



*How do you conserve water?*

## Activity: How Much Water Do You Use?

**Learning Objective:** Help youth understand that water is a precious resource and must be conserved. **Service Objective:** Invite youth to develop and implement a concrete plan for conserving water in the home.

**Time: 20-30 minutes**

### Materials

- Copy of the worksheet "Water Usage Assessment Tool"
- Writing utensils

### Preparation

Copy the worksheet for each youth.

### Connections to the Next Generation

**Science Standards:** ESS3.C: Human impacts on Earth systems.

### Activity Instructions

1. Opening prompts: Ask youth to discuss ways they use water. Explain what water conservation means to them. And why they think it is important to conserve water.
2. Have each youth complete the worksheet, "Water Usage Assessment Tool". In each row, ask youth to check-off the column that best represents what they do most often.
3. In small groups (3-4), have youth discuss with each other ways they use water. What surprised them?
4. Ask each youth or small group to come up with a water conservation plan.
5. Ask youth to share their water conservation plans. Discuss any new ideas that they had not thought of before.
6. As a class, have youth process and generalize what they've learned. For example, ask youth to identify other places they use water outside the home. Are there ways they can conserve water here too?

### Taking it Further

- **For young youth:** Take the worksheet home and share it with their families.
- **For older youth:** Ask each group to discuss how water relates to California. For example, the science of water (chemical, physical, biological), water on the earth (watersheds, water cycle, bodies of water), human history of water (water use around the world, transportation, culture, philosophy), the human impacts on water quality and quantity (conservation).
- Link this activity to the food and pollinator activities. Invite small groups to discuss connections between water, pollinators, and food. Have groups present to the class.

### On May 8: Be a Scientist!

Ask youth to identify all of the ways they conserve water. Record answers from youth and submit using the on-line map at [beascientist.ucanr.edu](http://beascientist.ucanr.edu). Share with youth what others are reporting from across the entire state!



Adapted from *There's No New Water!*, National 4-H Council and UCCE, 2010.

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## Activity: How Much Water Do You Use?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Water Usage Assessment Tool\*

Activity	Low	✓	Medium	✓	High	✓
Brushing Teeth (one time)	Always turn faucet off. [less than 1 gallon]		Sometimes leave faucet running. [3 gallon]		Always leave faucet running. [5 gallons]	
Washing Hands (one time)	Always turn faucet off. [less than 1 gallon]		Sometimes leave faucet running. [1 gallon]		Always leave faucet running. [2 gallons]	
Taking a Shower (one shower)	Showers are 10 minutes. [50 gallons]		Showers are 20 minutes. [100 gallons]		Showers are 30 minutes. [150 gallons]	
Taking a Bath	1 bath/week. [40 gallons]		4 baths/week [160 gallons]		7 baths/week [280 gallons]	
Washing Dishes by Hand	Wash each load of dishes with water on low. [10 gallons per load]		Wash each load of dishes with water running on medium. [20 gallons per load]		Wash each load of dishes with faucet running on high. [30 gallons per load]	
Dishwasher**	Dishwasher is always full. Run 1 time. [15 gallons]		Dishwasher is about half full when run. Run 2 times. [30 gallons]		Dishwasher is less than half full when run. Run three times. [60 gallons]	

\*Water usage averaged from five sources and may vary depending on household.

\*\*Running the dishwasher will use the same amount of water each cycle. However, this assessment tool assumes that if the machine is not full, it will need to be run more times to clean the same amount of dishes.