

Name: _____

Period: _____

School Water Usage

PART A Below is a table of water usage for Wiggs Middle School. On a piece of graph paper create a line graph showing the amount of water that is used (your choice gallons or liters) over a 6 month period.

Wiggs Middle School, El Paso, Texas			
YEAR	MONTH	WATER CONSUMPTION (Gal)	WATER CONSUMPTION (L)
2006	July	254320	963873
2006	August	480216	1820019
2006	September	498168	1888057
2006	October	414392	1570546
2006	November	192984	731409
2006	December	161568	612343

PART B Once you have completed your line graph showing water usage for Wiggs Middle School over time, examine it and then answer the following questions.

1. In which months does the school use the most amount of water?
2. Why do you think that the most water is used during these months?
3. In which months does the school use the least amount of water?
4. Why do you think that the least water is used during these months?

Name: _____

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School Water Conservation

Consider what you could do to the school in order to conserve water. Below list ten ways the school and its students could conserve water.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

INSTRUCTOR USE

School Water Usage & Conservation

Key Question: **What is conservation and why is it important for water?**

Objective:

To increase student awareness of school water usage and promote water conservation practice in school and at home.

Materials:

Printout of School's Water Usage over a 6 month period (**Contact local water utilities in advance, then replace your school's values into the table in the School Water Usage sheet. CCF to gallon and liter conversions can be found in the Water Use Table file.**)

Notebook or paper

Pencil

Procedures:

Students will act as a water conservation agent. In a group they will be escorted around the school and must document any instances where water is being used. Furthermore, they must document in detail any area where they feel excess water is being wasted (i.e. dripping water fountain, running toilet, etc.). In this process students will begin to understand how much water is used by the school during the day.

Upon return to the classroom students will view results of school water usage over a 6 month period. Students will create a line graph these results and interpret why certain months use less water than others.

Finally, students will list 10 methods of conserving water in their school and at home based on their notes from exploring the school and the line graphs they created.

References:

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