

INTERVIEWING, THE FIRST STEP

An Integrated Pest Management Lesson

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Interviewing, The First Step

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Skill Level

- Beginner, Intermediate

Learner Outcomes

The learner will be able to:

- *Understand the first step in Integrated Pest Management*

Tag(s)

4-H Science

Success Indicator

Students are successful if they can:

- *Gather information about pest problems*
- *Learn interview skills*
- *Learn to compile and evaluate results*

Time Needed – 30-90 minutes

Materials Needed

- student interview form (one per interviewee)
- pencil
- clipboard (optional)

Author(s)

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Introduction to Content

Inspecting and investigating is the first step in integrated pest management (IPM). We need to know what pests we have and where they live to target management efforts at those pests and places. Interviewing people can help us focus on the problem areas.

Introduction to Methodology

Interviewing is a tool. People see and interpret things differently. Interviewing helps narrow the focus, but doing your own inspection is needed to confirm what is there. Because most people do not like seeing pests, they often do not clearly see what they are. Another reason interviewees may give incorrect information is that many people do not know the specific signs of different pests. When you visit a doctor because of a stomachache, the doctor will ask you specific questions. You may tell them what you think caused the stomachache. It is then the job of the doctor to use the information from you in combination with their own examination to come to a diagnosis. Inspecting and investigating in IPM works the same way. The IPM team learns from the interviews and then conducts their own investigation to confirm the specific pests and where they are living.

Setting the Stage

Integrated Pest Management (IPM) uses knowledge about pest biology and habitats to choose the best combination of common-sense control methods that will keep pests under control. Whether the pest situation is in a greenhouse, field, yard or inside a home or school, IPM uses a series of steps that result in pest management decisions to control pests with the least harmful effect to people, pets and the environment. The six steps of IPM are:

1. Inspect and Investigate
2. Identify and Learn
3. Monitor
4. Choose Control Methods
5. Evaluate
6. Educate

Getting Ready

It is helpful to inform the people that you intend to interview about this project before you send the students out. Some choices for interviewees: custodians, food service workers, teachers (especially in kindergarten, home economics and other rooms that may have food or sinks), hall aides, principals, school secretaries and other students. Tell the interviewees about the overall project. The students are simply gathering information to learn how you find pests. Explain that we are teaching the students interviewing and investigating about pests in the school. They interview people in the school to show skills and how their own behavior can influence pest problems in the school.

Review the steps of IPM (see Lesson, “What is IPM?”). Discuss why inspecting and investigating is important in IPM. We need to find where in the building the pests are living and how they are getting in. Asking people gives us clues. We ask other people in a building what they have seen so that we can start our inspection and investigation in places where we are more likely to find the problem. The next step is to do our own inspection. Remind the students that when we interview, we ask people who spend more time than us in certain parts of the building what they have seen.

Strategies to Increase Student Engagement

- Be sure that all students have an opportunity to answer questions about their thoughts on pests.
- Be sure to prepare your materials in advance to maximize instructional time.

Teacher Notes

Experience

Interviewing. Hand out the interview worksheets. Assign each student or team a person to interview. They may also choose the person they wish to interview, but beware, the day custodian could be interviewed 20 times, which can be ok for some individuals, but a little much for others.

Presentations. After the interviews, ask the students to present what they learned.

Share

Make a chart of the types of pests or signs of pests people have seen and where the pests were seen.

Process

Ask students, *"Were you surprised by the answers from the people you interviewed? Did they see more pests in the school than you did?"*

Generalize

Ask, *"Why do you think more pests were identified in certain areas? Based on what you learned today, what rooms and places in the building should we focus on when we inspect?"*

Apply

Ask the students how we can use this information. Discuss with the class what they liked and disliked about interviewing. What pests do we need to learn more about?

Supplemental Information

Educational Standards Met

Demonstrate an understanding of scientific principles and the ability to conduct investigations through student-directed experiments, authentic performances, lab reports, portfolios, laboratory demonstrations, real world projects, interviews, and high-stakes tests.

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.

Student Worksheet

Interviewing People and Inspecting for Pests

Date: _____

Name of interviewer(s):

Name of person being interviewed:

Read the following to the person you are interviewing. Write down the answers.

My name is _____ and I am from _____'s class. We are learning about a new way to control pests called integrated pest management or IPM. Before we do anything to control pests, we first need to learn what pests are present in the school and where they are. Will you let us interview you as part of this project?

What part or parts of the school do you spend most of your time?

What pests or signs of pests have you seen and where?

Name of pest or sign of pest

Place it was seen

Have you told anyone else at the school about the pests? What have they or you done about the pests?



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