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## Contact Information

Cail Newsome Hammons  
Athens-Clarke County Stormwater  
706.613.3440, ext. 384  
E-Mail: [cailhammons@co.clarke.ga.us](mailto:cailhammons@co.clarke.ga.us)  
Web Site: [www.accstormwater.com](http://www.accstormwater.com)

## Grades

6-12 (may be adapted for younger students)

## Objectives

Students will be able to: 1) differentiate between point source and nonpoint source pollution 2) describe the effects of nonpoint source pollution and identify ways to reduce its impact 3) realize that their actions impact the health of local waters

## Method

Students discuss the effects of nonpoint source pollution and participate in a demonstration illustrating the impact of different land uses on water quality.

## Materials

Worksheet: nonpoint source pollutants  
Display: nonpoint source pollution demonstration

## Vocabulary

Point source pollution. Nonpoint source pollution. Stormwater. Watershed.

## Procedure

Introduce the terms POINT SOURCE and NONPOINT SOURCE pollution. Discuss the differences between the two. Explain that point source pollution comes from one specific location while nonpoint source pollution comes from many different places.

Provide students with a list of nonpoint source pollutants and a list of locations that these pollutants could originate from. Ask students to match the pollutant to its place of origin.

Demonstrate the movement of water through the watershed with the nonpoint source pollution display.

Discuss observations from the display as a class: Was the water from vegetated areas more or less polluted than the water from non-vegetated areas? Which types of land uses caused non-point source pollution? What are some things that you can do to help reduce nonpoint source pollution? Where did pollutants from across the watershed end up? How did they reach this final destination?