

## Follow the Raindrop

Adapted from San Francisco Bay Watershed Curriculum, 2005

This activity will teach students how water travels from places they are familiar with to Saratoga Lake and provide a venue to explore the pollution the water may pick up on the way by drawing a comic strip.

### Objectives-

- ✓ Explore the connections between familiar places (home, school, parks) and Saratoga Lake
- ✓ Understand how waters travels through the watershed, the pollutants that it may pick up, and trace the path from their local waterway to the lake

### Estimated Time-

- ✓ 45 minutes to 1 hour



### Materials-

- ✓ Saratoga Springs regional maps
- ✓ Pens, colored pencils, or markers

### Background-

Many people never realize the direct result their neighborhoods can have on their watershed. This exercise will show students how water travels from their homes or school to Saratoga Lake. The health of the lake is, in many ways, dependent on the quality of the water flowing into. Examining maps will make this idea from tangible to students.

### Procedure-

- 1) Students, in groups or individually, will need to select a location in the watershed to examine. Students can trace the streams from their homes, school, family member's house, favorite restaurant or park, to Saratoga Lake. The only requirement is that the selected location must be within the watershed.
- 2) Students should determine the location of their chosen place, the nearest creek, and where that creek begins. Ask students to notice the scale of the map. How many miles as the crow flies is their location from the lake? How many miles on roads?

- 3) Once students determined the path that water must travel from their location to Saratoga Lake, ask them to make a list of potential pollutants that the water may pick up.
- 4) Have them imagine that they are a drop of rain falling on the roof of their house, or the school parking lot, or an impervious surface associated with their location. In each box of the attached comic strip, students should draw the surfaces that the water might travel over, the places it may pass, and the pollutants it might pick up. Every box of the comic strip doesn't have to have a picture in it, and more can be easily added.
- 5) Ask students to come together as a class to discuss their comic strips at the conclusion of the lesson. Which raindrop has the shortest journey? The longest? Which raindrop picked up the most pollutants? The least?

Comic Strip Title:
