

**Baltimore Lab School  
Purchase Request Form  
2013-2014**

*Bus. Office Use Only: PO # \_\_\_\_\_*

<i>Date: 1/15/14</i>	<i>Requested By: Kara Huggins</i>	<i>Department: Middle School</i>	<i>Reason: Wednesday Activity/ Green School</i>
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**Company Name: Flag and Pennant**  
**Website: <http://www.flagandpennants.com/flags/attention/pennant.htm>**  
**Phone: (800) 585-4714**  
**Fax:**

Quantity	Item #	Item Name	Page # (if ordering from a catalog)	Unit Price	Total
5	3x5 Pennant Solid, HG: Left Side, Pole:none  1.) Mint Green 2.) FM Yellow 3.) Orange 4.) Canada Red 5.) Purple	<b>Pennant Solid</b>		16.00	80.00
				<b>Total</b>	<b>80.00 (+ ship&amp; hand)</b>

There's a couple ways we could work materials on these flags, and really it does come down to time and what we want kids to focus on (For example, painting/drawing is almost certainly quicker than applique, if we want to focus timing elsewhere.):

Materials and activities they could be for:

Buy **nylon or cotton flags** (we could look into a manufacturer to get accurate colors or-- to get spicy-- we can get bulk cotton/nylon, make 5'x3' pennants, hem them, and dye them in groups)

A **flag design worksheet**, discussing what each color means in this system and what kinds of activities can take place during each of these phases. Students in each group can create rough draft flag designs to discuss what kinds of activities are appropriate when they are flying their flags. Students can pitch ideas to one another regarding their flags, and combine their ideas into one final design.

**Remnant fabric and needles/pins or paint**, depending on what we'd prefer to teach (do we want to teach applique, or focus on flat, cartoon style painting techniques?)

**A flagpole and method of hoisting and securing flags.**

**Maybe: A Flag Informational Committee who works to visualize, via Photoshop and printed designs, what the flags are used for in informational signage to be shown at eye level for visitors, teachers, and students.**

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- Create Flag in groups (materials/ when do we need them by and cost
- Flag groups responsible for different colors

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-Zac does materials

-intro hands-on activity to teach air quality (lecture and kinesthetic)

-Kara does plan and separate prompt for each group

-each group is presented packet of information and they have to educate others and plan flag based on color information

- Start day and information to parents and teachers, lessons for kids

Team of HS to keep track of air quality daily

<b>James</b>	<b>Matt</b>	<b>Liam</b>	<b>Will</b>	<b>John</b>	<i>Kyron</i>	<b>Sean</b>	<b>Max</b>	<b>Brenna</b>	<b>Julia T</b>	<b>Saeed</b>
<i>Natalie</i>	<b>Faajah</b>	<b>Johnny</b>	<b>Max</b>	<b>Cat</b>	<b>Dylan</b>	<b>Grace</b>	<b>Bradley</b>	<b>Caroline</b>	<b>Mia</b>	<b>Nolan</b>
<b>Julian</b>					<i>Kayla</i>		<b>Magnus</b>	<b>Sawyer</b>		<b>Julia P</b>

**Natalie**

**Kyron**

**Kayla**

# Photo Walk Permission Slip

Dear Parent(s),                      Date: \_\_\_\_\_

We would like to take your student out on a group photo walk to assist in a school project. This walk will take approximately 30 – 60 minutes, and will simply be around the community surrounding Baltimore Lab. Please sign this permission form and have your child bring it back to school if you would like them to participate.



Thank you!  
The Middle School Team

- Yes, my child \_\_\_\_\_ can go on this supervised photo walk.  
 No, I would prefer that my child stay at school and do an activity there.

Printed Name

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Pollution scavenger hunt:

Group Names: \_\_\_\_\_

Directions: With your group, find evidence of pollution on a photo walk around the city.

Try to find everything on this list, and anything else you can think of. Make sure everyone takes at least one photo.

<b>Evidence</b>	<b>Facts</b>	<b>Found it</b>
<b>Acid rain</b>	Acid rain causes living things, as well as human structures, to break down. Look for peeling paint, eroding stone, or corroding metal.	
<b>Bags in Trees</b>	Airborne plastics can break down, poisoning the air, water, and land.	
<b>Cracks in windows and doors</b>	These let out heat, causing heaters in houses to run more often. This means more coal is burning to heat that home than is necessary.	
<b>Litter</b>		
<b>Chimneys</b>		
<b>Dirt on buildings</b>		
<b>Lights left on during the day</b>		

# Middle School Wednesday

2-26-14

## Flag Day: Air Quality

**Objective:** Students will document sources of pollution in the community, gather background information, and create a visible interpretation of an invisible source of pollution in order bring awareness to the larger issue.

### Schedule:

8:10 – 8:30 Advisory

8:30 – 9:00 Black Box- Warm-up activity

9:00 –9:30 Photo Walk (scavenger hunt paper)

9:30-10:00 Black Box- Air Pollution Lesson

10:00-10:10 Introduce challenge (model and example)

10:10 – 10:50 Project- break groups in two, teachers

10:50-11:10 Brain Break

11:10- 11:40 Finish project and (written reflection)

11:40-12:00 Share (prompt to think about solutions)

12:00 – 12:30 Lunch

Normal lunch rooms

12:30 dismissal

<b>Huggins Room</b> *Weishaar *Vorsteg	<b>Rozmiarek</b> *Britcher	<b>White</b> *O'Connor	<b>Yeoman</b> *Lawhon	<b>Rollo (no 1<sup>st</sup>)</b> *Lesh *Gnann
James Kayla Roman John E. Liam	Matt Grace Kyron Magnus Faajah	Cat Brenna Caroline Sa'eed Max JP Sawyer	Will Sean Johnny Loye Julia P	Julian Dylan Julia T. Bradley Mia

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### Schedule:

8:10 – 8:30     Advisory

8:30 – 9:00     **Warm-up activity**

9:00 –9:30     Photo Walk (scavenger hunt paper)

9:30-10:00 **another activity (reinforce concepts introduced in photo walk)\***

10:00-10:10 Introduce challenge (model and example) **Get sub for Zac**

10:10 – 10:50 Project- break groups in two, teachers discretion (**challenge prompt includes artist statement, materials**)

10:50-11:10 Brain Break

11:10- 11:40 Finish project and (**written reflection**)

11:40-12:00 Share (prompt to think about solutions)

12:00 – 12:30 Lunch

Normal lunch rooms

12:30 dismissal

### **Materials:**

-cameras

-photo hunt prompt

-challenge prompt

-reflection prompt

-collage papers

-scissors

<http://pbskids.org/eeeworld//index.html?load=air>

[http://www-tc.pbskids.org/eeeworld//parentsteachers/pdfs/lesson1\\_1.pdf](http://www-tc.pbskids.org/eeeworld//parentsteachers/pdfs/lesson1_1.pdf)

**Teaching Air Quality:**

- introduce types of pollution
- statistic: when they were trying to clean water, found when cleaned air they cleaned the water
- high incidence of cancer in our area due to air currents bringing polluted air from PA
- heat and air pollution makes it difficult to breath in summer
- sunsets indicate air pollution
- video from CBF of air pollution
- cancer causing theory is debunk (cancer from A-Z)

**Activity:**

- build activity, power plant, particles leaving
- true/ false with powerpoint
- what is air pollution and what causes it?
- four corners

No color smell or taste, 6 quarts a minute

-need to stay alive need clean

Air pollution another name for dirty

Sometimes invisible sometimes not- burn itch harder to breath

Traps certain gases that raise temperature – global warming

Harder for plants to grow

Eat away at stones used for buildings and statues



