IPM CURRICULUM FOR PRINCIPALS
LOW-RISK INTEGRATED PEST MANAGEMENT TRAINING

William and Jean Currie, International IPM Institute

INSTRUCTION UNITS IN THIS LESSON PLAN:
1. The low-risk IPM policy, what it does, what not to do, roles in policy implementation, Precautionary Principle.
2. IPM policy is a guide to reducing pesticide use.

PERFORMANCE OBJECTIVES:

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Objective of Performance</th>
<th>Importance</th>
<th>Learning Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Know the IPM policy, understand roles in the policy, and know how to activate help to manage pests. Know the Precautionary Principle.</td>
<td>Very Important</td>
<td>Moderate</td>
</tr>
<tr>
<td>2</td>
<td>Know that the IPM Policy provides guidance to reducing the use of pesticides on sites, with the goal of not using any pesticides to manage pests. Understand health and safety issues for students and staff.</td>
<td>Very Important</td>
<td>Difficult</td>
</tr>
<tr>
<td>3</td>
<td>Understand that all other policies must conform to the low-risk pest management policy.</td>
<td>Important</td>
<td>Difficult</td>
</tr>
</tbody>
</table>

KEY:

**IMPORTANCE:**
- Very important
- Important
- Not too important

**OBJECTIVE OF PERFORMANCE:**
- Must know
- Be familiar
- Have knowledge
- Understand
- Perform
- Demonstrate, etc.

**LEARNING DIFFICULTY:**
- Difficult
- Moderate
- Easy
- Moderate to Very Difficult
Preparation Date: April 21, 2008
Prepared by: William E. Currie

Unit of Instruction: Low-risk IPM Policy Implementation

Title of Lesson: Policy, roles, pest management help, incentives and benefits of IPM.

Instructional Objective: Participants will understand the low-risk IPM policy, their role in its implementation, and basic pest needs.

Time Allotted for Lesson: 1.5 – 2 hours

Method of Instruction: Lecture, guided discussion, PPT

Instructional Resources: Manual, Experience, Lesson Plan

A/V Equipment: Laptop, PPT, Flip chart and Stand, Screen


Explanation/Application/Presentation:
IPM defined (risk reduction), Precautionary Principle. Approved list of products. Annual notification, special notification. Posting (72 hours or 5 half lives). Staff training.

Pest and pesticide-free environments have a positive impact on the learning conditions for students, staff, parents and the community.

Don’ts: Only licensed Pest Management Technicians apply pesticides. No ban – phase out pesticides as technology develops. Remove or eliminate clutter. Roles. Sanitation (no food or water). Observation and reporting. Pest sighting log. Facility Manager is the site point of contact. Pest Management log book in main office for public access. Pest Management Technician responds, monitors and baits, then follows up with other crafts for repairs. Student responsibility to clean up after themselves. Use trash containers.

Feral cats (and other animals) – do NOT allow food, water and shelter for them.
No food in classrooms. If necessary, store in pest-proof metal containers.
Report evidence of pest presence to your Facility Manager.

Conclusions/Summary: Low-risk pest management requires dedication and may be tedious and time-consuming when performed correctly. A thorough understanding of why such procedures are so important frequently imparts a degree of significance to even the most mundane task. Pests live where conditions favor them. Good pest management practices prevent pest presence by eliminating pest access to their needs.
**PRINCIPAL LESSON PLAN UNIT ONE**

**COURSE DESCRIPTION:** Low-Risk Integrated Pest Management Implementation

**SUBJECT MATTER:** Policy, Roles, Precautionary Principle

**UNIT OF INSTRUCTION:** Unit 1: Lecture, PPT, Guided Discussion – 35 minutes

### INSTRUCTIONAL PROCEDURE:

<table>
<thead>
<tr>
<th>No.</th>
<th>Instructional Sequence (Tasks)</th>
<th>Instruction Method (Performance)</th>
<th>Learning Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, policy, history, implementation</td>
<td>Lecture</td>
<td>Easy</td>
</tr>
<tr>
<td>2</td>
<td>IPM defined (risk reduction) – Precautionary Principle – approved product list – implementation will take time.</td>
<td>Lecture</td>
<td>Easy</td>
</tr>
<tr>
<td>3</td>
<td>The low-risk IPM policy applies to all staff (including teachers) and students.</td>
<td>Lecture</td>
<td>Easy</td>
</tr>
<tr>
<td>4</td>
<td>What attracts pests to school sites? Food, water, shelter, temperature.</td>
<td>PPT, Guided Discussion</td>
<td>Moderate</td>
</tr>
<tr>
<td>5</td>
<td>The role of staff and students. No food (crumbs) available. Use trash receptacles. Eliminate (or report) leaks. Eliminate clutter (haborage). Report pest entry points (close doors and windows).</td>
<td>Guided Discussion</td>
<td>Moderate</td>
</tr>
<tr>
<td>6</td>
<td>Report pest activity to Facility Manager. Report breaches in exclusion, sanitation and habitat modification.</td>
<td>Lecture</td>
<td>Easy</td>
</tr>
<tr>
<td>7</td>
<td>Only licensed Pest Management Technicians may apply approved low-risk pesticides. Parents need to be notified 72 hours before treatment.</td>
<td>Lecture</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

**INSTRUCTIONAL SEQUENCE:** What comes first, chronological order

**METHOD OF INSTRUCTION:** Lecture, demonstration, performance, discussion
COURSE DESCRIPTION: Low-Risk Integrated Pest Management Implementation
SUBJECT MATTER: Policy Guidance on Pesticide Use
UNIT OF INSTRUCTION: Unit 2: Lecture, Guided Discussion, PPT – 25 minutes

INSTRUCTIONAL PROCEDURE:

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<th>Learning Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pest and pesticide-free environments have a positive impact on the learning conditions for students, teachers and staff.</td>
<td>Lecture</td>
<td>Guided Discussion</td>
</tr>
<tr>
<td>2</td>
<td>IPM policy provides guidance to reduce reliance on pesticides to manage pests.</td>
<td>Lecture</td>
<td>Easy</td>
</tr>
<tr>
<td>3</td>
<td>Review current and proposed pesticides often. Decide whether and how products may be used by PMTs.</td>
<td>Lecture</td>
<td>Moderate</td>
</tr>
<tr>
<td>4</td>
<td>Goal is to phase out the use of pesticides. Use exclusion, sanitation and habitat modification.</td>
<td>Lecture, Guided Discussion, PPT</td>
<td>Difficult</td>
</tr>
</tbody>
</table>

INSTRUCTIONAL SEQUENCE: What comes first, chronological order
METHOD OF INSTRUCTION: Lecture, demonstration, performance, discussion
PRINCIPAL LESSON PLAN UNIT THREE

COURSE DESCRIPTION: Low-Risk Integrated Pest Management Implementation
SUBJECT MATTER: Health and Safety of School Population, Building
UNIT OF INSTRUCTION: Unit 3: Lecture, Guided Discussion, PPT – 20 minutes

INSTRUCTIONAL PROCEDURE:

<table>
<thead>
<tr>
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<th>Instruction Method (Performance)</th>
<th>Learning Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pests pose risks to students and staff, as well as compromising school building’s structural integrity.</td>
<td>Lecture, Guided Discussion</td>
<td>Easy</td>
</tr>
<tr>
<td>2</td>
<td>Certain pests pose risk of various diseases.</td>
<td>Lecture, PPT, Guided Discussion</td>
<td>Moderate</td>
</tr>
<tr>
<td>3</td>
<td>Certain pests pose risk of biting humans.</td>
<td>Lecture, PPT, Guided Discussion</td>
<td>Moderate</td>
</tr>
<tr>
<td>4</td>
<td>Certain pests pose risk to the structural integrity of school buildings.</td>
<td>Lecture, PPT, Guided Discussion</td>
<td>Moderate</td>
</tr>
<tr>
<td>5</td>
<td>Student and staff health and safety, and maintaining the building’s structural integrity are very important.</td>
<td>Guided Discussion</td>
<td>Easy</td>
</tr>
</tbody>
</table>

INSTRUCTIONAL SEQUENCE: What comes first, chronological order
METHOD OF INSTRUCTION: Lecture, demonstration, performance, discussion