**Teaching notes for outdoor activity**

The purposes of this experiential activity are to:

1. Provide a basis for students to translate the description of interlinking earth systems provided by Aldo Leopold’s Odyssey to their lives by visualizing the journeys of “X” and “Y” on campus.
2. To provide build basic understanding of the hydrologic cycle and watersheds on campus.
3. To see themselves as watershed citizens who have an effect on the hydrologic cycle.

My activity

* uses campus landscapes to show linkages described by Leopold among the rock, water, carbon, and nutrient cycles.
* uses a tour of campus and historical maps (pre-European, 1895, 1955, today) to show how stream systems and impermeable surfaces have changed through time with changes in land use.
* visits a stream and selected campus watersheds (typically defined by a storm water inlet basin) to see how the hydrologic cycle is affected by different choices of land use and land cover.
* uses differently sized plastic boxes and a watering can to demonstrate the how measurement of precipitation (inches or mm) translates to water volume and streamflow.
* uses maps to demonstrate where our campus obtains its water supply, where its waste water is returned, and how upstream and downstream communities are involved.
* visits our campus demonstration garden to reinforce the idea that our food system is water dependent.
* reinforces concepts about key hydrologic processes
  + Infiltration – groundwater recharge, stream base flow
  + Transpiration - plant life & crop growth (green water resources)
  + Streamflow – local water supplies and irrigation (blue water resources); flood risk