
ACTIVITY #2: UNDERSTANDING THE ISSUES

TIME One or two 60 - 80 minute class periods

REQUIRED RESOURCES

- Computer lab with internet access; one computer and one set of headphones per student
- Classroom ID and password for eCards: See “Section 6: Air Aware eCards” of the Teacher Guide to set up your classroom ID and password prior to conducting this activity with your class

The Big Idea

1. To learn more about air quality and its connection to human health.
 2. To understand the importance of improving air quality and helping our environment.
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Curriculum Connections

Curriculum connections are listed by province, grade and subject on the Air Aware website (<http://www.airaware.net>).

Activity

1. Introduce the eCard project to your class. eCards are designed for students to complete research on air quality and health, design an image, write a message and then send an electronic eCard to family members, friends or leaders. Students will complete the research phase today and will create their own eCard in Activity #6.
 2. Direct students to the Air Aware website (www.airaware.net). On the menu bar, select “RESOURCES AND GAMES” and then choose “ECARDS.”
 3. Follow the link that says “Create your own eCard” and have students spend a few minutes looking at some of the Featured eCards to get an idea of what they will be creating.
 4. Select “Login to eCards” and have students log in using the classroom ID and password that you have created for this class.
 5. Select “Create a new eCard”. Students will enter their first name, last initial, and create their own password. Have them enter a Title and choose “Air Aware” from the Topic dropdown box. They will also be required to write a brief description of why they are creating an Air Aware eCard (this can be edited later) and then click on the “Continue” button.
 6. Students should read all of the information about Air Aware, watch the videos, and answer the research questions. Students will be able to save their work and can select the “My research is complete” checkbox when they are ready to submit their work to the teacher.
 7. Allow one or two class periods in the computer lab for students to complete the research phase of eCards. They can also work on this at home if they have a computer and Internet access
 8. Once students have submitted their answers, teachers can provide feedback and will be required to approve this research phase prior to the creation of the eCard (in Activity #6).
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Making It Real

- Discuss the images of smog that students saw during their Air Aware research. Have them research other images of smog from around the world. They can print the images with information they gathered and present them on a poster board or insert them into a PowerPoint presentation. Have students identify those cities that most commonly experience smog.
 - During some summer Olympics, smog has been of great concern for athletes. Have students complete research on the 2008 Beijing Olympics and what actions were taken to improve air quality.
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Active Break

1. Pollution protection: Divide the class into groups of 6-10 and make sure the teams are even. Each team stands on a gym mat (protection shield) at the start line and holds another mat over their heads. On “go” they place the overhead mat down in front of them and step or jump onto it, without touching the floor. They reach back and drag the old island to them and place it over their heads and continue down the floor (across the polluted atmosphere) until they cross the finish line and hold the other island over their heads. The first team to cross the finish line wins.
2. Refer to “Getting Active for Cleaner Air” for other active games.
<http://www.cleanairchampions.ca/CAC/Ekits.aspx>