

# Wasted Water or Righteous Resource

**Skill: Language Arts, Math, Science**

## Objectives

Students will:

1. To realize the importance of water to our daily life.
2. To recognize there are many uses for water.
3. To realize our water supply is limited.
4. To accept the responsibility to conserve water.

## Background

As water consumers we make choices in our water use everyday. The question is "Do we waste water or treat it like a righteous resource?" Water may be the most valuable resource on the planet, without it we can't; cook, clean, take a shower or brush our teeth. If we stop and think about it, water is something we cannot live without, yet we take it for granted everyday. We do not appreciate water's true value as a righteous resource.

The water resources we have in Oklahoma are precious. The well being of our state is closely tied to adequate supplies of water. As stewards of our natural resources we have an obligation to manage the resources to the best of our abilities. The first step in managing our water resources is discovering how much water we use on a daily basis. Once this is known we can begin to look for ways to reduce our water consumption and reduce the amount of wasted water.

Fun Facts:

- Did you know that toilets made before 1980 use 5 gallons of water per flush, toilets manufactured between 1980 and 1991 used 3.5 gallons per flush and toilets made after 1991 only used 1.5 gallons per flush.
- Water savings is more than using efficient household appliances. Water savings begins with a lifestyle change which keeps environmental responsibility as a priority.
- Practical examples of a lifestyle change are to stop running the water while brushing your teeth, stop pre-rinsing dishes before loading them in the dishwasher, and to begin looking for ways to conserve water everyday.

## Vocabulary

- consumer
- righteous
- resource
- precious
- adequate
- stewards
- obligation

## Materials

- Water Use Tally Sheets

## P.A.S.S.

### 4th Grade

- Read 1.1, 3.1b
- Write 1.2

### Math

- Process 1.1,2, 2.1, 4.4
- Content 1.2b, 3.1

### Science

- Process 4.4, 5.4

### 5th Grade

- Read 1.1a, 3.1b
- Write 1.2

### Math

- Process 1.1,2, 2.1, 4.4
- Content 2.1b, 3.2b

### Science

- Process 4.4, 5.4

### 6th Grade

- Read 1.1a, 3.1b
- Write 2.7

### Math

- Process 1.1,3, 4.1
- Content 2.2,3

### Science

- Process 4.5, 5.4



# Wasted Water or Righteous Resource

## Procedure

Have students record how they used water each day for a school week or for a weekend. Use the Water Use Tally worksheet on the following page. Ask them to report on their uses and discuss whether they might have used more water than they needed.

Next have students total the amount of water used in each category (bathroom, kitchen, laundry and outdoors) and divide it by the total gallons used then multiply by 100. Have students compare their percentages to the Water Use in America chart.

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## Discussion and Evaluation

### Saving water starts at home

How many gallons of water did your family use today?

Total the amounts of water used in each category (bathroom, kitchen, laundry and outdoors) and divide it by the total gallons used, then multiply by 100.

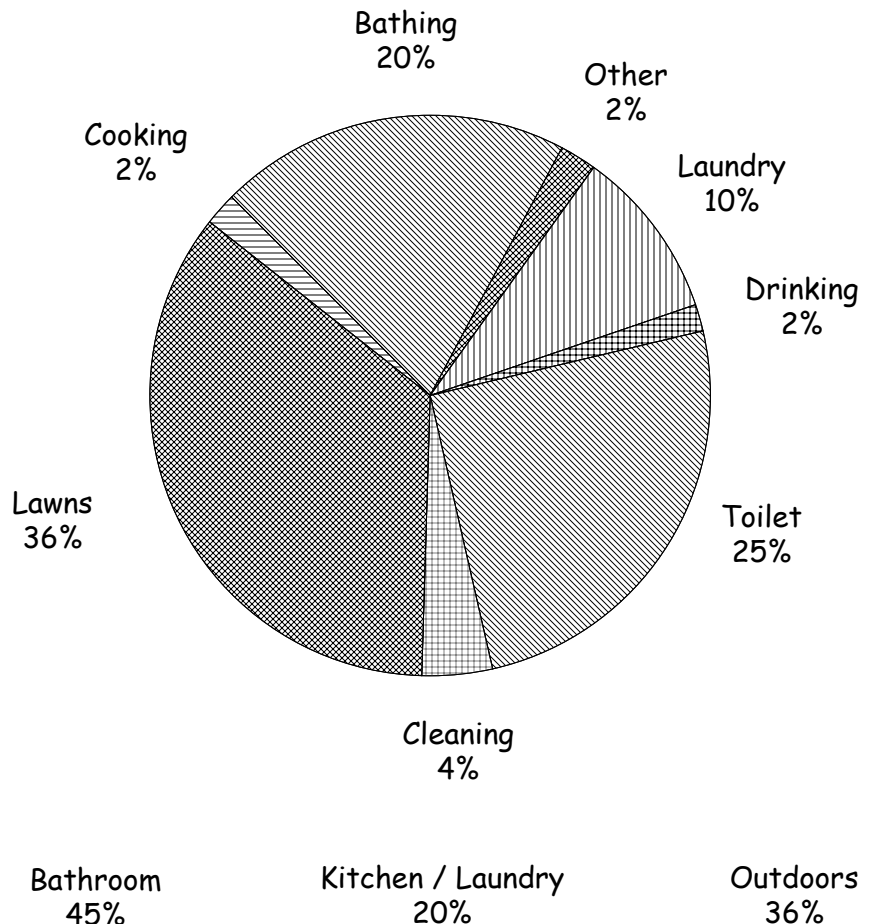
*Example: 2000 gallons Bathroom / 4000 gallons total X 100 = 50%*

How do your percentages compare to the Water Use in America? Does your family use more or less water than the average?

How could you use less water?


(Don't water the lawn; fix the leaking faucet; take shorter showers; don't run the water while brushing your teeth.)

## Water Use In America



# Water Use Tally

Snip these tallies and tape one in your bathroom, kitchen, laundry room or other areas of water use. Put a strike (III) on the proper line each time you do one of the following. Keep track for one week, then determine your average daily water use using the chart below.

Activity/Fixture	# of Times Water Used	Amount of Water Used	Total
<b>Bathroom</b>			
Toilet flushes	- Low Volume (1991 or newer)	x 1.5 gallons	=
	- High Volume	x 3.5 / 5.0 gallons	=
Showers		x 25 gallons	=
Baths		x 36 gallons	=
Brushing teeth		x 4 gallons water running 1/2 not	=
Shaving		x 4 gallons water running 1/2 not	=
<b>Kitchen/Laundry</b>			
Meal preparation		x 5 gallons	=
Washing dishes by hand		x 30 gallons water running	=
Garbage disposal		x 5 gallons	=
Dishwasher		x 15 gallons	=
Washing machine		x 30 gallons	=
<b>Outdoors</b>			
Washing car		x 20 gallons	=
Watering lawn/garden		x 8 gallons/minute	=
Other (Example: Household Water Softner = 40 gallons / Week)			Estimate! =
Provided by Oklahoma State University Cooperative Extension Service 4-H Program			<b>Grand Total</b> = _____
			<b>Divide by 7 for Average Daily Usage</b> = _____

Start Date: \_\_\_\_\_

**In Your Bathroom** 

Toilet flushes \_\_\_\_\_

Showers \_\_\_\_\_

Bath \_\_\_\_\_

Brushing teeth \_\_\_\_\_

Shaving \_\_\_\_\_

Start Date: \_\_\_\_\_

**In Your Bathroom** 

Toilet flushes \_\_\_\_\_


Showers \_\_\_\_\_

Bath \_\_\_\_\_

Brushing teeth \_\_\_\_\_

Shaving \_\_\_\_\_

Start Date: \_\_\_\_\_


**Outdoors** 

Washing car \_\_\_\_\_

Watering lawn/garden (Number of times and minutes) \_\_\_\_\_

Other \_\_\_\_\_

Start Date: \_\_\_\_\_

**In Your Kitchen/Laundry** 

Meal preparation \_\_\_\_\_

Washing dishes by hand \_\_\_\_\_

Garbage disposal \_\_\_\_\_

Dishwasher \_\_\_\_\_

Washing machine \_\_\_\_\_

Start Date: \_\_\_\_\_

**In Your Kitchen/Laundry** 

Meal preparation \_\_\_\_\_


Washing dishes by hand \_\_\_\_\_

Garbage disposal \_\_\_\_\_

Dishwasher \_\_\_\_\_

Washing machine \_\_\_\_\_

Start Date: \_\_\_\_\_

**Outdoors** 

Washing car \_\_\_\_\_

Watering lawn/garden (Number of times and minutes) \_\_\_\_\_

Other \_\_\_\_\_