories are good resources for finding governmental agencies. In addition to multiple phone directories, the local library will have specific directories that list environmental agencies and organizations. To get started, a beginning list of resources appears in Handout 1.

Vocabulary

**civil disobedience**
breaking a law to call attention to an unfair practice, negative situation or intolerable condition

**democracy**
a governmental system in which citizens take an active role in policy and decision making
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Vocabulary (continued)

**propaganda**
any of several forms of bias; exaggeration or omission in reporting facts in order to win support for a particular opinion

**special interest group**
people united for a common goal or specific purpose

Challenge
Make your voice heard on environmental issues that concern you!

Logistics
**Time:** two 45-minute periods over the course of several weeks
**Group size:** any number from 2 to 30
**Space:** comfortable seating with room to write

Materials
telephone directories
Internet access (optional)
white/black board or chart paper
art materials to produce a graphic
Handout 1 Beginning List of Resources *
Handout 2 Environmental Organization Questionnaire *
Assessment for an Illustration/Poster *

* single copy provided
Preparations

1. Gather phone directories.

2. Arrange for computer time if necessary.

3. Prepare copies of Handout 2 Environmental Organization Questionnaire (3 per team).

Activity

Introduction

1. Ask individuals to write down five or six environmental concerns they have.

2. Create a group list.

3. Explain to each team that they will have the opportunity to identify groups who share their concerns.

4. Allow time for participants to rank their list, with #1 indicating top priority.

5. Divide the group into teams of three to five based on their choices.

Help to get Groups Started on their Research

Begin by brainstorming ideas for getting started with the whole group and reviewing the general guidelines in Handout 1 Beginning List of Resources. **Note:** you may distribute this handout to each team. If a team is having trouble, offer suggestions. For instance, if their focus is a health issue, they can contact the local Red Cross chapter or state health agencies. The local Humane Society or The National Wildlife Federation may be able to help a group interested in the threat of bears in suburban areas. If you read Handout 1 prior to this part of the lesson, you will be able to steer the teams in the right direction.
Activity

Involvement

1. Each team is to locate: #1, the government agency or organization that addresses their concern; or #2, two special interest groups involved with the same issues.

2. Using Handout 2  Environmental Organization Questionnaire have the team add four questions of their choice. Each group contacts the agency or organization to obtain written information regarding their purpose and activities. (For additional help with this phase, see Handout 1 Beginning List of Resources.)

3. Choose one of the agencies or organizations researched. When all teams have received information, allow time for them to design a graphic that illustrates the agency or organization's purpose, methods and accomplishments.

Follow Up

Have each team display their graphic and summarize their findings using the following questions as a guide:

* What similarities did you find in the two groups researched?
* In what ways do they differ?
* Is each group important? Why?
* What might happen if either of these two groups did not exist?
* What major impact have they made regarding environmental issues?

Hold a discussion on the value of civic action focusing on ways in which both groups and individuals can take an active part in policy making decisions in the community, state and nation. Discuss individual actions that can be taken to protect the natural environment.
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Assessment

Option #1 Evaluate the graphic presentations.

Option #2 Have each individual write a letter to the environmental agency of their choice addressing a personal concern. Evaluate the letters.

Follow Through Community Concerns

Focus Areas: Language Arts, interviewing techniques
Focus Skills: Understanding different points of view

1. Help group members choose an environmental issue, such as the use of Integrated Pest Management. Other possible topics are recycling, landfills, acid rain, suburban sprawl, etc.

2. Invite individuals or teams with different views to speak to the group and answer questions. After both or all sides of the issue have been presented, hold a group discussion on the issue or topic.

Resources

See Handout 1 Beginning List of Resources.
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Notes
Beginning List of Resources

Guidelines for Requesting Information and Assistance

Be Specific
Your chances of obtaining useful information will be greatly increased if you state exactly which materials you need, which issues interest you, or what questions you want answered. The send everything you have approach is uneconomical and unecological.

Avoid Class-Wide Requests
Limit requests for information from any single source to one or two participants and pool the collected data. If you cannot avoid a situation where many participants ask for similar information, send all the requests in one envelope and ask that materials be mailed in one package to one address.

Request Only What You Need
...and use what you get.

Try Local Sources First
Many community and regional agencies, organizations, and industrial associations can provide valuable information and assistance, particularly on local issues and conditions. Your school librarian or your public library can also help you locate information.

Send a Self-Addressed, Stamped Envelope
If you request material or information from volunteer organizations, include a self-addressed, stamped envelope. This will bring a quicker response because these organizations have very limited budgets and secretarial staff.

Plan on Two to Three Weeks of Lead Time
If you plan to use the material in conjunction with an activity, send your request at least two or three weeks ahead of time.

Make Speaker Requests Well in Advance
Most state agencies and volunteer organizations cannot afford to send their staff or members great distances to speak to one class. However, many resource agencies will assign personnel to meet with students on field trips near their field stations or offices. Most often, the educational experience provided by the presentation in the field is superior to a formal speech in the classroom.
Beginning List of Resources

Addresses for Additional Information and Materials

Organizations

**Defenders of Wildlife**
1130 17th Street, NW, Washington, DC 20036, publishes *Defenders*

**Ducks Unlimited**
One Waterfowl Way, Memphis, TN 38120, publishes *Ducks Unlimited*
Craig R. Ferrs, Regional Director
3 Orange Pippin Road, Sandy Hook, CT 06482

**Friends of the Earth**
1025 Vermont Ave, NW, Suite 300, Washington, DC 20005,
publishes *Not Man Apart, Atmosphere*
Northeast Office
87 College Street, Burlington, VT 05401

**Keep America Beautiful**
1010 Washington Boulevard, Stamford, CT 06091

**National Audubon Society**
700 Broadway, New York, NY 10003-9501, publishes *Audubon, Activist*
Connecticut State Office
Audubon Center in Greenwich
613 Riversville Road, Greenwich, CT 06831

**The National Park Service**
1849 C Street, NW, Washington, DC 20240
Northeast Region, Regional Director
U.S. Custom House, 200 Chestnut Street, Fifth Floor, Philadelphia, PA 19106

**National Solid Waste Management Association**
4301 Connecticut Avenue, NW, Washington, DC 20008
Northeast Region
209 Turnpike Road, PMB #407, Westborough, MA 01581-2843

**The Nature Conservancy**
4245 North Fairfax Drive, Suite 100, Arlington, VA 22203-1606,
publishes *The Conservancy News*
Connecticut Field Office
58 High Street, Middletown, CT 06457-3788

**Sierra Club**
85 Second Street, 2nd Floor, San Francisco, CA 94105, publishes *Sierra, National News Report*
Connecticut Chapter
118 Oak Street, Hartford, CT 06106
Beginning List of Resources

Addresses for Additional Information and Materials

Organizations

Soil and Water Conservation Society of America
945 SW, Ankeny Road, Ankeny, IA 50021-9764, publishes Journal of Soil,
and Water Conservation
SNEC-SWCS
P.O. Box 7641, Cumberland, RI, 02864

U.S. Department of Agriculture
14th Street and Independence Avenue, SW, Washington, DC 20250

U.S. Environmental Protection Agency
1200 Pennsylvania Avenue, NW, Mail Code 3213A, Washington, DC 20250
Region 1 (CT, MA, ME, NH, RI, VT)
1 Congress Street, Suite 1100, Boston, MA 02114-2023

U.S. Fish and Wildlife Service Department of the Interior
1849 C Street, NW, Rm 3445, Washington, DC 20240 or 4401 North Fairfax Drive,
Room 452, Arlington, VA 22203
Regional Office
300 Westgate Center Drive, Hadely, MA 01035-9589

World Wildlife Fund
1250 24th Street, NW, Suite 500, Washington, DC 20037, publishes Focus, WWF Letter

Connecticut Resources

Connecticut Department of Environmental Protection
79 Elm Street, Hartford, CT 06106-5127

U.S.D.A. APHIS Plant Protection and Quarantine
900 Northrop Road, Suite C, Wallingford, CT 06492

Connecticut Forest and Park Association
16 Meriden Road, Rockfall, CT 06481

Forestry and Wildlife Club
Department of Natural Resources Management and Engineering Office
Room 307, W.B. Young Building U-87
1376 Storrs Road, Storrs, CT 06269

For a more extensive listing of organizations, see the Conservation Directory published by the
National Wildlife Federation.
Environmental Organization Questionnaire

Team Members __________________________________________________________

Team Topic _____________________________________________________________

Agency or Organization Contacted ________________________________________

Address ________________________________________________________________

Contact Person ______________________ Telephone/E-mail ___________________

1. What are the goals of the agency or organization?

2. What methods are used by the agency or organization to influence decision making and policy regarding the topic?

3. With what issue(s) is the group currently involved? _________________

4. What is the group’s position on ________________________________________?
   (your topic)

5. How does this group differ from ________________________________________?
   (other organization or agency)

6. How can someone of your age become a member of this group?

With the team, develop four additional questions to ask. Contact the organization or agency chosen. Ask the questions and take careful notes on the answers you receive.
### Assessment for an Illustration/Poster

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<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>1. The topic is clearly addressed in drawing.</td>
<td>_____</td>
<td>_____</td>
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<tr>
<td>2. All details contribute to the purpose and theme.</td>
<td>_____</td>
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<td>7. The drawing/poster is neatly done.</td>
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**Comments:**

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