

Lesson 26

Water Watchers

How can water be conserved?
How can daily usage be reduced?

GOAL To understand that

OBJECTIVES Students will:

- ✓ calculate flow of water when washing hands, etc.
- ✓ determine how much water is used

MATERIALS bucket, cups, pencils, paper

CORE CURRICULUM CONTENT STANDARDS

- Math 1(1,2), 2(2), 4(1), 5(1)
- Science 3(4), 7(7), 8(2,3,6)
- Social Studies 11(1,4,5), 12(3), 13(2,4)

VOCABULARY calculate, measurement

PROCEDURES

1. Students will find how much water (in cups) they use/can conserve for daily activities.
2. Have them measure and calculate the amount of water they use for daily activities, such as washing their hands, brushing their teeth, showering, etc.
3. The following is a brief list of activities they may conduct:
 - a. brushing teeth with water running vs. stopping the faucet while brushing
 - b. washing hands with water running vs. stopping the faucet to soap up hands
 - c. showering for ten minutes (run the tap for one minute to calculate the amount of water in cups, multiply by ten) vs. stop faucet to soap or take 5 minute shower
4. Have them place a bucket in sink to catch the water as they wash hands or brush teeth.
5. Afterwards, have students take measurement of how many cups they used to wash hands, shower, or brush teeth. Re-calculate at a later time using conservation methods.
6. Calculate how much water was used in a day vs. how much saved.
7. Calculate how much each student's family uses vs. how much can be saved.

RESOURCES

Haskin, Kathleen M., *The Ways of the Watersheds: An Educators Guide to the Environmental and Cultural Dynamics of New York City's Water Supplies*, 1995, Claryville, NY: The Frost Valley YMCA

GLOSSARY

calculate - to make an estimate of; evaluate

measurement - the extent, size, capacity, amount, or quantity ascertained by measuring or calculating; as its measurement is five acres