

WATERSHEDS
OUR WATER, ©
OUR HOME



Level 1

WATERSHEDS
OUR WATER, ©
OUR HOME



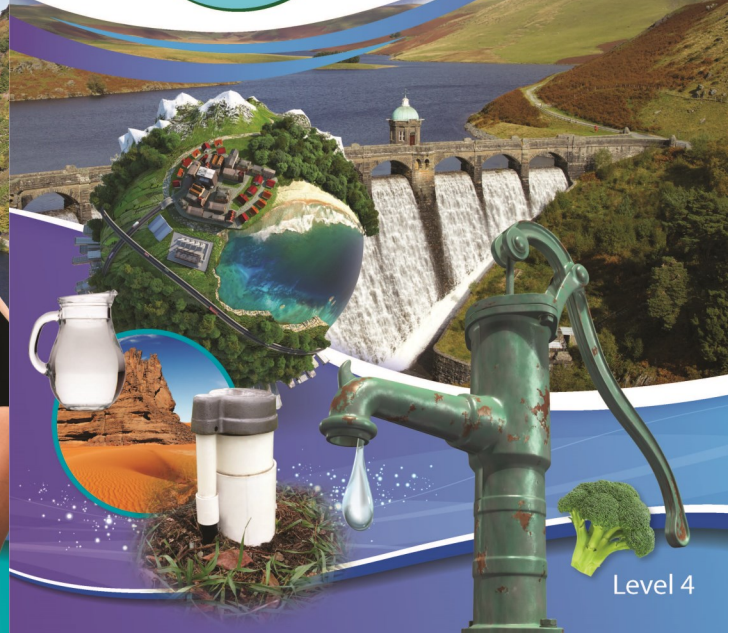
Level 2

WATERSHEDS
OUR WATER, ©
OUR HOME



Level 3

WATERSHEDS
OUR WATER, ©
OUR HOME



Level 4



National Association of Conservation Districts

National Association of Conservation Districts (NACD) 509 Capitol Court NE Washington, DC 20002-4937 P: (202) 547-NACD (6223)

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Special thanks to education booklet reviewers and content assistance:

NACD Educator’s guide online version

You can download this educators guide as a PDF document from the NACD website.

http://www.nacdnet.org/general-resources/stewardship-program/

This booklet will be updated as needed to bring you the most current information.

Visit the NACD Marketplace to download Watersheds: Our Water, Our Home education materials.

www.nacdstore.org

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Please submit information to share with others of your successful stewardship programs or conservation education activities.

stewardship@nacdnet.org

NACD Stewardship and Education Committee 2017 - 2019

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The National Association of Conservation Districts is the non-profit organization that represents the nation's 3,000 conservation districts, their state associations and the 17,000 men and women who serve on their governing boards. For almost 70 years, local conservation districts have worked with cooperating landowners and managers of private working lands to help them plan and apply effective conservation practices.

Conservation districts are local units of government established under state law to carry our natural resource management programs at the local level.

NACD's mission is to serve conservation districts by providing national leadership and a unified voice for natural resource conservation. The association was founded on the philosophy that conservation decisions should be made at the local level with technical and funding assistance from federal, state and local governments and the private sector. As the national voice for all conservation districts, NACD supports voluntary, incentive-driven natural resource conservation programs that benefit all citizens.



National Association of
Conservation Districts

NACD maintains relationships with organizations and government agencies; publishes information about districts; works with leaders in agriculture, conservation, environment, education, industry, religion and other fields; and provides services to its districts. NACD is financed primarily through the voluntary contributions of its member districts and state associations.

The association's philosophy is that conservation decisions should be made by local people with technical and funding assistance from federal, state and local governments and the private sector. The association's programs and activities aim to advance the resource conservation cause of local districts and the millions of cooperating landowners and land managers they serve.

Visit www.nacnet.org for additional information.

To find your local district contact information, go to

<http://www.nacdnet.org/general-resources/conservation-district-directory/>

STEWARDSHIP WEEK INFORMATION

NACD has sponsored Stewardship Week since 1955. 2018 marks the 63rd year to celebrate NACD Stewardship Week.

Education is a critical element of the conservation effort at the local, state and national levels. Educating youth ensures that the next generation will be wise stewards of America's natural resources. Helping today's adults understand the need for effective conservation practices builds on the conservation legacy. Through NACD's Stewardship and Education efforts, we help districts and communities extend the reach of their education programs.

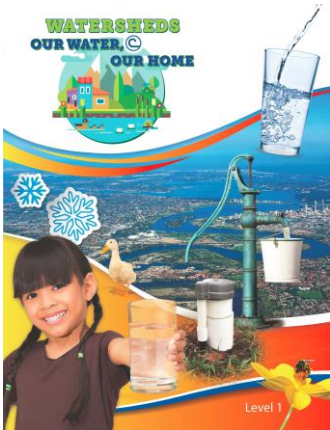
Stewardship Week, celebrated annually between the last Sunday in April and the first Sunday in May, reminds us of our individual responsibilities to care for the natural resources upon which we all depend.

Education Materials at NACD Marketplace

<http://www.nacdstore.org/>

Additional Resources

<http://www.nacdnet.org/general-resources/stewardship-program/>



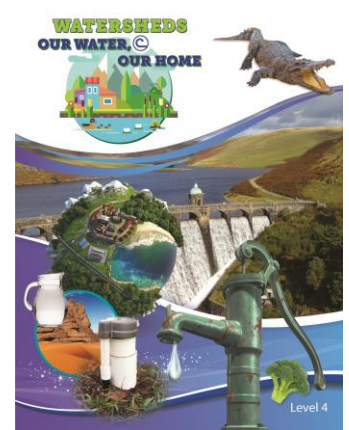
Level 1 (K-1)



Level 2 (2-3)



Level 3 (4-5)



Level 4 (6-8)

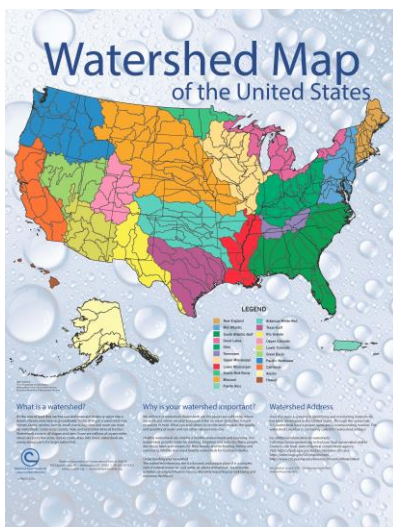
Activity Sheet or Placemat



Watersheds can have a big impact on the water we drink.



Poster



Poster



Bookmark



Watersheds: Our Water, Our Home Book

Watersheds: Our Water, Our Home

Level 1 Grades K-1

Booklet Objectives

Students will:

- Define watersheds.
- Explain the flow of water through a watershed.
- Realize the importance of watershed conservation.

Science Standards

PHYSICAL SCIENCE

Properties of objects and materials

Position and motion of objects

LIFE SCIENCE

Characteristics of organisms

Organisms and environments

EARTH AND SPACE SCIENCE

Properties of earth materials

SCIENCE AND TECHNOLOGY

Abilities to distinguish between natural objects and objects made by humans



Vocabulary Words

Composting — a method of producing compost from materials such as food waste, manure, worms, pet waste, paper, grass, newspaper, coffee grounds, etc. into safe and natural fertilizer.

Conservation — the preservation of the environment and the management of our natural resources.

Shed — to cast off or get rid of.

Soil — The top layer of the earth's surface, consisting of rock and mineral particles mixed with organic matter.

Storm drain — a large drain built to carry away excess water from a road during heavy rain.

Watershed — an area of land from which precipitation drains into a body of water.

Water + Shed = Watershed

Objectives

Students will:

- Observe and participate in water being shed.
- Evaluate the effect of pollutants on a watershed.
- Discuss the correlation between their habits and drinking water quality.

Materials

- large clear bowl, pan or bucket
- large sieve or colander
- several small cups
- container of COLD water
- crushed ice
- sugar or salt colored with food coloring
- small spoon



Discussion

Define “watershed” for students; the area of land that water moves over and/or through as it flows to a specific body of water like a river, pond, or underground aquifer. Discuss with students the fact that all land is part of a watershed, including where they live and where they are right now. Talk about where the water in their watershed drains to. Name the source(s) of drinking water for the community.

Instructions

1. Divide the class into 3 groups.
2. Place the sieve or colander over a large clear bowl, pan or bucket. Fill with crushed ice. Explain to students that for this activity the crushed ice is going to represent the soil that they walk on, play on, live on, etc.
3. Allow one group of students to each pour a very small amount of cold water on top of the ice. Let the class observe how some of the water goes through the soil and ends up in the bottom of the container. Compare to how precipitation runs over or soaks through soil until it reaches a body of water.
4. Allow a second group of students place a spoon of colored salt or sugar onto the ice. As they place the material on the ice inform them that this represents materials that may be left on the ground in their watershed.
5. Instruct the final group of students to pour water over the “contaminated” soil. Instruct them to observe the affect the contaminants have on the “body of water”.

Follow up Discussion

Talk with students about how their actions at home, school, and other places they spend time can affect their watershed, especially materials dumped, poured or left on the ground.

Watershed Words

Trace the words.

water + shed = watershed

Draw a line to match the picture with the right word. Trace the words.



animal

earth

flower

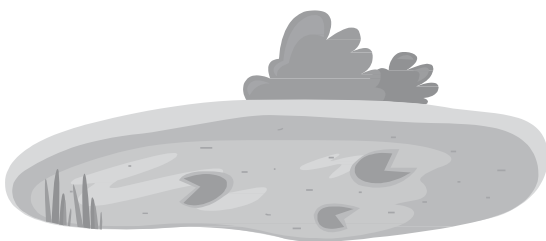
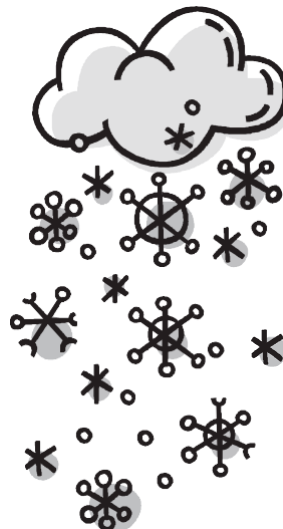
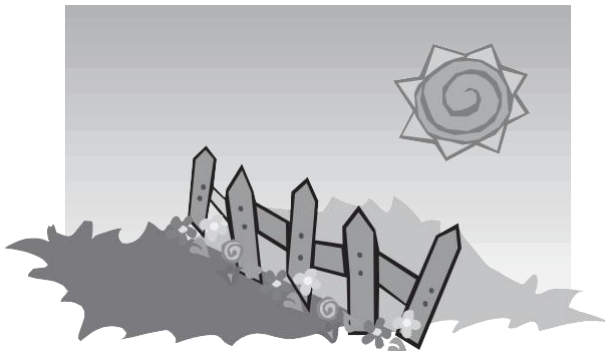
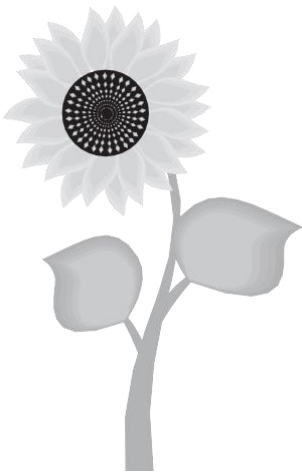
land

pond

rain

snow

water



Watersheds: Our Water, Our home

Level 2 Grades 2-3

Booklet Objectives

Students will:

- Define watersheds.
- Relate the flow of water through a watershed to drinking water.
- Explain the processes involved in the cycle of precipitation to municipal water use.
- Comprehend the importance of water in human health.

Science Standards

PHYSICAL SCIENCE

Properties of objects and materials

LIFE SCIENCE

Characteristics of organisms

Organisms and environments

EARTH AND SPACE SCIENCE

Properties of earth materials

Changes in earth and sky

SCIENCE AND TECHNOLOGY

Abilities to distinguish between natural objects and objects made by humans

Understanding about science and technology



Vocabulary Words

Composting — a method of producing compost from materials such as food waste, manure, worms, pet waste, paper, grass, newspaper, coffee grounds, etc. into safe and natural fertilizer.

Conservation — the preservation of the environment and the management of our natural resources.

Groundwater — water within the earth that supplies wells and springs.

Storm drain — a large drain built to carry away excess water from a road during heavy rain.

Watershed Favorites

Objectives

Students will:

- Gain an awareness of the role of the community in their watershed.
- Construct a map of a small area within their watershed.
- Relate precipitation and the water cycle to the watershed.
- Comprehend the correlation between their habits and their watershed.



Materials

- large city or county map
- rulers
- crayons/markers
- large sheets of white paper
- student worksheets

Map sources:

- 1) <https://www.nationalgeographic.org/education/mapping/>
- 2) <https://maps.google.com>

Instructions

1. Display a large city or county map for the class to discuss. Ask students what are some of their favorite things to do and places to go within the community.
2. Mark locations on the map that correspond with student answers.
3. Define “watershed” for students; the area of land that water moves over and/or through as it flows to a specific body of water like a river, pond, or underground aquifer. Discuss with students the fact that all land is part of a watershed, including where they live and all the places on the map.
4. Discuss bodies of water in the community, where water in the watershed drains to, and drinking water sources such as municipal and private well.
5. Ask students where they think the water in their watershed comes from. Discuss precipitation and the water cycle.
6. Relate to students the relationship between the water that is shed and their drinking water.
7. Generate a class list of materials that are left on the ground, poured on the ground and any activities that students can think of that may affect water as it moves through the watershed.
8. Explain to students that, as a group, they will draw a map of a small area within their watershed, for example; the school location, a street where they live, a yard, etc. They need to add pictures of buildings, people, animals, equipment, anything that is in the area they choose to draw.
9. Divide students into groups of 3-5 and distribute worksheets, paper, rulers, and markers/ crayons.

Follow up Discussion

Generate a second-class list of steps that can be taken to protect the local watershed and drinking water.

Watershed Favorites

List two of your favorite things to do in your watershed:

List two of your favorite places to go in your watershed:

Work with your group to draw a map of a small area in your watershed.

What area is your map of?

When rain or snow falls in your watershed where does it go?

Where does your drinking water come from?

Draw a picture of something you can do to protect your watershed and help keep your drinking water clean.



Watersheds: Our Water, Our Home

Level 3 Grades 4-5

Booklet Objectives

Students will:

- Define watersheds.
- Evaluate the structure of a watershed with the use of a topographical map.
- Explain the roll of runoff in the transport of sediment and pollution.

Science Standards

SCIENCE AS INQUIRY

Understanding about scientific inquiry

LIFE SCIENCE STANDARDS

Organisms and environments

Populations and ecosystems

SCIENCE AND TECHNOLOGY

Abilities of technological design

SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES

Personal health

Population growth

Natural resources

Environmental quality

Vocabulary Words

Contour lines — on a topographic map represent the vertical distance between two points.

Groundwater — water stored in underground aquifers made of sand, soil and/or gravel.

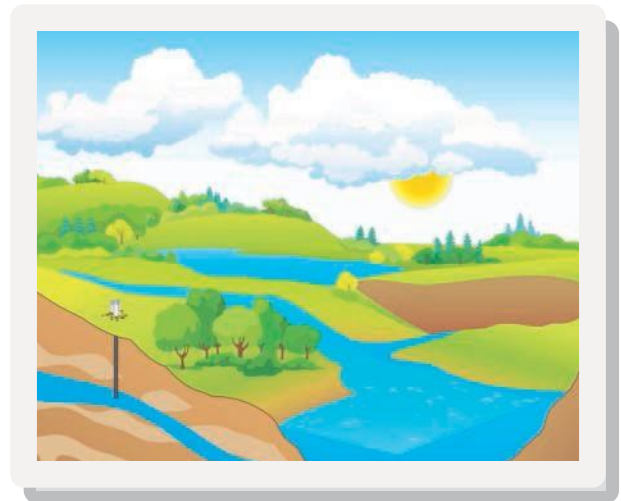
Storm drain — a large drain built to carry away excess water from a road during heavy rain.

Topography — the study or detailed description of the surface features of a region.

Water molecule — a molecule of water is made of two hydrogen atoms and one oxygen atom.

Watershed — an area of land from which precipitation drains into a body of water.

Wetland — A wetland is a land area that is saturated with water, either permanently or seasonally, such that it takes on the characteristics of a distinct ecosystem.



How Does YOUR Water Shed?

Objectives

Students will:

- Evaluate the interaction between precipitation and the topography of a watershed.
- Construct a watershed model.
- Observe the flow of precipitation through a watershed.
- Explain the roll of runoff in the watershed (optional extension).

Materials

- copies of student worksheet
- topographical map illustrating local watersheds

Per group of 3 to 4 students:

- old newspaper
- crayons or waterproof markers
- 12x12 sheet of white cardstock
- spray bottle containing water mixed with blue food coloring or drink mix
- sponge (for optional extension “Your Home—Your Watershed” - Extra worksheet link above)
- red powdered drink mix (for optional extension “Your Home—Your Watershed”)
- index card and toothpick (for optional extension “Your Home—Your Watershed”)

Discussion

Define “watershed” for students; the area of land that water moves over and/or through as it flows to a specific body of water like a river, pond, or underground aquifer. List local bodies of water. Discuss with students that all land is part of a watershed.

Ask students how they think their actions at home, school, and other places they spend time can affect their watershed. List possible sources of pollution as well as conservation habits and actions they can practice.

Instructions

1. Using a local watershed map, discuss watershed borders and bodies of water. The borders of a watershed are made up of the highest points of land in the watershed. A watershed can range in size from a few blocks to one large enough to include several states! As water falls to the land in the form of rain, sleet or snow it flows over the land from the high points of land into creeks, rivers, lakes or ponds. The water can also seep through soil until it reaches underground aquifers.

A good source for local watershed information can be found at: https://water.usgs.gov/wsc/map_index.html

2. Distribute copies of How Does YOUR Water Shed worksheets to each student and divide students into groups of 3 to 4.

3. Explain to students that they will be making a watershed model and observing the path that rain takes as it flows through their model. As students complete the activity remind them to plan carefully the placement of urban, agricultural and undeveloped features to their watershed model.

4. Discuss student worksheet answers. List sources of drinking water and ways conditions within a watershed can affect water quality.

5. Optional extension: Complete additional student worksheet “Your Home—Your Watershed”.

Available at: <http://www.nacdnet.org/general-resources/stewardship-and-education-materials/2018-watersheds-water-home/>

How Does YOUR Water Shed?

The borders of a watershed are made up of the highest points of land in the watershed. A watershed can range in size from a few blocks to one large enough to include several states! As water falls to the land in the form of rain, sleet or snow it flows over the land from the high points of land into creeks, rivers, lakes or ponds. The water can also seep through soil until it reaches underground aquifers.

What are some of the highest points of land making up the borders of YOUR watershed?

Name some of the bodies of water located in YOUR watershed.



Activity: Making a Watershed Model

1. Spread several layers of newspaper on a desk or table.
2. Using the markers/crayons draw the following features on the cardstock:
 - urban areas; cities, towns, neighborhoods, parks, factories, etc.
 - agricultural areas; farms, ranches, fields, crops, etc.
 - undeveloped areas; forests, wetlands, beaches, etc.
3. Crumple the card stock into a ball and then smooth out slightly.
4. Using the markers/crayons once again add the following features to the crumpled cardstock:
 - creeks, rivers, ponds, lakes, an ocean, etc. Remember that creeks and rivers eventually flow to larger bodies of water such as ponds, lakes and oceans found in the lower points of a watershed.
5. Place the cardstock in the center of the newspaper. Make it rain by spraying your model with water until small puddles form in the low areas. Carefully observe how the water flows from the high points to the low points.
6. Answer the following questions:
 - A) What path did the rain take as it flowed through your model? List the features the rain travelled through as it flowed from the highest point of model to the lowest point.



B) Where does your drinking water come from?

Watersheds: Our Water, Our Home

Level 4 Grades 6 - 8

Booklet Objectives

Students will:

- Define watersheds.
- Evaluate the interaction between the water cycle and watersheds.
- Explain the role of top soil and runoff water in the Dust Bowl.

Science Standards

SCIENCE AS INQUIRY

Understanding about scientific inquiry

PHYSICAL SCIENCE STANDARDS

Properties and changes of properties in matter

Motions and forces

LIFE SCIENCE STANDARDS

Diversity and adaptations of organisms

Structure and function in living systems

Populations and ecosystems

SCIENCE AND TECHNOLOGY

Understanding about science and technology

SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES

Structure of the earth system

Vocabulary Words

Dust bowl — Tons of topsoil were blown off barren fields and carried in storm clouds for hundreds of miles in the 1930's.

Great Basin Watershed — the largest area of connected watersheds in North America, encompassing parts of California, Idaho, Nevada, Oregon, Utah and Wyoming.

Water cycle — Water vapor in the atmosphere condenses to form clouds and weather systems. Eventually the condensation becomes precipitation. Water re-enters the atmosphere to start the cycle all over again by evaporation and transpiration.

Watershed — an area of land where all the water that is under it or drains off it goes into the same place.



Extreme Watersheds

Objectives

Students will:

- Research specific watersheds.
- Prepare group presentations on specific watersheds.
- Construct a model of a specific watershed.

Materials

- shoe box for each group of 3-5 students
- on line access to topographical maps
- modeling clay
- markers
- colored cardstock
- glue sticks
- copies of “Extreme Watershed Investigation”



Discussion

Define “watershed” for students; the area of land that water moves over and/or through as it flows to a specific body of water like a river, pond, or underground aquifer. Discuss local watersheds. Discuss how climate, environment and topography relate to watershed conditions

Instructions

1. Divide students into groups of 3-5.
2. Assign each group one of the following watersheds to investigate:
 - Great Basin Watershed
 - Everglades Watershed
 - Bad water Basin Watershed
 - Great Lakes Watershed
 - Largest watershed in your state.
 - Smallest watershed in your state.
 - The watershed in which your school/home is located.

A good source for local watershed information can be found at:

https://water.usgs.gov/wsc/map_index.html Distribute copies of “Extreme Watershed Investigation”

2. Explain to students that they will be making a 3-D model of the watershed they are investigating inside a shoebox. Modeling clay should be used to construct watershed boundaries and features at properly scaled elevations, for example, one inch = 1,000 feet. The use of paper, pictures and any other materials available can be used to illustrate bodies of water, animals, forests, cities, wetlands, etc.

3. Assign each group the time to present and explain their model to the class.

4. Optional extension: Complete additional student worksheet “X-treme Watersheds & Words”.

“Extreme Watershed Investigation”

Level 4 Worksheet

Watersheds can be located from the highest elevations on earth to the lowest elevations on the planet. Their climates can range from freezing arctic temperatures to burning desert heat. Watersheds can be EXTREME in many ways.

What watershed are you investigating?

Which state/states are part of the watershed?

What is the size in acres of the watershed?

What is the human population of the watershed?

What is the climate like in the watershed?

How many inches of rain fall in this watershed per year?

List any major bodies of water located in the watershed:

List ten animals that live in the watershed:

What plants/trees are common to the watershed?

Use a topographical map of your watershed to determine the highest and lowest elevations.

highest elevation

lowest elevation

List any significant features in the watershed such as mountains, valleys, etc. and their elevations:

Answer Guide and Resources

Student Worksheet Answer Guide

Level 3

Shedding Watershed Syllables

1. watershed
2. precipitation
3. aquifer
4. conservation
5. pollution
6. urban
7. agricultural
8. borders
9. wetland
10. runoff

Level 4

X-treme Watersheds & Words

1. Bad Water Basin
2. endemic
3. Everglades
4. elevation
5. two million acres
6. Great Basin
7. Pickleweed
8. Pine Amphipod
9. agricultural resource
10. hurricane

How to: Rain Garden

Arkansas Department of Environmental Quality

<https://www.adeg.state.ar.us/poa/po/pdf/landscaping-for-water-quality.pdf>

North Carolina Cooperative Extension

<https://www.bae.ncsu.edu/extension/ext-publications/water/protecting/RainGardenManual2014.pdf>



Your X-treme Watershed

watershed

water

earth

underground

aquifer

lake

river

ocean

soil

shed

topography

drain

boundaries

endemic

conservation

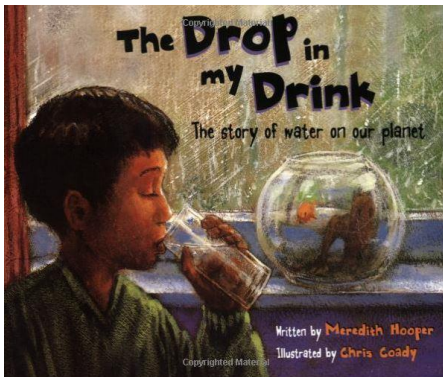
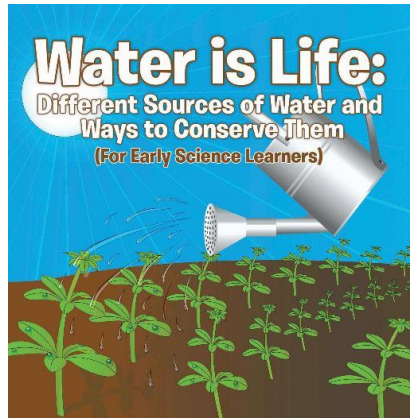
Your actions, habits and decisions can have a strong effect on the people, animals and plants that share life in the watershed with you.

Literature Connections

Water is Life

By: Baby Professor

ISBN-13: 978-1682128541



The Drop in my Drink

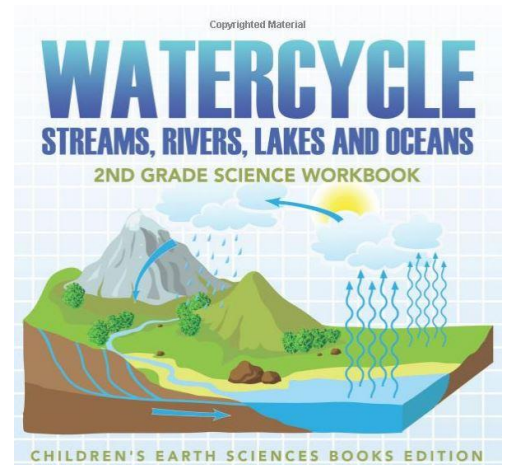
By: Meredith Hooper

ISBN-13: 978-1847807144

Watercycle

By: Baby Professor

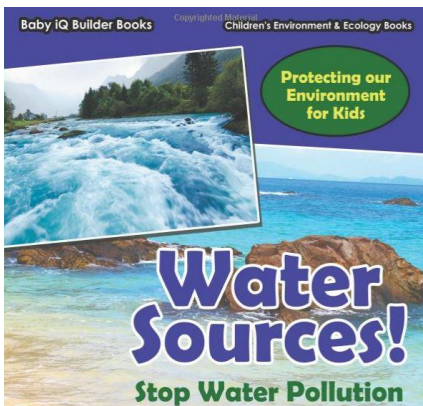
ISBN-13: 978-1683055150



Water Sources

By: Baby iQ Builder Books

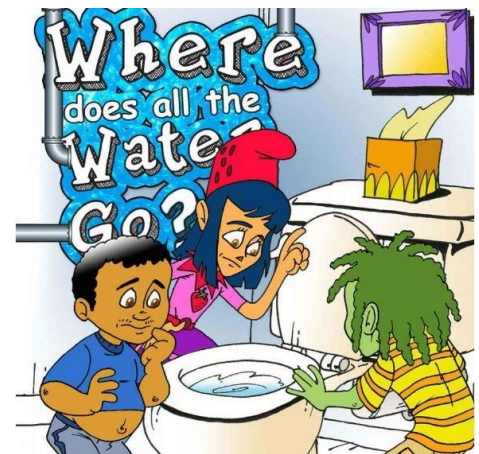
ISBN-13: 978-1683747185



Where Does All the Water Go?

By: Dr. Pooch

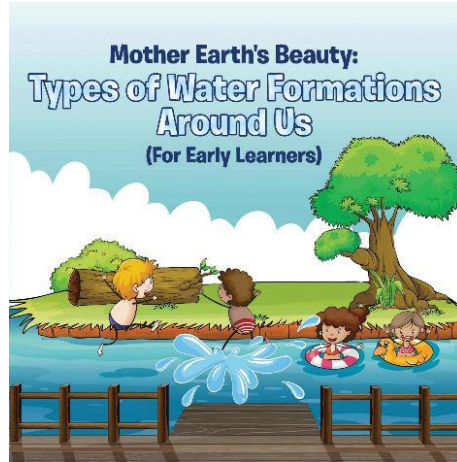
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Literature Connections

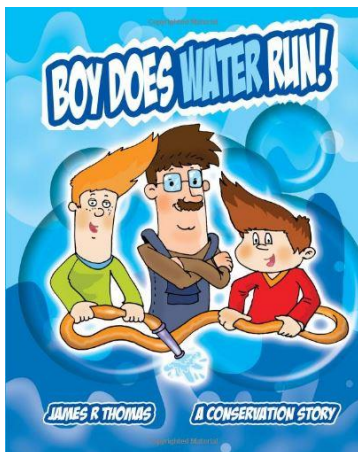
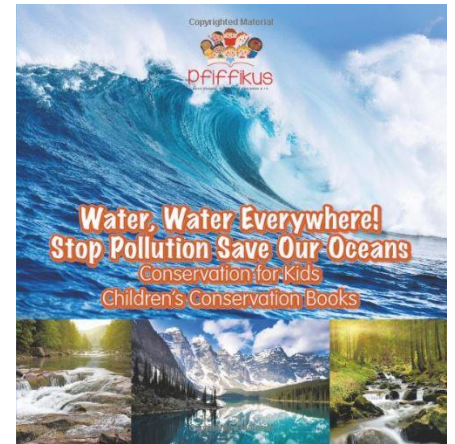
Types of Water Formations Around Us

By: Baby Professor
ISBN-13: 978-1682128527



Water, Water Everywhere

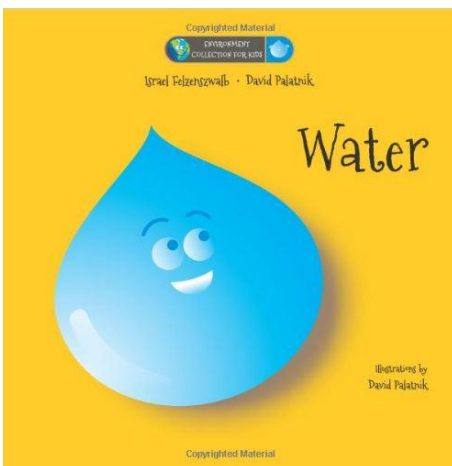
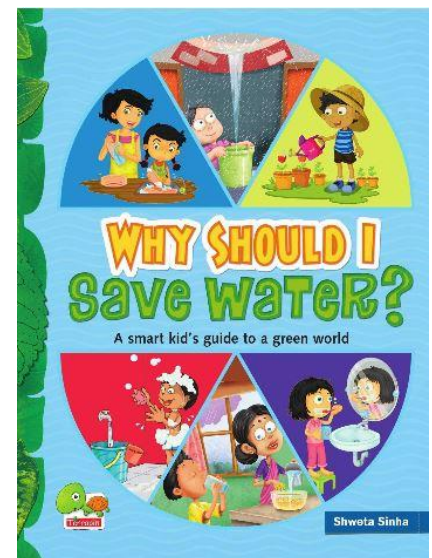
By: Pfiffikus
ISBN-13: 978-1683776253



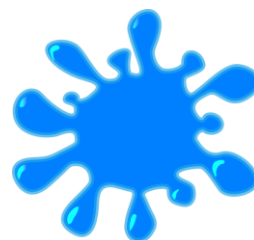
**Boy Does Water Run!
A Conservation Story**
By: James Thomas
ISBN-13: 978-1496104786

Why Should I Save Water?

By: Shweta Sinha
ISBN-13: 978-8179933695

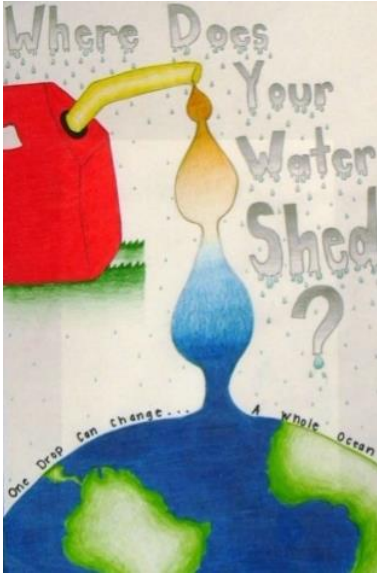


Water
By: David Palatnik
ISBN: 978-1482057324



Watersheds: Our Water, Our Home Resources

NACD/Auxiliary POSTER CONTEST



2018 Poster Contest
Theme is

Watersheds - Our Water, Our Home

You can find a Promotional PowerPoint and all the forms and rules online and ideas for the 2018 contest at:

<http://www.nacdnat.org/general-resources/stewardship-and-education-materials/contests/>

Science in your watershed

USGS

<https://water.usgs.gov/wsc/watersheds.html>

Locate your watershed

https://water.usgs.gov/wsc/map_index.html

Make Your Own Stream Table

http://nagt.org/nagt/teaching_resources/teachingmaterials/9271.html

<http://www.iowadnr.gov/portals/idnr/uploads/education/strtblidir.pdf>

http://www.mostreamteam.org/Documents/how_to/streamtable.pdf

NACD/Auxiliary

PHOTOGRAPHY CONTEST

Entries are due December 1st of each year
Photo entry contest form and rules can be found online at:

<http://www.nacdnat.org/general-resources/stewardship-and-education-materials/contests/>



Project Learning Tree

<https://www.plt.org/>

Great PLT activities on water and watersheds.

Water Wonders

Watch on Wetlands

Renewable or Not?

Field, Forest, and Stream

Every Drop Counts

Pollution Search

And more.....

If you don't already have your PLT Guide contact your state coordinator for a list of workshops.

Find your state PLT Coordinator

<https://www.plt.org/your-state-project-learning-tree-program/>

Watersheds: Our Water, Our Home Resources

Project WET

www.projectwet.org

Project WET 2.0 Guide offers new activities on topics such as National Parks and storm water, fully revised and updated activities from the original Guide and the very best activities gathered from all of Project WET's publications. Suitable for educators at all levels and subjects, Guide 2.0 is available as part of a Project WET workshop or training. Please contact your local Project WET Coordinator to learn more. Find your state coordinator <https://www.plt.org/your-state-project-learning-tree-program/>

Discover A Watershed Watershed Managers Guide

This guide contains 19 science- based, multi-disciplinary activities that teach what a watershed is, how it works and why we must all consider ourselves watershed managers. An extensive background section introduces readers to fundamental watershed concepts. Each activity adapts to local watersheds, contains e-links for further Internet research and is correlated to national science standards. <http://www.projectwet.org/what-we-do/publications/guides/discover-watershed-watershed-manager>

Additional guides

Healthy Water Healthy People Conserve Water and More! Check them out on the Project WET store site.

Discover Water Interactive Website

"The role of water in our lives"
<http://www.discoverwater.org/>

ACTIVITIES:

Watershed Excursion – SW FL Water Management District
<http://www.swfwmd.state.fl.us/education/watersheds/>

Activities, Coloring Pages and More Watershed Student Page
<https://bouldercolorado.gov/water/watershed-education-teacher-page>

Kansas Ag In The Classroom Watershed Activities
<http://www.agintheclassroom.org/TeacherResources/InterestApproaches/Kansas%20Watershed%20Materials.pdf>

National Geographic Earths Watercycle
<https://www.nationalgeographic.org/activity/earths-water-cycle/>

Watershed Model Activity
http://indianaidea.org/attachments/Watershed_model_activity.pdf

National Geographic Field Scope Project

FieldScope is a mapping, analysis, and collaboration tool designed to support geo- graphic investigations and engage citizen scientists in investigations of real-world issues—both in the classroom and in outdoor education settings.

<https://www.nationalgeographic.org/education/programs/fieldscope>

GLOBE <https://www.globe.gov/>

Online Book: Discoveries at Willow Creek

<https://www.globe.gov/web/elementary-globe/overview/water/story-book>

Download the Water Module storybook and learning activities!

Expedition Chesapeake <http://www.expeditionchesapeake.org/>

National Geographic—Special Water Issue Visit
<http://ngm.nationalgeographic.com/2010/04/table-of-contents>

Watersheds: Our Water, Our Home Resources

Tools and Resources

How's my waterway? Learn the condition of local streams, lakes and other waters anywhere in the US... quickly and in plain language. See if your local waterway was checked for pollution, what was found, and what is being done. The source of this information is a US Environmental Protection Agency (EPA) database of State water quality monitoring reports provided under the Clean Water Act. <https://watersgeo.epa.gov/mywaterway/>

Find your watershed, Adopt A Watershed, Surf Your Watershed, Watershed Academy and more!!

<https://www.epa.gov/hwp>

USGS Science in your watershed

USGS — <https://water.usgs.gov/wsc/watersheds.html>

Links to numerous watershed tools can be found on this site.

Locate your watershed: https://water.usgs.gov/wsc/map_index.html

Nutrient Management

<https://www.epa.gov/nutrientpollution>

Look for new outreach and educational materials to assist state and local agencies, watershed groups, non-governmental organizations and others in developing effective communications materials related to nutrient pollution.

Conservation Tillage Information Center (CTIC)

Know Your Watershed Information

<http://www.ctic.purdue.edu/Know%20Your%20Watershed/>

EPA After The Storm

Video and resources

<http://water.epa.gov/action/weatherchannel/index.cfm>



The show highlights three case studies—Santa Monica Bay, the Mississippi River Basin/Gulf of Mexico, and New York City— where polluted runoff threatens watersheds highly valued for recreation, commercial fisheries and navigation, and drinking water. Key scientists and water quality experts, and citizens involved in local and national watershed protection efforts provide insight into the problems as well as solutions to today's water quality challenges. Additional resources, brochures to assist in community watershed projects.

Before the Storm Video

<http://www.vimeo.com/nacd/beforethestorm>

Ideas for storm drain marking and the importance of weather in your community.

Community Collaborative Rain, Hail & Snow Network

CoCoRaHS

"Volunteers working together to measure precipitation across the nation" <https://www.cocorahs.org/>

CoCoRaHS is a grassroots volunteer network of backyard weather observers of all ages and backgrounds working together to measure and map precipitation (rain, hail and snow) in their local communities.

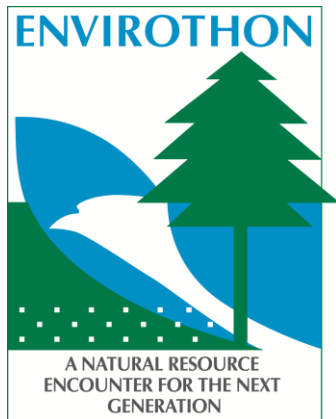


Drinking Water: Protecting the Source— Lesson Plans and Activities

<https://www.ffa.org/resources/educators/class/drinking-water-protecting-the-source>

The Drinking Water: Protecting the Source instructional materials were developed to assist teachers who seek to enhance the consciousness of their students about where their drinking water comes from, and how sources of drinking water can be protected. The teaching materials are designed to supplement existing instruction in agriculture, food and natural resources courses.

Watersheds: Our Water, Our Home Resources



The mission of the NCF - Envirothon is to develop knowledgeable skilled and dedicated citizens who have an understanding of natural resources and are willing and prepared to work towards achieving and maintaining a balance between the quality of life and the quality of the environment.

The environmental education program consists of the annual NCF - Envirothon Competition in which winning teams from participating states and Canadian provinces compete for recognition and scholarships by demonstrating their knowledge of environmental science and natural resource management. The competition is centered on four universal testing categories (i.e., soils/land use, aquatic ecology, forestry, and wildlife) and a current environmental issue.

Earth Gauge

<https://www.neefusa.org/weather-climate>

Earth Gauge® is a free information service designed to make it easy to talk about links between weather and environment. Originally developed for weathercasters, the information is also available to the general public, educators, parents and students.

**National Association of
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P: (202) 547-NACD (6223)

Septic Resources

EPA Septic Smart

<https://www.epa.gov/septic/septic-smart-homeowners>

It is a nation-wide public education effort that aims to inform homeowners living on properties serviced by septic systems on the importance of properly maintaining their septic system and provide valuable resources to help homeowners make important decisions regarding their wastewater management needs.

Launch a homeowner's outreach program – Toolkit

<https://www.epa.gov/septic/septic-systems-outreach-toolkit>

Purdue Cooperative Extension Septic Publications

<https://extension.purdue.edu/Pages/default.aspx>

E-mail: stewardship@nacdnet.org

Web: <http://www.nacdnet.org/general-resources/stewardship-program/>

NACD Marketplace: www.nacdstore.org



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