

## Unit 10 Pollution

### 1. Whole class instruction

**Objective:** To consider the way that the coast may be polluted.

#### 1.1. Coast textbook page 42

**“What does pollution mean and how do you think it can affect the coast?”**

- ▶ It is quite important to be broad in considering pollution. Children will probably not have focussed on the BP oil spill in the Gulf of Mexico, but that may still be uppermost in your mind as it is the most recent spectacular disaster. But it was not the first, may not have been the most damaging, and is just one of many kinds of pollution. So spend a while going through the different kinds of pollution in the textbook pages 42-43.
- ▶ Children should be shown that there is solid pollution (plastic bags etc) as well as biological pollution (sewage) and oil pollution. The first two are with us all the time. The last one is an occasional problem. But they are all important.
- ▶ Get children to start to think about solid pollution and biological pollution, as these are the kinds it is most easy to demonstrate in class.

### 2a. Group exploration

#### 2.1. Sea pollution

- ▶ The activities here are all models. Make sure that children understand what modelling is all about and that it is a representation of the real thing.
- ▶ You can demonstrate all three kinds of pollution (although for biological pollution we will use a dye).
- ▶ If you have a clear-sided tank (say a small



Oil spill Creative Topic.

Coast textbook pages 42-43

Cross-curricular with science.

Cross-curricular with caring for our environment.

See Caring for our Environment book pages 40-43.

aquarium) fill it with water. Tell children this is the sea. Now use a small length of hose attached to a funnel and pour water with added food dye. That is sewage. Get children to realise how difficult it is to clean up. If you leave it all day the colour will go throughout the water making it obviously a big problem.

- ▶ To show oil, get some engine oil and add just a little of it onto the surface of clean water. Add drops of detergent and stir. Get children to notice how the oil clings to the tank sides (the beach/rocks) and needs scrubbing off (so it is better to stop it getting there, hence the use of booms).
- ▶ The idea of flotsam and jetsam can be illustrated with a beach. Add a slope of sand to the bottom of the aquarium and just use an inch of water. Throw in some ground up plastic and watch what the water does with it as you make waves by tilting the aquarium to and fro.



You need an aquarium, some sand, a small amount of engine oil, some ground up plastic, food dye, funnel and tube.

## 2b. Literacy activity

### Oil spill

- ▶ Children should think about an oil spill through this literacy comprehension workbook.

**Use Literacy  
Workbook  
10**

## 3. Plenary session

- ▶ Get children to say what they think they have learned and in particular to prevent pollution from spreading too far or the job is much harder.

## 4. Further work/homework

- ▶ Find out about the disasters with oil spills using the Creative Topic book Oil Spill.

There is a creative topic book Oil Spill.