



Live Dive: Fifth Grade Post-Program Activity

After the Live Dive

To build on the concepts introduced during your program, participate in the activity outlined below.

Materials Each student needs:
A piece of plain white paper
Colored markers
Each table group needs:
Spray bottle filled with water

Duration 30 minutes

Procedure Have students fold their paper lengthwise, first in half, and then fold each side down in half again, so the finished product looks like an “M” when viewed from the edge. Explain that the inner sections represent the city and the fold down the middle is the storm drain, where everything from the city collects. Have them flatten out their paper for the next step.

Brainstorm what kind of pollutants may enter the storm drain, starting at the top of the page and working through the city to the bottom of the page. With each suggestion, choose a marker color to represent the pollutant. Have them put spots of that color along the inner sections of the paper. You can let them make their own placement choices or weave a story together and do guided placement, using a sample on your whiteboard and the pollutant examples below. Students can make a key, or legend, in either top corner, as long as they don’t cross the fold in the paper to the inner sections.

Potential pollutants: dog droppings, oil (oil change in a driveway), detergents (car washing), fertilizer (golf course), chemicals (factory outflow), litter (careless person), and anything else you come up with.

Once students have filled at least one-third of the inner sections with spots of pollutants, have them refold their papers so that they stand up (look like an “M”) again. Now explain that winter has arrived and have them use the spray bottle to **lightly** spray the inner sections of their papers with “rainfall.” Note: If they overspray their papers will disintegrate and leave marker stains all over their desks.

Discussion questions:

- What do they observe? *Marker (pollutant) spots should spread and bleed down into the fold (storm drain).*
- Where are all those pollutants going to eventually end up? *In the ocean (even far from the coast this can happen via rivers).*
- What impact might they have once in the ocean? *Cause the death of plants/algae and animals.*
- What kinds of things can we do to prevent the pollutants from ending up in the storm drains in the first place? *There are multiple responses, but in keeping with the examples given above—pick up after our pets, take our cars to mechanic shops and car washes, have watchdog groups for factory runoff, use organic or less impactful fertilizers, be more careful with our trash.*