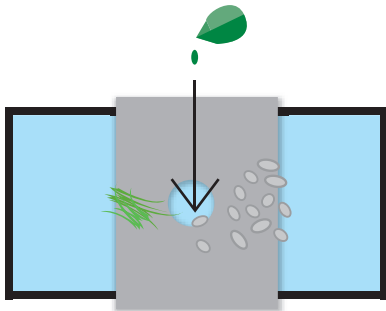


EXPERIMENT 13: Non-point Source Pollution

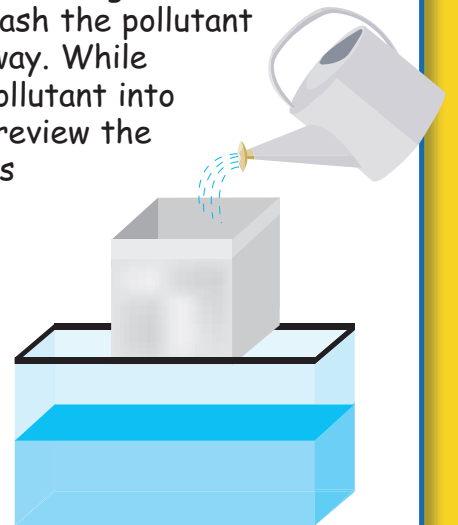
Challenge: Demonstrate what an average storm drain collects during a rainfall! Find out how the water from the storm drains can impact the water quality and aquatic environments of local storms, rivers and bays.



- 5.** Place the pollutants one at a time into the storm drain. If you are doing this in a group, assign each student to one pollutant, and have them add their pollutant to the storm drain.



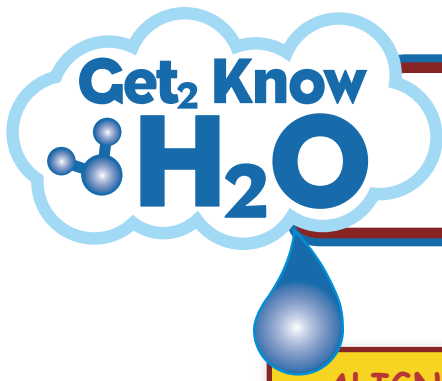
- 6.** Use the watering can to create rain to wash the pollutant into the waterway. While washing each pollutant into the waterway, review the pollutant and its use or origin.



QUESTIONS:



- After adding all of the pollutants, examine the contents of the waterway. Think about and discuss how the waterway has changed and how viewing this change makes you feel.
- Do the people who are responsible for the pollutant want to damage the environment? Why did they do what they did? Do they even know they did it?
- How can this type of pollution be stopped?



EXPERIMENT 13: Non-point Source Pollution

Instructor's Guide

ALIGNMENT WITH ILLINOIS STATE BOARD OF EDUCATION GOALS

State Goal 11: Section A: 2a, 2b and 2f Section B: 2a, 2b, 2c, 2d, 2e and 2f	State Goal 12: Section D: 2b Section E: 1b	State Goal 13: Section B: 2c and 2f
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WHAT'S HAPPENING?

Kids are learning how pollutants damage the environment. You might want to introduce this activity with a discussion of storm drains, storm drain systems, and their purposes. Discuss with the students where the water and objects that float down into a storm drain go. Have students list all of the things that they can think of that might enter a storm drain during a rain storm.

WHAT COULD GO WRONG?

This can get a little stinky as the kitchen scraps decay. Remember that beans and water equal gas.

YOUR FEEDBACK

Were the instructions clear?
Did the class stay interested?
Email us at feedback@Get2KnowH2O.org and let us know what you think. We would like to share your suggestions with other teachers and give you credit for your great ideas!

LINKS

www.epa.gov

CREDITS

Environmental Protection Agency

WHAT ELSE CAN KIDS LEARN?

Can pollution be natural?
Have the students name some things found in nature that can be harmful to water. Have them consider chemicals, dirt and animal waste.

Are we being good neighbors?
Ask the kids to think about what types of pollution are being added by people living in the local communities. Ask them how we can remove the pollution from the water. Go one step further and ask what could be done to stop pollutants from entering storm drains. Have the groups of students responsible for the pollution think of ways to remove the pollution from the aquarium. Try some of the removal methods. Which pollutants were easy to remove? Which were difficult to remove?