Focus Areas: Pest Control – Mechanical; Science, Language Arts
Focus Skills: critical thinking, listening, working with others

Objective

To understand that there are alternatives to using chemicals to control pests

Essential Question

What’s the safest way to control pests?

Essential Understandings

• The safest way to control pests, whether plant or animal, is to use a tool or perform an action that discourages them from bothering you, your pets, your yard, or the environment.

• These controls are called mechanical (tools) and physical/cultural (actions performed) control.

Background

Mechanical and physical controls are both easy and safe ways to manage pests. By definition, these include any tool or device used to discourage pest invasions, trap pests, or thwart their access to food or water. Behaviors that have the same effect, while classified as physical controls, are often closely linked to mechanical controls. For example, a trowel may be used to dig up weeds, but a person must perform the action. Note: With this age group there is no need to make the distinction between mechanical and physical.
Unit 5 Lesson 4: Easy as Pie

Vocabulary

mechanical control  a tool often combined with an action by you to control pests

tool  something that helps you perform a task

Logistics

Time: 30 minutes
Group Size: 5 to 30
Space: an area for comfortable seating and a performance area

Materials

*Muncha, Muncha, Muncha* by Candace Fleming and Brian Karas *
Izzy puppet *
copy of the *IPM Song* *
samples of mechanical/physical controls to manage pests:
fly swatter
sponge
covered containers
mousetrap
soap
picture of a covered garbage can
cheesecloth
long-sleeved shirt
pair of tweezers
chicken wire
picture of a screen door
trowel
picture of a refrigerator
cooler

* single copy provided

Preparation

Gather the materials.
Preview the book, *Muncha, Muncha, Muncha.*
Activity

Introduction

1. Reintroduce Izzy and have him tell the group that they are going to hear a story of a gardener who tries to outsmart some pests using mechanical controls.

2. Read, with dramatic flair, *Muncha, Muncha, Muncha*.

3. Use Izzy to discuss with the children:
   a. Who were the pests?
   b. What did they want?
   c. What did Mr. McGreeley do to keep the bunnies out of his garden? Point out that the various things he did are called mechanical controls.
   d. How did the bunnies get into the garden? (Make sure the children understand that the wall did keep them out, but Mr. McGreeley provided a ride in.)

Involvement

1. Divide the children into teams of two or three depending on the total number.

2. Izzy tells the children, “I’m going to give you an IPM secret weapon. Can you figure out how it could be used to control a pest?”

3. Distribute the materials, and allow the teams to determine their use. (For example, a sponge cleans things so bacteria can’t grow, a sponge discourages insects by wiping up spills, and tweezers can help remove ticks.)

4. Circulate and guide those teams who need help.

5. Share the solutions, and congratulate their efforts using Izzy. Each team should show their “tool,” and tell how it can be used to control pests.
Follow Up

1. Izzy says, "You are terrific IPM Detectives! You deserve to sing our IPM song. Listen to the tune. It's one you know. When I point to you, shout 'IPM!' Can you do that?" (Sing the first verse, pointing to the children for the "IPM" portion.)

2. Izzy comments, "You are wonderful! This time shout 'IPM' when I point to you, and, if you can, repeat what I sing when I shout, "everybody." (Sing the second and third verses and have the children sing the second line with you.)

3. Izzy says, "I love singing with you. You sing so well! This time I want you to sing when I say everybody, shout "IPM" when I point to you, AND join me for the last line, "That's the best solution...IPM."
   Let's GO!!"

4. Sing verses 5 and 7 of the song with the correct verbal directions.

5. To check for understanding, Izzy asks the children to share something they can do to control pests.