

**CLASS 1:  
INTRODUCTION TO POLLUTION**

**I. INTRODUCE GROUP OF ATTORNEYS AND OTHERS FROM FIRM.**

Class leader introduces self and explains who/what the firm is and why they are there.  
Other individuals introduce themselves and give a quick description of what they do in the firm.

**II. WHAT IS POLLUTION? (10-15 MINUTES)**

A. What is pollution? Have the kids define it.

1. Human pollution v. natural pollution, etc.

B. What types of pollution are there? Add areas that kids miss.

1. Municipal -- Trash, sewers

2. Motor vehicles -- Planes, cars, boats.

3. Industrial -- Paper plants, rubber, nuclear waste, glass factories.

C. Where have they seen pollution?

1. Locally (garbage trucks, trash on play ground, in the river)

2. Nationally (power plants, forest fires)

3. Internationally (cars, power plants, manufacturing plants)

D. Explain why we have pollution. Byproduct of making other things.

1. When you make glass it causes pollution because . . .

2. Make paper it causes pollution because . . . .

3. Animals, cows, etc. . . .

4. Sneakers . . .

E. Why does pollution matter? (general answer)

1. Sickness

2. General quality of life

3. Acid rain
  4. Problems with global warming
  5. Endangered species.
  6. President Bush talked about pollution in his State of the Union address.
- F. While “pollution” may be bad, we need the things that cause pollution, e.g., cars and diapers and tires. The key is trying to reduce pollution. Example of a well known corporation that tried to modify its practices to reduce pollution.

### III. ROLE OF LAWYERS IN POLLUTION CONTROL (10-15 MINUTES)

- A. What do lawyers do? Explore popular perception of lawyers.
- B. Transition to how lawyers can represent businesses accused of crimes, prosecute violators or represent citizens groups.
- C. Explain how lawyers help businesses understand the rules and how they help with environmental laws. Rules can be complicated and businesses ask lawyers to give answers to questions.
  1. Who has rules?
  2. School Rules? Home Rules?
  3. Federal Laws / State Laws rules are books and books. Regulations. Show copies of CFR.
  4. Advice, Counseling, Court. Like Teachers.

### IV. EXPLAIN THE PURPOSE OF THE CLASS (5-10 MINUTES)

- A. Goal: teach about environment and pollution.
- B. Preview The Classes.
  1. Several classes on Acid Rain, Air Pollution, preventing Air Pollution. There will be experiments, build pollution control devices, hear from electric company.
  2. Class where we play a game on Buying Pollution Credits, sell credits try to win.
  3. Water Pollution.
  4. Waste (Land) Pollution.

5. Biodiversity and Endangered Species.

- C. Homework - Explain that class earns money to buy pollution credits by completing the homework (to be collected and graded by classroom teacher).
- D. Field Trip -- Boat trip on Potomac and Anacostia River. Will see the Power plant, Sewage plant and other forms of pollution on the trip.

V. AREAS OF POLLUTION IN MORE DETAIL (10-15 MINUTES)

Process: Have different presenters in each area for variety.

Key message: Stress interrelated nature of different pollution types and give examples that the kids can apply to the hospital game played at the end of the class.

- A. Air pollution - smog, acid rain, global warming, stratospheric ozone, etc. (5 minutes)
- B. Water pollution - rivers, bays, oceans (use to show geography and meteorological issues). Causes harms to fish, people, dirty water can't swim, drinking water, Movie "A Civil Action"; mention field trip on the Potomac/Anacostia. (5 Minutes).
- C. Land - Landfills, trash, sewers (seepage into waterways to show links between pollution), avoids air pollution, may be able to control it from causing water pollution with caps, barriers, etc. (5 minutes).

VI. WHAT CAN WE DO ABOUT AIR POLLUTION? (5 MINUTES)

- A. Save electricity.
- B. Reduce need for heating your home (close doors and windows, insulate).
- C. Reduce need for cooling your home (insulation, shade room with blinds, plant trees for shade, open windows and use fan).
- D. Energy efficient lighting.
- E. Energy efficient windows.
- F. Use public transportation, walk, ride a bike, carpool.

VII. THE HOSPITAL GAME (15-30 MINUTES)

A. Scenario

The game centers on the efforts of a hospital, Good Care Hospital, to obtain a permit from the city of Treetown for disposal of its trash and medical wastes. The Hospital recycles and reuses as much as it can already. Trash and waste may be

disposed of in two ways: (1) burned in an incinerator owned by Incinerator, Inc., or (2) placed in a landfill owned by the Landfill Corp. A permit is needed for either option. The Treetown Environmental Committee (TEC) has the authority to grant a permit or not.

- B. The TEC is holding a public meeting to seek input on what decision it should make. Appearing before the TEC will be representatives of the following groups:
1. Good Care Hospital: Owned by the Good Care Health Care Co. Wants to do what is good for the environment, but also concerned about costs. Expects to produce 10 tons of waste per month.
  2. Incinerator, Inc.: State of the art technology allows Incinerator to burn waste with minimal air pollution. But it is relatively expensive, at a cost of \$100 per ton of waste. Company employs 10 workers from the community. The company's headquarters are located in another state.
  3. Landfill Corp.: Owned and operated by local family. Employs 50 people to manage the landfill and haul waste. Cost of disposal is \$50 per ton. Being investigated by the federal government for possible water pollution coming from the landfill.
  4. Citizens who live next to the incinerator: Opposed to granting Good Care a permit to burn its waste at the incinerator. Ash and residue from the incinerator settles on their homes and property. They are concerned about whether the waste is hazardous.
  5. Citizens who live next to the landfill: Opposed to granting Good Care a permit to dispose of waste in the landfill. Some citizens believe their water is contaminated by leachate coming from the landfill. Others complain about the smell and the noise of trucks that come past their houses on the way to the landfill.

C. Set-Up

Divide the students into five groups, with one firm representative to guide them. Each group will represent one of the groups described above. Give each group a copy of the handout describing the problem, with their group prominently circled, so they know who they are. The students must decide what they want to say to the TEC, which is represented by the B&D class leader(s). The students will select one person from their group to present their arguments to the TEC in the order listed above. Encourage debate. Arrive at final decision, and issue ruling to the class.

VIII. HOMEWORK: POLLUTION INSPECTION, HOME ENERGY, AND ACTIONS THEY CAN TAKE.

- A. Distribute. Explain again that by doing a good job with the homework they are earning their way to the purchase of pollution by the firm.
- B. Explain Assignment.

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