

TEACHER'S NOTES 10**WHAT ARE THE ETHICAL CONSIDERATIONS OF RADON?****BACKGROUND**

This activity is intended to be open-ended, and allows students to explore a multifaceted socioeconomic, as well as environmental, issue. Students should be given ample opportunity to use both oral and written communication skills. Students are asked to devise new legislation regarding radon and real estate issues. The students might design this legislation in small working groups and then have a full-class debate and discussion of the pros and cons of the proposed legislation. Students can volunteer to represent the perspective of different special-interest groups (e.g., consumer safety advocates, builders, realtors, regional economic developers, regulatory agencies, children's rights advocates, etc.). We have purposely not given detailed instructions, preferring that the students take the lead in determining how to proceed. If you desire, however, you could devise a format that you would like the students to use in producing their legislation. Use your own discretion in this regard.

WARM-UP

Prior to beginning this activity, pass out sample pieces of legislation to help students understand how laws are made, including the legislative process for New Jersey.

TEACHING TIPS

It is recommended that you review the legislative process with students so that they understand the steps of formulating a bill before it becomes law. (See Resources, Information Resources)

GROUPING

A large group presentation is recommended so that students can take advantage of the input from all class members.

MINIMUM RECOMMENDED TIME ALLOCATION

Two class periods.

LEARNING PROCESS SKILLS

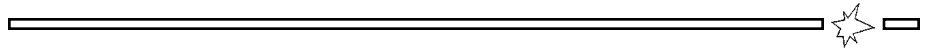
<u>Science</u>	<u>Math</u>	<u>Social Studies</u>	<u>Social or Group</u>
Communicating Categorizing Applying	Investigating Analyzing	Determining and classifying problems Judging information related to a problem Solving problems and drawing conclusions	Collaborating with others Recognizing different points of view

STUDENT RESPONSES

There are no “correct” responses to this exercise.

EXTENDED ACTIVITIES

1. Have students research *existing* state laws in New Jersey concerning radon, but not until after they have designed their own legislation. Compare the existing laws with those that the students proposed.
2. Invite a local official to discuss with the class how city ordinances and/or state legislation are drafted, revised, and made into law.





Radon Alert

Lesson Plan Evaluation Sheet

and FREE POSTER AND STORYBOOK offer

The New Jersey Department of Environmental Protection is happy to provide these lesson plans for use by teachers. In order to evaluate the use of the lesson plans, we would greatly appreciate your response to the following questions. All teachers who return these forms will receive a FREE RADON POSTER depicting information about radon in a colorful format and a STORYBOOK about a Native American child and his experience with radon in his home.

1. Which Radon Alert lesson plan(s) did you use?

2. How useful did you find it/them (check one) ?

- Not useful
- Slightly useful
- Moderately useful
- Very useful
- Extremely useful

3. Do you plan to use them again in the future? Yes No

4. In your view, what would make the lesson plans MORE useful:

Your name: _____ **Phone Number:** _____

Subject area: _____ **Grade:** _____

Mailing address:

To receive your FREE RADON POSTER and STORYBOOK, mail or fax this completed form to:

NJDEP Radon Program, P. O. Box 415, Trenton, NJ 08625

Fax: 609-984-5595.

(Questions? Call the Radon Program at 1-800-648-0394.)