

Service-Learning in Action: Water

Suggested Time:

Activity 1: 90 minutes + time to present

Materials:

- Chart paper and markers
- Computers with Internet access
- Sticky notes
- Water Conservation Pledge Tracker

Learning Goals:

Students will:

- Analyze their daily water usage and investigate how much water is required to produce products they use every day
- Learn how to raise awareness for ways to conserve water in their daily activities

Activity 1: Actions to Conserve Water

(90 minutes + time to present)

1. In pairs, ask students to think back to what they learned in Lesson 3: Water and discuss why they believe it is important to conserve water. Why is water important for all forms of life on earth? Why is it important to consider their own water consumption?
2. Provide each student with two sticky notes. Explain to students that, according to the EPA, American families use more than 300 gallons of water every day, www.epa.gov/watersense/how-we-use-water. On one of the sticky notes, ask students to estimate how much water they use on a daily basis.
3. Divide students into small groups and provide each pair with chart paper and markers. Ask the groups to divide the chart paper into four-hour time segments, starting with midnight and continuing for 24 hours. Within each of the six time segments, invite students to create a list of their daily activities that use or consume water during that time.
4. After the groups have created their list, invite them to share their lists with the class. Post student lists around the classroom to reference in the following activities.

5. In the same small groups, ask students to use the Water Usage Calculator, www.watercalculator.org, to estimate their water footprint. Explain to students that this calculator is an estimate of their daily water usage. The questions refer to their indoor, outdoor and additional water use and ask them to consider how water is used or conserved in their homes. Encourage students to answer the questions to the best of their ability.
6. On their second sticky note, invite students to write down their daily water footprint in gallons or litres and compare this to their original estimate and the average amount of water an individual uses every day. Do they use more or less water than they estimated? Does this number surprise them?

Indoor Water Use	Outdoor Water Use	Additional Water Use
<ul style="list-style-type: none">• Bathroom: sink, shower, toilet• Kitchen: sink, dishwasher• Laundry: hot water vs cold water use, how full is your washing machine?	<ul style="list-style-type: none">• Lawn/Garden• Swimming pool• Car wash• Recreational use	<ul style="list-style-type: none">• Driving• Electricity• Shopping: food, clothes• Paper/plastic

7. Ask students to refer to the report the Water Usage Calculator created about their water use. In which areas did they use the most water? As a class, using their lists of the activities in their daily lives that use the water, categorize the activities into three groups: *Indoor Water Use*, *Outdoor Water Use* and *Additional Water Use*. Ask students, which category used the most water? Why? Encourage students to think back to their investigation about water consumption during production.
8. Assign one area of water consumption from the categories above to each group and ask students to think about how water can be conserved when conducting activities in this category. Encourage students to research a range of steps or processes that encourage the conservation of water while conducting this activity. While researching, encourage students to think about the following questions:
 - What are the most effective ways to conserve water while engaging in this activity?
 - How can these conservation methods be applied to other activities?
 - What is the overall impact of conserving water?
 - Who or what does it benefit?
 - Why is it important to continue to conserve water?
 - What are three ways you can conserve water every day?

9. Provide each student with a copy of the Water Conservation Pledge Tracker. Ask them to use the tracker to list the actions they will take to conserve water. How many different actions can they take in one week? How will their actions support water conservation? Why is water conservation important for the environment?
10. After groups have completed their research and tracking, ask them to share their tracker within the class, school or local community to educate others about the importance of water conservation. Ask groups to share tips and strategies for conserving water to encourage participants to try them out.



To learn more about the impact a lack of access to water has on children and families around the world, and what students can do to take action on this issue, visit www.we.org/we-schools/program/campaigns/we-walk-for-water.



Water Conservation Pledge Tracker

Use the following Pledge Tracker to list the actions you take over one week to conserve water. Record how many times you repeated the same action.

I pledge to conserve water everyday because:

Action to Conserve Water	Number of Times/Week	Estimate water savings (litres)
• I will take short showers of less than five minutes		
• I will donate my used clothes to charity instead of throwing them out		
• I will only do laundry with full loads		