"In The Air" MODULE MATRIX

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	CORE & CONNECTING ACTIVITIES	MAIN SUBJECT AREAS	DESCRIPTION OF ACTIVITY
K-3 Module	Core Activity: Puppet Show "Gloomy-Doomy Go Away!"	Health , Science, Language Arts, Fine Arts	Students participate in a puppet show to learn about the importance of clean air for personal health and safety.
	Pre-Activity #1 "Dirty Air Cards"	Health, Science	Students learn about some sources of air pollution.
	Pre-Activity #2 "Making Puppets"	Fine Arts	Students make puppets.
	Connecting Activity #1 "Clean Air /Dirty Air Worksheet"	Health, Science	Students identify cleaner air choices.
	Connecting Activity #2 "Clean Up on Gloomy-Doomy"	Health, Science	Students match polluting situations with alternative actions.
	Connecting Activity #3 "Now You See It, Now You Don't"	Health, Science	Students use their senses in identifying a potential "pollutant".
3-6 Module	Core Activity: Chapter Book "Matt Tackles Air Toxics"	Health, Language Arts, Science	Students read a chapter book in which a group of students explore the sources of pollution within their community and learn what choices people make to protect their air. Connecting activities are integrated within the story.
	Connecting Activity #1 "Now You See It, Now You Don't"	Health, Science	Students use their senses in identifying a potential "pollutant".
	Connecting Activity #2 "Pee Yew! Is That You?"	Health, Language Arts, Math, Science, Social Studies	Students conduct a mapping activity that demonstrates the affect of wind on airborne pollution and the pervasiveness of mobile source pollution while reinforcing the concept that we all share the same air. "Town Hall Meeting" skit allows students to examine how environmental issues interplay with other economic and social issues.
	Connecting Activity #3 "In A Shroud Of Smoke"	Fine Arts, Language Arts, Social Studies	Students analyze editorial cartoons from the 1930's to learn about an historic pollution event in St. Louis that impacted our nation's clean air efforts. Students develop their own editorial cartoon to draw attention to a current environmental issue that is important to them.
6-8 Module	Core Activity: Classroom Game "Cleaner Air Everywhere"	Health, Language Arts, Science, Social Studies	Students compete in a classroom game that demonstrates the impact of governmental and individual decisions on our environmental quality and pocketbook.
	Connecting Activity #1 "Pee Yew! Is That You?"	Health, Language Arts, Math, Science, Social Studies	Students conduct a mapping activity that demonstrates the affect of wind on airborne pollution and the pervasiveness of mobile source pollution while reinforcing the concept that we all share the same air. "Town Hall Meeting" skit allows students to examine how environmental issues interplay with other economic and social issues.

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6-8 Module (cont.)	Connecting Activity #2 "Are Household Chemicals Safe?"	Health, Science	Students learn how to read a warning label and conduct a classroom investigation to determine if less hazardous cleaning products do an effective job.
	Connecting Activity #3 "Tiptoe Through the Toxics"	Health, Math, Science, Social Studies	Students construct a large grid in a gymnasium, large classroom or outdoor area throughout which several "pollutants" are scattered and mapped illustrating deposition. A watershed is then configured into the results.
9-12 Module	Core Activity: "Constructing a Continuum of Commonly Held Beliefs About the Magnitude of Airborne Toxics"	Health, Science, Social Studies	Students construct a continuum of common beliefs about the seriousness of airborne toxics. Strong emphasis is placed on social themes including scientific ethics, corporate integrity, and personal responsibility. Connecting Activities examine the five belief statements in more detail. A creative arts pre/post activity is used as an assessment tool.
	Connecting Activity #1 Belief: "The Magnitude and Urgency of Airborne Toxics Problems Have Been Greatly Overstated"	Health, Science, Social Studies	Students examine reasons for the differences of opinions about the seriousness of airborne toxics. In the process students study the ways scientists gather and interpret data and make predictions based on their findings.
	Connecting Activity #2 Belief: "Why Worry About Airborne Toxics? What You Don't Know Won't Hurt You"	Health, Language Arts, Science, Social Studies	Students explore why people want to know about some unpleasant situations but not others. Students will look at the how the media can influence their ideas about personal risk.
	Connecting Activity #3 Belief: "Airborne Toxics Are a Nuisance, But They Seriously Affect Only a Few People"	Health, Science, Social Studies	Students review the hydrologic cycle and are introduced to the need for a multi-media (air water, soil) approach to pollution control.
	Connecting Activity #4 Belief: "Airborne Toxics Are a Serious Problem, But *I'm* Not Responsible"	Fine Arts, Health, Science, Social Studies	Students work in teams, to complete a "degree of accountability" worksheet. Examples of personal accountability are reinforced in a short humorous skit.
	Connecting Activity #5 Belief: "Airborne Toxics Are a Critical Problem; However, the Effects May Be Remediable"	Health, Language Arts, Science, Social Studies	Students work in small groups to learn about current efforts being made to improve air quality and reduce pollution by government, environmental organizations and individuals. After the presentation of their findings to the class, students draw conclusions as to the validity of this belief statement.
Adult	Core Activity: "Detox Your Domicile" Home Improvement Skit	Fine Arts, Health, Science, Social Studies,	Adults participate in a simulated home tour presented in a home improvement show format. Moving from room to room, participants will learn the economics, health concerns, and social responsibility issues relating to airborne toxics within our homes. Participants will leave with tools and strategies for improving their personal and community environments.