



How Can I Help? The Day of Rapid Transit Lesson IV



Objective:

Students will make a concrete contribution to fighting air pollution.

Grade Levels: 6 – 8 (middle school); 9 – 12 (high school)

Subjects:

- 6th grade – (Earth Science) Resources and Investigation & Experimentation
- 7th grade – (Physical Science) Investigation & Experimentation
- 8th grade – (Life Science) Investigation & Experimentation
- High School – Ecology, Energy in the Earth System (Earth Science), Structure & Composition of the Atmosphere, and Investigation & Experimentation

California Science Standards:

6th Grade:

- Resources 6b
- Investigation & Experimentation 7a, 7b, 7d, & 7e

7th Grade:

- Investigation & Experimentation 7a, 7b, & 7c

8th Grade:

- Investigation & Experimentation 9a

High School:

- Ecology 6b
- Energy in the Earth System 6d
- Structure & Composition of the Atmosphere 8c
- Investigation & Experimentation 1a, 1d, 1l, & 1m

Materials:

- Pencil
- Photocopies of the worksheet attached to this lesson

Procedure:

1. Have students watch the Adventures of Amanda, Ruben, and Marco on the Day of Rapid Transit Part IV a second time with the worksheet in front of them.
2. Students should write down 10 ideas expressed in the video about how to fight air pollution. Students should also add two additional ideas they thought of on their own.



3. When the video is over, students should go back and pick 5 of the ideas, commit to taking those actions, and indicate when they will follow through. For example, students might say they can begin to recycle plastic bottles in their house or newspapers, or talk to their parents that evening about their drive to work, or walking short distances instead of driving.
4. Students need to report back daily to the class how they are achieving their five goals. As they report back and meet their goals, they can check off the five goals. The teacher will review their completed form periodically to check if they are still fighting air pollution and if they have learned new habits or informed others to make a sustained effort in their lives to fight air pollution.
5. Additionally, the class may wish to adopt a project as a group for one of their goals to reduce air pollution.



How I Can Make A Difference in Air Pollution?

1. Idea Mentioned in the Video_____

What I Can Do to Make This Idea Happen_____

2. Idea Mentioned in the Video_____

What I Can Do to Make This Idea Happen_____

3. Idea Mentioned in the Video_____

What I Can Do to Make This Idea Happen_____

4. Idea Mentioned in the Video_____

What I Can Do to Make This Idea Happen_____

5. Idea Mentioned in the Video_____

What I Can Do to Make This Idea Happen_____



6. Idea Mentioned in the Video _____

What I Can Do to Make This Idea Happen _____

7. Idea Mentioned in the Video _____

What I Can Do to Make This Idea Happen _____

8. Idea Mentioned in the Video _____

What I Can Do to Make This Idea Happen _____

9. Idea Mentioned in the Video _____

What I Can Do to Make This Idea Happen _____

10. Idea Mentioned in the Video _____

What I Can Do to Make This Idea Happen _____



11. My Own Idea _____

What I Can Do to Make This Idea Happen _____

12. My Own Idea _____

What I Can Do to Make This Idea Happen _____

Classroom Project _____

