TEACHER GUIDE

Unit 1: WATERSHEDS-My WATER ACTIVITY 1 (CONTINUED)

BACKROUND INFORMATION

WHERE DOES OUR DRINKING WATER COME FROM?

Remind your students where their drinking water comes from. Identify the local water sources on the list below and help your students find them on the watershed map.

Most communities in Boulder County and parts of Weld County get their water from streams, lakes and reservoirs that are supplied by snowmelt and rainfall. In addition to receiving eastern slope water, many Front Range communities receive a portion of their drinking water supply from the Northern Colorado Water Conservancy District's Colorado Big Thompson and Windy Gap projects, which bring water from the western slope of the Rocky Mountains to the eastern slope through a series of tunnels, canals and reservoirs. The water is stored in reservoirs, including Carter Lake and Boulder Reservoir, before it is treated and distributed in our communities.

LOCAL WATER SOURCES

Boulder:	Reservoirs on North Boulder Creek, Barker Reservoir, and Boulder Reservoir sources (including Carter Lake)
Broomfield:	Carter Lake
Erie:	Carter Lake and Erie, Prince and Thomas Reservoirs
Frederick:	Carter Lake
Gold Hill:	Individual private wells
Jamestown:	James Creek
Lafayette:	South Boulder Creek and Carter Lake
Longmont:	North and South St. Vrain Creeks, St. Vrain Creek, Carter
	Lake, and the Ralph Price Reservoir (Button Rock Preserve
Louisville:	South Boulder Creek and Carter Lake
Niwot:	Lefthand Creek Basin and Northern Colorado Water
	Conservancy District
Lyons:	North and South St. Vrain Creeks, St. Vrain Creek and
	Carter Lake
Mead:	Little Thompson River and Carter Lake
Nederland:	Middle Boulder Creek
Superior:	Carter Lake and Terminal Reservoir

HEY-HOW ABOUT A LITTLE WATER MUSIC?

Ask one of your students to write down everyone's chosen song from the "Watersheds-My Water" activity described inside. Download everyone's water song to make a "My Water" Playlist CD which can be played in class to add some personal fun to the H2O Go! activities.

TEACHER **GUIDE**

G

objectives

teacher preparation

ABOUT THE UNIT

GO!

By reflecting on their own lives and activities, students start to recognize their place in the watershed-how they depend on water and the impact their activities may have on water around them. Students explore their own power to reduce their impact on the watershed.

- Learn what a watershed is and how it collects and stores water
- Assess what water means to the students' lives.
- Explore activities students enjoy and discover the impacts these activities have on the watershed.
- Discover local water sources.
- Review all information provided in both the Teacher • Guide and the Student Guide.

- Make necessary copies or overheads of the Watersheds Student Guide
- Make necessary copies of the watershed map to allow for one map per 3 to 4 students.
- Make room on your classroom wall to post watershed maps and "Water Profile" sheets. (See graphic in activity summary.)

CHECK OUT THESE WEBSITES

www.basin.org http://water.usgs.gov www.waterknowledge.colostate.edu http://cfpub.epa.gov/surf

Unit 1: WATERSHEDS-MY WATER



my impact

Snow-making uses 109 gallons of water per person per day.

TEACHER GUIDE

Unit 1: WATERSHEDS-My WATER **ACTIVITY** 1



TEACHER GUIDE

Delve deeper into

concept. Check out the "Watershed in Your

Hand" activity which

can be found at www.

KeepitCleanPartnership.

the watershed

activity, visit

org.

Unit 1: WATERSHEDS-My WATER

my watershed -my life

ACTIVITY DESCRIPTION

Students place themselves at the center of their watershed world through a collection of pictures, songs and actions. By observation, critical thinking and discussion, they learn to understand their personal impact on their watershed.



Discussion: 15 minutes; Activity: 45 minutes



"Watersheds – My Water" in the Watersheds Student

Guide Watershed map String, push pins, available wall space

- essential <u>qu</u>estions
 - What is a watershed?
 - Where does water in streams and lakes come from?
 - Where does tap water come from?
 - What outdoor activities take place within the watershed?

lifeskills

Students are often oblivious to how much they impact the world

around them. Through this activity, students discover, by looking at their own activities (such as hiking, soccer, skiing, etc.), the impact they have on water resources and what they can do about it.



DAY 1

directions

- "My Water Facts."
- "Water Profile."

DAY 2 MY WATER

- Divide the students into groups of 3 or 4.
- Distribute one watershed map per group.

MY IMPACT, MY ACTION

- Have each student select an impact that applies to their lives and write it down on the "My Impact" section of their "Water Profile." (Example: The soccer field I practice on uses approximately 8,400 gallons of water a day to maintain, or one million gallons a year.) • Brainstorm possible actions they can take to reduce their impact on the watershed.

MY WATERSHED, MY LIFE

as follows:



SEND IT!



 Discuss essential questions. Identify activities students do in Colorado that affect of involve water. Brainstorm specifically about water locales in the area that your students may have visited with family or friends, such as Wonderland Lake, Boulder Reservoir, St. Vrain Creek, Nelson Lake, Boulder Creek, etc., and the activities they did there. • Go over instructions for "My Watershed–My Life" activity, including reviewing some of

• Talk with students about collecting pictures (photo or magazine), songs and facts for their

- Review the map, discussing what watershed they live in and the flow of water through it. Note the waterways highlighted in dark blue, which represent primary waterways.
- Ask each group to share their "Water Profiles" (song, photo, fact) amongst themselves.
- Brainstorm with your students some possible impacts their activities may have on water. What do they think has the greatest impact on their watershed?
- Have each student review the "Water Impact Chart."
- Discuss together the impacts that result from their activities.
- Invite students to write down an action in the "My Action" section of their "Water Profile."

• Have the students decide together as a group where each student's "Water Profile" most appropriately fits on the watershed map. (This could be where the student lives, where the pictured activity takes place, etc.) Have each group post their map and water profiles by putting a pin in the location and running a string to their "Water Profile." This should look

• Have each student identify a water protection action they think is most practical to implement. Ask them to email/text the action to three friends and/or family members. If possible, get special permission for the students to bring their cell phones to class. Let them share phones with those that don't have them and let the students text straight from class!