

EnviroScape Watershed Model Presentation

1. Ask participants to **name places where we might find water**. Remind them that water is in the clouds, soil, air, even in our bodies. Have them put their hands over their mouth and blow hard three times -- then feel the moisture on their hands.
2. Have a volunteer explain the **water cycle**. Remind them that the water we use today is the same water that the dinosaurs drank and George Washington used to brush his wooden teeth.
3. Brainstorm ways that we use water -- include animals and plants, recreation activities, etc.
4. Discuss "**pollution**" to get a sense of their understanding. Clarify differences between point and nonpoint source pollution. Discuss things that we do everyday that can affect water and the environment. With young students, have them raise their hands showing how many:
 - a. ride in a car or bus (how does this affect water?) - **oil and salt**
 - b. walk your dog - **animal waste down the storm sewers**
 - c. have a lawn/garden - **erosion, fertilizer and/or pesticides**
 - d. like to go on picnics - **litter**
 - e. have helped paint their room or house - **dangerous chemicals**
 - f. wash their car at home - **detergents**
 - g. help to clean their house - **household cleaners**
5. Discuss some of the less obvious pollutants - like soil. Make sure group understands connection between storm sewers and streams/lakes.
6. Introduce the EnviroScape model, let group name the lake and discuss the **concept of a watershed** - clarify that all rain that falls on this "watershed" will run off into the streams and lake, soak into the ground, or evaporate.
7. Have students identify land uses (farm, lake, factory, residential area, construction site, forested area, wastewater treatment plant, golf course, roads).
8. Have students identify potential problem areas, allow them to apply the following pollutants to those areas:
 - a. green kool-ade for fertilizer
 - b. cocoa for soil
 - c. molasses or syrup for used motor oil and automotive fluids
 - d. laundry soap for detergent
 - e. table salt for road salt
 - f. cocoa and water mixture for manure or pet waste
 - g. paper dots for litter
9. Have student give weather forecast (a rainy one), group can make rain sounds while two "make rain" using spray bottles filled with water. As pollutants enter the lake, ask students if they would like to fish or water ski in the lake now? Discuss whether the fish and turtles would do well in the polluted water.
10. Discuss things that we can do to prevent pollution (e.g. wash cars on the lawn instead of the driveway, test soil for nutrient needs, maintain cars, clean up pet waste, seed bare areas, clean up litter).