

Beach Contamination



Topics

Environment,
Contamination

Grades

3-5

Site

Indoors or Outdoors

Duration

1 hour

Materials

See page 2

Vocabulary

contamination,
hazardous

National Science Education Standards

Science and Technology
(K-4)

Abilities to distinguish
between natural objects
and objects made by
humans

*Science in Personal and
Social Perspectives*
(K-4)

Changes in
environments

*Science in Personal and
Social Perspectives*
(5-8)

Risks and benefits

Overview

How does hazardous waste end up on our beaches? How easy is it to clean up? In this simulation, students are challenged to find and remove a “baking soda contaminant” from a plastic shoebox filled with damp sand. Working in groups, they create a plan that has the least impact on the environment and keeps within their budget. Students then conduct the clean up and learn it may be more difficult than they think to clean up a contaminated beach.

Objectives

Students will be able to:

- Explain why it is difficult to clean up a contaminated environment.
- Develop a plan, create a budget and select appropriate tools to solve a problem.
- Recognize that there are economic and environmental costs associated with environmental contamination by hazardous waste.
- Identify individual actions to reduce the amount of hazardous waste.

Background

The Environmental Protection Agency (EPA) defines **hazardous** waste as a “waste that is dangerous or potentially harmful to our health or the environment.” Some hazardous waste causes cancer, catches fire easily, explodes, emits toxic fumes or is corrosive. Hazardous waste can be liquid, sludge, gas or solid and can include discarded commercial products like cleaning fluids or pesticides as well as by-products of manufacturing processes. Automobile oil, herbicides, pool chemicals, cleaning supplies, paint, gasoline and compact fluorescent light bulbs (CFLs) are examples of hazardous waste generated by households.

Hazardous waste needs to be specially disposed of and not discarded in “regular” garbage bins. Sometimes waste can be treated by specially trained “hazmat” teams to physically, chemically or biologically change the waste into a form that is no longer hazardous. Before and after treatment occurs, however, the waste needs to be stored in containers, tanks or other storage units, which are often underground. Occasionally, these containers develop leaks, allowing hazardous waste to find its way into the local watershed through



VOCABULARY

Contamination: pollution that harms the environment

Hazardous: dangerous, causing risk, harming the environment

groundwater or surface flows, causing **contamination**. Contaminated water may enter agricultural and municipal water systems through wells and irrigation. Cleaning up the contaminated environment is often difficult and costly, both financially and environmentally. Read more about cleanup methods at the EPA's technology innovation site: www.clu-in.org/products/citguide/.

Hazardous waste leaks can be prevented by stricter regulation of waste storage and disposal, limiting amounts of waste produced and providing incentives for waste reduction. Individuals can help reduce water contamination by reducing the amount of hazardous materials we use, buying items with fewer hazardous waste by-products, properly disposing of hazardous household waste (reading labels for how to do so), using all of a product, reusing materials as much as possible and recycling and composting. Educating our friends, families and neighbors about proper disposal techniques helps, too.

Materials

For each group:

- Shoe box-sized plastic or aluminum roasting pan filled with damp sand
- 1-quart bottle filled with water
- Plastic measuring syringe: inject or withdraw water/chemicals from sand
- Two teaspoons baking soda hidden in one spot in the sand
- Vinegar: a chemical test (when added to baking soda creates carbon dioxide gas)
- Clear plastic drinking straws: coring devices
- Coffee filters: cleaning contaminated water
- Cotton balls: cleaning contaminated water
- Several plastic cups
- String: laying out a grid of the area for location and/or removal of contamination
- Plastic teaspoons: bulldozers
- Poker chips or some other items to represent money
- Gloves (to remind students the material is potentially dangerous)



TEACHER TIP

This is a great activity to do outside on the playground or at picnic tables! It makes the clean-up easier, too.

Teacher Preparation

1. Read over the procedure and decide which student pages to use.
2. Create students' "beaches" at least an hour before the activity. Pack the sand into the containers. Wet the sand until it is just damp enough to stick together.
3. With a spoon, dig a small hole in the sand and carefully pour in 2 teaspoons of baking soda. Fill in the hole with sand and smooth the surface of each "beach."

Procedure

1. INTRODUCE THE CONCEPT OF HAZARDOUS WASTE.

Lead a class discussion about waste. Questions may include; *what are some of the kinds of waste you produce at your house? What items can you recycle? What can you compost? What can you throw away? How come you can't dispose of hazardous household products like cleaners, aerosol cans, batteries, oil and paint in the regular garbage? What about the large amounts of hazardous waste that some businesses and factories produce? Where does it go?*

2. AS A CLASS, DISCUSS HOW GROUND AND WATER CONTAMINATION OCCUR.

Tell students that sometimes hazardous wastes are stored in underground containers or other places and may occasionally leak into our watershed, ending up on our beaches and in the ocean. Introduce the word “contamination.” An area is contaminated when dangerous or harmful substances are introduced into that environment. Sometimes those substances are liquids or in other forms that are difficult to clean up. Ask students; *How are contaminated areas cleaned up? Do you think the cleanup process is simple or difficult?*

3. PRESENT GROUPS WITH THE CLEANUP CHALLENGE.

Divide the class into groups of four to five students. Pass out contaminated “beaches.” Give brief instructions; teams need to locate the contaminant (baking soda) on their beaches and then clean it up. Their cleanup method needs to stay within a budget and affect the environment as little as possible. They also need to safely dispose of the contaminant. Each group will receive a budget of \$10,000 for methods and materials. If you are using poker chips to represent “cash,” pass them out now.

4. DEMONSTRATE METHODS AVAILABLE FOR STUDENTS TO USE.

Show the available tools to the students. Describe how the tools can be used and how much each use will “cost.” Refer to the suggestions in the following table.

Available Tools	Simulated Item	Cost/unit
Bulldozers	Plastic spoons	\$5000/scoop
Core samplers	Soda straws	\$500/core sample
Grid markers	String	\$50
Chemical tests and decontaminants	Vinegar	\$250/test \$5000/ml
Filtration devices	Coffee filters	\$1000/filter
Extraction devices	Plastic syringes	\$500/use
Absorbents	Cotton balls	\$250/cotton ball
Holding containers	Plastic cups	\$500/container

5. STUDENTS DEVELOP A DRAFT OF THEIR CLEANUP PLAN.

Pass out the **Cleanup Challenge** student sheet. Decide whether to use **Version One** (more open-ended, student-driven) or **Version Two** (more scaffolded). Have the students first predict what they think the best materials and methods will be and then create a plan outlining how they will find, remove and safely dispose of the contaminant. Be sure they include a budget for necessary materials. Review the students’ proposals before allowing them to begin excavating. Send them back to the “drawing board” if the proposal doesn’t meet the criteria (economic, best for environment, safe disposal). Collect the appropriate fees for the materials needed for each plan.

6. GROUPS CONDUCT THE CONTAMINATION REMOVAL AND CLEAN-UP.

Provide the materials the students included in their budget. Once the groups have found the baking soda, they should clean it up (place it in a plastic glass) and then figure out how to clean the contaminated sand and water. They may choose to use the coffee filters, cotton balls, vinegar or other materials to make the water and sand clean again.



CONSERVATION TIPS

Practice sorting different kinds of waste with the class. Be sure students can recognize the recycling symbol on the bottom of containers and provide a container for recycling. You may bring out household cleaners to show them examples of hazardous waste that need to be disposed of in special ways. Tell them to have adults dispose of those items.

**THE MISSION OF THE
MONTEREY BAY
AQUARIUM
IS TO INSPIRE
CONSERVATION OF THE
OCEANS.**

7. DISCUSS THE RESULTS AS A CLASS.

Discuss student findings. Ask questions like; *Which materials and methods worked the best? At what economic cost? At what cost to the environment? How DO you measure the cost to the environment? How important is it to carefully store hazardous waste? What kinds of difficulties and issues arose during the activity? Can the students think of other ways to purify water and sand? What impact may hazardous waste have on plants and animals?*

Extensions

- Find out about any hazardous waste contamination in your region. How was the area contaminated? What procedures were used to clean up the contamination?
- Take a conservation action. Conduct a clean-up at the beach or nearby park. Make posters to alert others about groundwater contamination.

Resources

Website

Monterey Bay Aquarium. www.montereybayaquarium.org

Find information about ocean animals on exhibit, including habitat, diet, size, range, conservation notes and cool facts.

Standards

California Science Standards

Grade 3: 1e; 3c; 5a, d, e

Grade 4: 5c; 6a, c, d, f

Grade 5: 1f, g; 3d, e; 6f, h, i

California Math Standards

Measurement

Geometry

Cleanup Challenge

Name: _____

Version One

Find the "hazardous material" (baking soda) on your contaminated beach and completely remove it from the beach. Your method must:

- Be as economical as possible.
- Impact the environment as little as possible.
- Safely dispose of the contaminant once it has been removed.

1. Develop a Plan.

- How are you going to locate the contaminant? What materials and procedures might you use?
- Once you locate the contaminant, what materials and procedures are you going to use to get it out of your beach?
- Once you remove the contaminant, what materials and methods are you going to use to clean and dispose of the polluted sand and water?
- Are you under budget? Are there any ways to reduce your overall cost?

Available Tools	Simulated Item	Cost/unit
Bulldozers	Plastic spoon	\$5000/scoop
Core samplers	Soda straw	\$500/core sample
Grid markers	String	\$50
Chemical tests and decontaminants	Vinegar	\$250/test \$5000/ml
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Extraction devices	Plastic syringe	\$500/use
Absorbents	Cotton balls	\$250/cotton ball
Holding containers	Plastic cups	\$500/container

2. Submit Your Plan and Receive Approval.

- Did you stay within your budget?
- Did you allow for unexpected expenses and outcomes

3. Monitor the Procedure

- Do you need to buy additional materials? Why or why not?
- How are your procedures working? Explain.

4. Summarize and Evaluate the Results of the Cleanup

- What worked well?
- What would you do differently next time?
- What advice would you give to people when they are disposing of hazardous waste?
- What makes cleaning up an area contaminated by hazardous materials difficult?

Cleanup Challenge Version Two

Name: _____

BEFORE THE CLEANUP

1. Discuss ideas for locating, removing and cleaning up the contaminated beach with your group. What materials are available? What methods can you use? Make a prediction below.

I think the best materials to clean up our contaminated beach will be _____

because _____.

I think the best method to clean up our contaminated beach will be _____

because _____.

2. Develop a plan with your group. Make sure you are within your budget and you are choosing the method and materials best for your beach environment. Submit for approval and revise as necessary.

We are going FIND the contaminant by:	We are going to use these materials:				
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black; padding: 5px;"><u>Materials</u></td> <td style="width: 50%; border-bottom: 1px solid black; padding: 5px;"><u>Cost</u></td> </tr> <tr> <td colspan="2" style="padding: 5px;">Total Cost:</td> </tr> </table>	<u>Materials</u>	<u>Cost</u>	Total Cost:	
<u>Materials</u>	<u>Cost</u>				
Total Cost:					
We are going to REMOVE the contaminant by:	We are going to use these materials:				
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black; padding: 5px;"><u>Materials</u></td> <td style="width: 50%; border-bottom: 1px solid black; padding: 5px;"><u>Cost</u></td> </tr> <tr> <td colspan="2" style="padding: 5px;">Total Cost:</td> </tr> </table>	<u>Materials</u>	<u>Cost</u>	Total Cost:	
<u>Materials</u>	<u>Cost</u>				
Total Cost:					
We are going to CLEAN the contaminated sand and water by:	We are going to use these materials:				
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black; padding: 5px;"><u>Materials</u></td> <td style="width: 50%; border-bottom: 1px solid black; padding: 5px;"><u>Cost</u></td> </tr> <tr> <td colspan="2" style="padding: 5px;">Total Cost:</td> </tr> </table>	<u>Materials</u>	<u>Cost</u>	Total Cost:	
<u>Materials</u>	<u>Cost</u>				
Total Cost:					

DURING THE CLEANUP

1. Do you need to buy additional materials? Why or why not?
2. How are your procedures working? Explain.

AFTER THE CLEANUP

1. Fill out the problem and methods chart below. (If it's too small, copy it into your science notebook.)
2. Discuss with your group:
 - What worked well?
 - What would you do differently next time?
 - What advice would you give to people when they are disposing of hazardous materials?
 - What makes cleaning up an area contaminated by hazardous materials difficult?

Problem and Methods Chart

Problem

What
Why



I attempted the following methods and found these results:

Methods

Attempted
Methods

Results

1.

1.

2.

2.



These results **SUPPORTED** or **DID NOT SUPPORT**
(circle one above)

my prediction because:

Reflection