

Lesson 27

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(1,4)
- Science 7(8), 8(2),14(1,2)
- Social Studies 12(7,8), 13(5)

VOCABULARY calculate, measurement

PROCEDURES

1. Have students determine how much water (in cups) they actually use for daily activities and how much they can conserve.
2. Have them measure and calculate the amount of water they use for daily activities, such as washing their hands, brushing their teeth, showering and any others they want to calculate.
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 or number of minutes) vs. stop faucet to soap and/or taking a five 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/how much saved.
7. Calculate how much each student's family uses/how much can be saved.

EXTENSIONS

1. Calculate how much water is used by class/how much can be conserved.

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 in, its measurement is five acres