



Water Conservation Game

Classroom Activity



Conserving water is one of the simplest ways to make a personal commitment to the environment. Water is not only important for sustaining the people living in southern California, but it is also important to all the plants and wildlife that rely on water to survive. Most people in southern California assume there will always be water available to them; many people do not realize that most of southern California is actually a desert. To supply our growing population, we import water from other sources. Conserving water will better enable the survival of the inhabitants, including plants, wildlife, and humans, of southern California.

Water conservation is easy and it can also be fun! “Water Conservation Game” is a great way to see how water is used around the home by both “Water Wasters” and “Water Savers” and to learn how we can all become “Water Savers” in order to help the environment.

SYNOPSIS

Students will participate in a classroom version of the television show “Family Feud” in order to understand water use.

OBJECTIVES

Students will be able to:

- identify one conservation measure they can practice at home.
- explain one way water is wasted.
- describe two ways to conserve water.

VOCABULARY/CONCEPTS

- conservation
- gray water

MATERIALS

- classroom whiteboard/projector
- 1 or 2 gallon container (milk jug)

PROCEDURE

1. Using the Water Conservation chart provided, write each column heading on the board just before that “round” begins. Fill in the answers as the class suggests them to you.
2. Divide the class into two teams: the “Hydros” and the “Aguas.” Appoint one delegate at a time to represent each team. Explain to the class that you are looking for the top eight answers in each category.

PROCEDURE (continued)

3. Begin with the “Daily Water Uses” column and ask the delegates to think of one way that water is used in the home. The first delegate who raises a hand gives an answer, and the teacher writes that answer (if it is one of the top eight answers) in the proper position on the board. If the answer from the first team’s delegate is not the “number one” answer, the second team’s delegate has the opportunity to give an answer ranked higher on the list. The team with the highest ranked answer is then in control of that round.
4. The team in control names as many of the eight answers as possible without “striking out.” A “strike” occurs when the team gives an answer which is not one of the top eight answers or when the team is not able to give an answer within ten seconds. Students show that they know an answer by raising their hands.
5. If one team receives three strikes, the opposing team has the opportunity to “steal” by giving one of the remaining top eight answers.
6. Points are scored by giving one point to the team in control for every correct answer and a bonus of four points if they name all of the top eight answers without “striking out.” Eight points are given to the team that successfully “steals” at least one point from the opposing team after that team strikes out.
7. If all the answers are not discovered after a “steal opportunity,” the teacher completes the board and then moves to the next round.
8. Round two is played using the “Water Waster” column. Referring to the “Daily Water Uses” column, students are asked to name one way water is wasted in their home through that specific use. The rules from round one apply to round two. For each “Water Waster” answer, write the amount of water used and illustrate this amount by holding up a 1 or 2 gallon container and telling the students how many gallons are wasted by that specific activity.
9. Round three, the bonus round, is played using the “Water Saver” column. Again, referring to the “Daily Water Uses” column, students are asked to name one way water can be saved in the home. Two points are given for each correct answer, and a bonus of eight points is given for all eight correct answers. Sixteen points shall be given for a successful “steal.”

CHECK FOR UNDERSTANDING

- Have the students each identify one conservation measure they can practice at home.
- Ask students how water is wasted.
- Ask students to describe two things they can do to conserve water in their daily lives.

EXTENSION

As a class, write to the local water district for a water conservation kit.

WATER CONSERVATION FEUD

Answers

ROUND 1 DAILY WATER USES

ROUND 2 WATER WASTER

ROUND 3 WATER SAVER

Brush Teeth

1. Leaves water running while brushing
Average use: 3 gallons

1. Turns off water while brushing

Shower

1. Extra-long showers
Average use: 60-80 gallons for a 15 minute shower

1. Showers for 10 minutes or less
2. Uses low-flow shower head

Flush toilet

1. Flushes too often. (uses toilet as a trash can)
2. Uses regular flow 5 - 7 gallon toilet
Average use: 5-7 gallons

1. Flushes only when necessary
2. Uses low-flow toilet/has water saving kit in tank (1.5 gallons)

Water lawn

1. Waters too often
2. Waters during hot time of day.
Average use: 180 gallons

1. Doesn't cut grass too short
2. Waters during cool times of the day

Wash dishes

1. Runs incomplete loads on "Normal" cycle
2. Leaves water running while scrubbing dishes
Average use: 18 gallons

1. Runs only full loads of dishes
2. Turns off water while scrubbing dishes

Wash clothes

1. Runs incomplete loads
Average Use: 60 gallons

1. Runs only full loads

Wash car

1. Washes too often
2. Leaves water running while scrubbing
Average use: 100 gallons

1. Uses "gray water"*
2. Turns off water while scrubbing

Wash Hands

1. Lathers with water on
Average use: 100 gallons

1. Turns off water while soaping up

In some cases two answers are given; either number 1 or 2 is acceptable.

*Gray water is clean household water that is wasted and can be used elsewhere (i.e., to water plants).