



# Arrest That Pest!

## EMERALD ASH BORER in Indiana

### **Day Two: Getting to Know the EAB**

#### *What Emerald Ash Borer is, What it does, and Why it's a problem*

*Approximate Time* One to two class periods

#### ***Learning Objectives***

Students will be able to:

- Work cooperatively to identify the main idea and restate the three most important details of their assigned EAB Background Information sections
- Work cooperatively to design an effective outreach campaign

#### ***Preparation***

- Divide the class into six cooperative learning groups. (There are six EAB Background Information Sections to review and research.)
- Print necessary copies:
  - EAB Background Information - each student will need a copy of the group's assigned section
  - Activity Sheet Two - EAB Research Log, one per student
  - Activity Sheet Three – Arrest That Pest! Outreach Campaign Rubric, one copy per student
- Emerald Ash Borer In Your Neighborhood

#### ***Materials***

- Scissors
- Copies of EAB Background Information Sections

#### ***Vocabulary***

- Larva(e)
- Pupa(e)
- Surveyed
- Borer
- Exotic species
- Invasive species
- Regulated

### ***Teacher Tips***

- Prior to the activity, it may be helpful to conduct a short vocabulary lesson.
- As students convene in groups to share knowledge from their EAB Research Logs, it is more important that they focus on discussing the questions in depth, rather than how they write. To encourage depth of discussion and to save time, do not require written answers, or have one member act as scribe for the team to record answers.

### ***Part One***

#### ***Introduction***

Remind the students that in order to create a successful campaign, they need to know their topic. During this session, they will be working together in groups to learn all about the EAB, facts such as: what it is, what it does, how it got to North America, and why it's such a problem. Because there is a lot to learn in a relatively short period of time, each group will take one section. Students will become "experts" on their assigned section, and then in a jigsaw grouping activity, they will teach their peers what they have learned.

#### ***Activity***

- Divide the class into six cooperative learning groups. Assign each group one EAB Background Information section, and pass out the photocopied sections. Provide one EAB Research Log section to each student.
- Have students read their EAB Background Information Sections. Remind them to look for the main idea and three important details. Students should record their answers in the first section of their EAB Research Logs. Allow about 10 minutes for this exercise.
- While the students work, visit each group and have students count off to one to four (cooperative learning group numbers will be dictated by the size of the class), assigning them each a number.
- Once the "experts" are prepared, have the students form new groups: all "1"s together, "2"s together, and so on. With each subject group divided up in this way, each new group will have an "expert" from every section of the EAB Background Information section.
- Have all the "experts" share their newly acquired knowledge with the other members of their new group. This should be a 1 – 2 minute presentation per student.
- For **Part Two**, have the groups discuss the problem further, based on what they learned from the News Release and EAB Background Information section.

### ***Part Two***

#### ***Introduction***

Students should be well on their way to understanding how they can *Arrest That Pest!* They've done the research to learn about the threat of EAB and the problems associated with infestation. They are ready to use their background knowledge to create and develop outreach campaigns that will encourage the community to take an interest too!

### ***Teaching Tips***

- At the end of the activity, collect the Campaign Rubrics, and keep them in a place where students can refer to them throughout the project.
- Review and provide feedback to students' Campaign Plans in preparation for the next class.

### ***Activity***

- Pass out one *Arrest That Pest!* Outreach Campaign Rubric to each student. Explain that the rubric will be used as both a checklist for the students throughout the project and as a self-assessment tool upon project completion.
- Display the poster, and point out the elements that have been included. Encourage students to refer to the poster throughout the process as a model campaign; it is a great example because it contains all the required components. Remind them however, that their campaign doesn't have to be a poster. It could be prepared using any medium they choose.
- Have students reassemble into their campaign teams. Ask them to scan and discuss the Performance Elements included on the rubric and then brainstorm ideas for each. They should ask themselves the following questions:
  - How can we grab the attention of our audience?
  - How will we illustrate the EAB? Students can draw or download images of the EAB, evidence of EAB, and information about ash trees at <http://www.entm.purdue.edu/EAB/>.
- Ask the teams to make a list of the materials they will need as well as what preparations they need to make in order to create and present the campaign.
- Have the teams complete their *Arrest That Pest!* Outreach Campaign Plans and turn them in for review and approval; they should also turn in the Campaign Rubrics, which will be used at a later time.

### ***Wrap Up***

As students complete their Campaign Plans, explain that on Day Three they will be learning how to identify EAB in nature. The teams will then need to decide how to incorporate this new knowledge into their campaigns.