

<b>THEME:</b>	<b>Watershed</b>
<b>SCOPE &amp; SEQUENCE UNIT:</b>	<b>Walking a watershed</b>
<b>OBJECTIVE:</b>	<b>It flows downhill</b>
<b>ACTIVITY:</b>	<b>Watershed walk</b>

<b>Notes:</b>	outdoor activity – field trip
<b>Teacher Prep.:</b>	<p>If necessary, contact private landowners for permission to walk their land to follow the creek/river. (We were able to start at the headwaters and travel most of the length of the creek arriving at its mouth at the ocean). A local organization (such as Salmon Enhancement) may be useful to identify who the private landowners are. Consider enlisting the support of a resource person from a local non-profit organization or government office to help lead the walk. Ask land-owners if they would like to have a word with the students to tell them about the creek.</p> <p>Prepare permission slips for the students (as this is a field trip). Line up parent volunteers and drivers. Remind students to dress for the weather, bring footwear suitable for hiking and the weather!, and if it is to be a long outing and to bring some snacks and drink.</p> <p>Be sure the creek/river is not in dangerous flood when you go.</p>
<b>Time:</b>	Depends on situation, we reserved the entire morning

#### **Skills:**

- ◆ Ecological literacy
- ◆ Critical & creative thinking

#### **Objectives:**

- ◆ To experience the length and character of the creek/river
- ◆ To be explorers on a journey of discovery

#### **Materials:**

First Aid kit, cell phone, camera, whistle

Map for parent drivers, student lists for parents

Student page

Each student with pencil, clipboard, eraser, “light” daypack with snacks & drinks, dressed and footed for the weather

### **Background Information:**

As this is an activity of discovery, it is not important at this point for students to understand what a watershed is – they will experience it first hand by walking a section of the creek.

### **Vocabulary:**

**Headwaters:** The ultimate starting point of a creek/river system – the source waters.

### **Introductory Discussion:**

Prior to heading out set the stage for curiosity and imagination to be kindled. For example, you might use the context of early explorers - Imagine the early explorers who came this way. They had never been where they were wandering. They too often followed rivers to travel through the country. We are off on a trip of exploration to discover the creek. What are some things to be mindful of while we are out?

Review rules of conduct with the students before heading out with parent drivers. Have a map handy for the parent drivers. Exchange cell phone numbers. Organize the students into groups each with a parent driver. Offer a list of the students in the group to each parent driver.

### **Activity**

Once at the starting point of the creek exploration, organize the students into their respective group and parent. Remind parents that they are supervisors to the students in their group. Determine who will lead (teacher or resource person) and who will be at the end of the class. At different places, have students stop to record their observations. Stop for snacks and drinks at an opportune time and place.

### **Reflection Discussion:**

Ask for overall impressions and feelings of the exploration. How do you feel after the exploration? Was it different from what you were expecting and how? What is your main comment about your experience exploring the creek's journey?

Follow up with next activity – Mapping our Watershed

### **Student Page:**

Walking our watershed

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(mm/dd/yyyy)

## Walking our watershed

My observations of explorations: