### 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 and identify them.

**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 to identify potential pollutants.

### 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 Activity #1**

"Now You See It, Now You Don’t"

- **Health, Science**

  Students use their senses to identify potential pollutants.

**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.

**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 and 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 environment.

**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.

**Connecting Activity #2**

"Now You See It, Now You Don’t"

- **Health, Science**

  Students use their senses to identify potential pollutants.

**Connecting Activity #3**

"In The Air"
## “In The Air” MODULE MATRIX

<table>
<thead>
<tr>
<th>CORE &amp; CONNECTING ACTIVITIES</th>
<th>MAIN SUBJECT AREAS</th>
<th>DESCRIPTION OF ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6-8 Module (cont.)</strong></td>
<td></td>
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<tr>
<td>Connecting Activity #2</td>
<td>Health, Science</td>
<td>Students learn how to read a warning label and conduct a classroom investigation to determine if less hazardous cleaning products do an effective job.</td>
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<tr>
<td>“Are Household Chemicals Safe?”</td>
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<tr>
<td>Connecting Activity #3</td>
<td>Health, Math, Science, Social Studies</td>
<td>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.</td>
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<tr>
<td>“Tiptoe Through the Toxics”</td>
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<tr>
<td>Core Activity:</td>
<td>Health, Science, Social Studies</td>
<td>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.</td>
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<tr>
<td>“Constructing a Continuum of Commonly Held Beliefs About the Magnitude of Airborne Toxics”</td>
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<tr>
<td>Connecting Activity #1</td>
<td>Health, Science, Social Studies</td>
<td>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.</td>
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<tr>
<td>Belief: “The Magnitude and Urgency of Airborne Toxics Problems Have Been Greatly Overstated”</td>
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<tr>
<td>Connecting Activity #2</td>
<td>Health, Language Arts, Science, Social Studies</td>
<td>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.</td>
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<tr>
<td>Belief: “Why Worry About Airborne Toxics? What You Don’t Know Won’t Hurt You”</td>
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<tr>
<td>Connecting Activity #3</td>
<td>Health, Science, Social Studies</td>
<td>Students review the hydrologic cycle and are introduced to the need for a multi-media (air, water, soil) approach to pollution control.</td>
</tr>
<tr>
<td>Belief: “Airborne Toxics Are a Nuisance, But They Seriously Affect Only a Few People”</td>
<td></td>
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<tr>
<td>Connecting Activity #4</td>
<td>Fine Arts, Health, Science, Social Studies</td>
<td>Students work in teams, to complete a “degree of accountability” worksheet. Examples of personal accountability are reinforced in a short humorous skit.</td>
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<tr>
<td>Belief: “Airborne Toxics Are a Serious Problem, But I’m Not Responsible”</td>
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<tr>
<td>Connecting Activity #5</td>
<td>Health, Language Arts, Science, Social Studies</td>
<td>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.</td>
</tr>
<tr>
<td>Belief: “Airborne Toxics Are a Critical Problem; However, the Effects May Be Remediable”</td>
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<tr>
<td>Adult</td>
<td>Fine Arts, Health, Science, Social Studies</td>
<td>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.</td>
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</tbody>
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