

TEACHER'S NOTES 7**HAVE YOU HEARD ABOUT THE CLINTON,
NEW JERSEY STORY?****BACKGROUND**

Literary forms such as short stories, poems, plays, and novels can help students to better understand the human condition, as well as themselves, when confronted with different challenges or obstacles in life. The radon issue provides a dynamic and timely opportunity for students to confront a relevant and interesting topic in the form of a play.

WARM-UP

Prior to introducing *Have You Heard About the Clinton, New Jersey Story?*, have students improvise any one of the situations below. Remind students that when they are improvising, they are acting without a script. They will make up the words and actions as they go along, responding to what the other students say and do. Have students note that each situation contains a conflict.

1. You are trying to persuade your parents to give you some money. They think you should earn it.
2. Several people are trapped in an elevator with you. You do not agree with them about what is to be done.
3. You would like to go to the mountains. Your friends would like to go to the mall. You try to persuade them to go to the mountains.

TEACHING TIPS

It is recommended that you review some literary terms with students that will help them in their role as playwriters. Specifically, you should review with students first and third person perspective, setting, theme, conflict, climax, denouement, plot, dialogue boxes, and stage directions prior to undertaking this activity.

GROUPING

A small group configuration (3 to 4 students) is suggested to promote “creative” discourse about the script for the play.

MINIMUM RECOMMENDED TIME ALLOCATION

Three class periods; one class period for the warm-up activity and discussion about playwriting, the second for writing plays about a Clinton family's experience with radon, and the third to read the plays and discuss them.

LEARNING PROCESS SKILLS

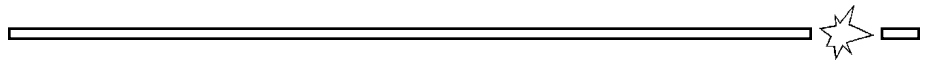
| <u>Science</u> | <u>Math</u> | <u>Social Studies</u> | <u>Social or Group</u> |
|----------------------------|---------------|--|---|
| Communicating Inferring | Investigating | Judging information related to a problem | Collaborating with others Recognizing different points of view |

STUDENT RESPONSES

Student responses will vary according to their background knowledge and familiarity with the radon issue.

EXTENDED ACTIVITIES

1. Have students sketch their impressions of a home in Clinton to complement their play.
2. Have students complete a library research project for the radon problem they identified after reading about the Radiator family.





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.)