

Teachers' Guide to Using

A DAY IN THE LIFE OF A DROP



Grade Level: 3–5

Key Concepts: Watershed, water uses, drinking water sources, water efficiency, wastewater

Goal: To help students understand the connections between the source of the water they use; the ways their water use habits affect the environment and human health and ways to reduce their impacts by pledging to take steps to use water more efficiently

Background Information

A. Watershed Protection

This activity has been designed to help students understand a variety of concepts related to water use, efficiency, and students' own impacts on their watershed. It is intended for use both in the classroom and at home. The first concept covered in this exercise is, "What is a watershed?" Ideally this concept will be conveyed in the context of the watersheds in which the students live to enhance understanding of the concept and connection to the places where students live. A watershed is an area of land that drains into a specific waterbody. The best way to understand what a watershed is and how it works is to picture it as a bowl or basin. A group of watersheds within the same large area is called a basin. Watersheds catch rain and snowfall and channel it into brooks, creeks, springs, streams and, eventually, rivers. The tops of watersheds, where they join, are at the highest points of land, called ridges. Ridges divide areas so that on one side of them, rivers and streams flow in one direction, and on the other side, they flow in another direction. It is extremely important to convey the idea that watersheds come in all different shapes and sizes and that smaller watersheds are nested inside larger ones, much like Russian dolls. Your small, local watershed lies within a larger watershed, which lies within an even larger regional watershed, and so on. For more information on watersheds, check out this Web site: www.watersheds.org.

To begin the exercise, help your students understand not only what a watershed is, but bring the concept home by helping them to identify their own watershed. The following activities are just a few examples of how you can help your students bridge the gap between a large concept, and their home watershed:

AI. Determine which one of the 21 Regional Watersheds you live in and circle the answer:

Hint: If you have access to the Internet, use this Web site as a resource to find the correct answer:

http://wtol.envirocast.net/?pagename=ow_regionalWatersheds

New England	Tennessee River Basin	Arkansas	California
South Atlantic-Gulf	Mississippi River Basin	Texas-Gulf	Hawaii
Great Lakes	Lower Mississippi	Rio Grande	Alaska
Ohio River Basin	Souris River Basins	Great Basin	Caribbean
Lower Colorado	Upper Colorado Region	Pacific Northwest	

A *watershed address* consists of a name and a number (for example, Lower James Watershed, 02080206). The 8-digit number is a **Hydrologic Unit Code** or HUC. The Hydrologic Unit system was developed by the U.S. Geological Survey (USGS) in the 1970s to help keep track of all the different watersheds in our country. Hydrologic units are watershed boundaries organized by size and can have from 2 to 16 digits. The HUC can range from 2 (like the regional watersheds above) to 16 digits long – the higher the number of digits in the HUC, the smaller the watershed. For each watershed size you go down, there are 2 additional digits in the HUC.

A2. Using EPA's Surf Your Watershed (<http://cfpub.epa.gov/surf/locate/index.cfm>) or Enviromapper for Water (<http://map8.epa.gov/enviromapper/>) Web sites, find the name of your watershed:

Watershed name:

10-digit HUC:

This size watershed is still very large, but being able to use the maps online (especially if you can project them onto a screen to show your students) will help you help your students find the answers to the questions throughout the rest of activity.

Bonus: Find the name and number for your 14-digit HUC. At this level you're far more likely to be dealing with familiar landmarks and recognizable land formations that your students might recognize. Maps can be ordered online from USGS at www.usgs.gov. Local watershed and conservation groups are also great resources!

B. Water Supply: Where does it come from?

Once the students understand the context that they are working in (their home watershed), the next key concept, understanding where the water they use at home comes from, will be much easier to understand. We hope to bring the level of understanding from *the faucet* to the actual waterbody within their watershed that is the source of their drinking water. Your local water utility or public works department can tell you the source of your public water supply. For more information on drinking water sources and safety, visit www.pueblo.gsa.gov/cic_text/health/watertap/ch3.htm. During this portion of the lesson, be sure to talk about waterbodies upstream and downstream in your local watershed. Students should begin the activity with an understanding of the ways their local/regional waterbodies are connected and which direction the water is flowing. For example, students in the fictitious Cub Run watershed know that water from the Big Bear Lake flows into Crackling Creek and on through Cub Pond and various smaller streams and eventually out into Junction River.

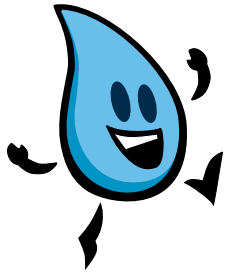
C. Water Efficiency

Once students have a better understanding of where their water comes from, the activity moves on to the concepts of using water more efficiently by investigating how we use or waste water, where it comes from and where it goes after it goes down the drain. We hope that this portion of the activity will become a family activity. The tasks in this portion of the activity will be most effective with family participation, although they can be completed by the student alone. (You might want to consider sending home a notice about the activity ahead of time so families are aware of their expected participation.) Below are a few additional activities you might try with your students.

C1. First, ask the students how much water per day they think a leaky faucet loses. Ask students to guess how much water a faucet that loses 48 drips per minute would waste in one day. You can set it up as a team competition, a quick bonus question, or give them several practice ones so they can see how quickly drops can add up and then have a contest...be creative! In question 9 of Worksheet #1 (with or without the additional activity described above), students are asked to brainstorm ways to use water more efficiently. To determine how much water this leaky faucet is wasting per day, month, and year, you can use one of two methods. If you have access to the Internet, you can get a more exact answer by using this drip calculator provided by the American Water Works Association: www.awwa.org/awwa/waterwiser/dripcalc.cfm. If you don't have access to the Internet, you can use the chart on page 3 to estimate.

C2. The activity then moves back into the home watershed, and students are asked how water gets into and out of their watershed and about different types of impacts that wasting water (using water inefficiently) might have. This is an extremely important point that should be highlighted during the lesson. *Using water inefficiently is directly tied to designated uses, which are tied directly to water quality.*

HOW WE USE WATER ↔ **DESIGNATED USES** ↔ **WATER QUALITY**



Students should come away from this activity with a greater understanding of why it is important to use water efficiently and what the effects on local waterbodies can be when too much water is removed from the watershed at any given time.

When we use water, we are taking it out of the watershed, and the amount of available freshwater goes down. We use water in many different ways and eventually return it to the environment in various conditions. How much we use and how we use it can have significant effects other water uses, such as aquatic life uses, recreation, fishing, and the like. (For more information on the environmental effects of excess water use, see: www.epa.gov/WaterSense/water/benefits.htm.)

- C3.** To encourage lasting changes in behavior, the activity concludes with a pledge that students and members of their family are to complete. The pledge form requires students and family members to commit to making specific changes to use water more efficiently. Students should bring these back to school once they are completed and copies should be made of each one. One copy should stay in the classroom for reference in later lessons, and one copy should be sent home to remind family members of their pledge.

One great way to help kids take the message about using water efficiently home to their parents is to teach them to help their parents look for the WaterSense® label when they buy new faucets, toilets or irrigation supplies for their yards. You can explain that kids (and parents) can easily identify water-efficient products simply by looking for products that have the WaterSense label on them. You can also direct them to the WaterSense Web site to learn more about these products, other WaterSense programs and for more ideas on how to use water more efficiently. The Web site also has pages especially geared toward kids, which includes a WaterSense game. The game can be played in its entirety online at www.epa.gov/WaterSense or can be downloaded in a printer-friendly format as a quiz game at: www.epa.gov/WaterSense/kids/pdf/kidsquiz.pdf.

Estimated Water Loss Through Leaky Fixtures

Drips per minute	Water wasted per day (gallons)	Water wasted per month (gallons)	Water wasted per year (gallons)
5	.75	22	263
10	1.5	43	526
20	2.9	86	1,051
30	4.3	130	1,577
40	5.8	173	2,103
50	7.2	216	2,628
60	8.6	259	3,154
70	10.1	302	3,679
80	11.5	346	4,205
90	13	389	4,731
100	14.4	432	5,256

Please Note: When working with big issues that have portions that can be perceived as *doom and gloom*, students can start to feel overwhelmed. It is important to remind your students that they are each just one person. Alone they can't save the world, but they can make a difference. And the more people who commit to making a difference, the bigger the change will be!

Interdisciplinary Activities

A Day in the Life of a Drop was designed with the hope that teachers in multiple subjects will take the opportunity to collaborate and make the activity and pledge the basis for a rich, interdisciplinary learning experience where water usage serves as an integrating context. While the activity can be used in many ways, it is our hope that it will be incorporated into lesson plans in mathematics, science, social studies/geography, and language arts. The lesson can also be easily adapted for classroom use rather than a home activity. (Use of the lesson in the classroom might help to reduce challenges associated with variables such as multi-bathroom homes, or math skills that have not yet been covered which could potentially take away from the primary messages.) *A Day in the Life of a Drop* allows students to apply practical skills to real life situations with a unifying context that everyone can relate to...water!

Don't Let Math Hold You Back!

A Day in the Life of a Drop provides a framework for discussing where water comes from and where it goes, different types of water uses, the effects of those uses, and individual responsibility. The activity itself (without other suggested lessons and activities) has a significant mathematics component. We recognize that while the skills used in this lesson are consistent with national mathematics standards for 3rd–5th graders, students' abilities in this area will vary depending on when the lesson is used. For this reason, we recommend that teachers communicate with parents about the level of support necessary for the students' successful completion of the activity. Also, based on your students' skill level, you should decide before beginning the activity if you want your students to use whole numbers, decimals, and whether or not you would like them to round the numbers. Students who have not yet mastered all the math skills required to complete the activity should still benefit from the lesson as a whole with support from teachers and family members and the use of tools such as computers and calculators. Teachers using the activity in subjects other than math, or not in cooperation with math teachers, should design assistance strategically so as not to detract from other important lessons to be learned from the activity.

A DAY IN THE LIFE OF A DROP

Worksheet #1



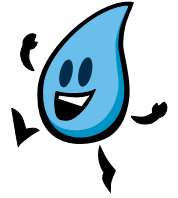
This exercise will help you understand where your water comes from, where it goes when it goes down the drain and how the ways you use water affect the environment. To complete this exercise, you will need to take a close look at things around your home and do some research (both online and by asking members of your family for help).

THE MORE YOU LEARN, THE MORE YOU CAN HELP PROTECT THE ENVIRONMENT!

1. What is a *watershed*? (Things to think about...Is it land? Is it water? Does it have boundaries?)
2. Do you use the public water supply or a private well? (If you don't know, ask your parents.)
3. Do you have a septic system or sewer lines? (If you don't know, ask your parents.)
4. Do you know where your water comes from? Find the name of the waterbody that supplies your drinking water. (If you have a well, look for the name of the waterbody where the water supplied by your town comes from.)

5. Who uses this waterbody (the drinking water source) and the other streams, rivers, or lakes in your watershed?

a. How do they use these waterbodies (e.g. drinking, swimming, habitat, etc.)?



6. How many water fixtures in your home are leaking or dripping? Look and listen for leaks, and don't forget outside fixtures!

7. What ways (aside from leaky fixtures) can you find in your home that water is wasted?

8. What ways can you think of that your family could increase the amount of water you save? Write your answers below and circle the ones that your family already does.

9. Where is the first place that water goes when it goes down the drain? *Hint: Use your answer to question #3 to help figure it out!*

10. Where does the water go from there? (Think long-term *and* short-term!)

11. How does water get into your watershed?

12. How does water leave your watershed?

13. How does wasting water (using it inefficiently) affect the environment where the water comes from?

a. How might it affect the ways that people and critters *upstream* of you can use water?

b. How might it affect the ways that people and critters *downstream* of you can use the water?

Now you're ready to figure out how much water you and your family members are using each day! Use Worksheet 2 to figure it out, then use the *Pledge to Filter out Bad Water Habits* to start using water more efficiently! The more tips you pledge to use, the more you'll save money, conserve resources, and lessen your impacts on our natural resources!

A DAY IN THE LIFE OF A DROP

Worksheet #2



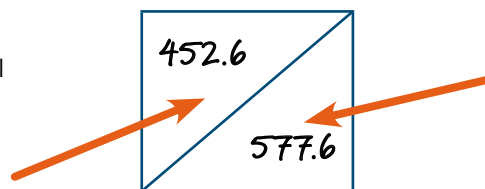
This exercise is designed to show how each member of your family uses water in the bathroom. The bathroom is a *small* room where many of us waste a **HUGE** amount of water! Using this worksheet, you will learn to calculate each family member's average daily water use (about how much they use each day) for the bathroom sink, the shower, the bathtub and the toilet. Follow the instructions below to calculate each person's average daily water use.

Preparation

1. Prepare one *Water Use Table* for each day of the week. You will need one sheet for each day (and one for each bathroom). Enter the day of the week at the top of the sheet where it says "Today is:" and fill in each person's name across the row called "Family Members." Post today's table in the bathroom with a pen or pencil and either a timer or clock. (Try to find a spot where the sheet will stay relatively dry, but remember that you should never put paper on hot things such as heaters, vents, radiators, curling irons, etc.) Once you get the OK from your parents about where you're going to keep the sheet, make sure everyone is aware of where the sheet is for each bathroom.
2. Ask each member of your family to record the *number of minutes* they use the faucet and the shower and the *number of times* they flush the toilet or take a bath. (Note that for the toilet and the bathtub, you are recording the actual number of times you flush the toilet or take a bath, *not* the number of minutes you are using them.)

IMPORTANT NOTE FOR ROW D: The cells in Row D are split so you can fill out information for more than one bathroom, if you need to. Study the diagram below so you'll know where to put your answers.

The top half will be the total # of gallons of water used by one person for the whole week for ONE bathroom.



The lower, right half will be for the total # of gallons of water used by that person for the whole week for ALL bathrooms.

Figure 1

If you only have one bathroom in your home, you can leave the lower, right half of the cells in Row D blank.



WATER USE TABLE

Today is:

Note: If you need more rows (more than 6 uses), add them to the back of this sheet, but don't forget to include them in your calculations!

Family Members →	Mom				Audrey				Dad								
	Faucet	Shower	Bath	Toilet	Faucet	Shower	Bath	Toilet	Faucet	Shower	Bath	Toilet	Faucet	Shower	Bath	Toilet	
USES	Number of minutes/uses per fixture																
	1ST	1.5 min	12 min		1												
	2ND	14 min			1												
	3RD	4 min			1												
	4TH				1												
	5TH				1												
6TH																	
A 1-4	19.5 min A1	12 min A2	0 uses A3	5 A4	A1	A2	A3	A4	A1	A2	A3	A4	A1	A2	A3	A4	
B 1-4	42.9 gal B1	18 gal B2	0 gal B3	17.5 gal B4	B1	B2	B3	B4	B1	B2	B3	B4	B1	B2	B3	B4	
C	78.4																
D	452.6 gal/week				423 gal/week				581.7 gal/week				581.7 gal/week				
E	577.6 gal/week				500.5 gal/week				581.7 gal/week				581.7 gal/week				
	82.5 gal/day				71.5 gal/day				83.1 gal/day				83.1 gal/day				

BONUS
Average # gallons per family, per day
553.3 gal/family/day

CALCULATIONS

A. TOTAL # OF MINUTES OR USES PER PERSON, PER FIXTURE, PER DAY

Find the total number of minutes or uses for each person for each fixture in the bathroom each day by completing the following steps:

For parts A1–4 below, record your final answers in each Water Use Table in the row called "Total # of minutes or uses per person, per fixture, per day" in the appropriate column for each fixture.

A1. Add up the number of minutes each person used the faucet each day.

A2. Add up the number of minutes each person used the shower each day.

A3. Add up the number of times each person took a bath each day.

A4. Add up the number of times each person flushed the toilet each day.

Example: Audrey adds up each of the numbers her mom recorded when she used the faucet on Monday. $1.5 + 14 + 4 = 19.5$ On the Water Use Table, Audrey records 19.5 in her mom's faucet column in the row called "Total # of minutes or uses per person, per fixture, per day."

B. TOTAL # GALLONS PER PERSON, PER FIXTURE, PER DAY

Find the total number of gallons of water each person used for each fixture in the bathroom each day by completing the following steps:

For parts B1–4, record your answers in the row of each Water Use Table called "Total # gallons per person, per fixture, per day" in the column for each fixture.

B1. Total Faucet Water Use

If you do not have a high-efficiency faucet, multiply each person's total number of minutes of use for the sink faucet (Answer to A1) by the number 2.2 (which equals the maximum number of gallons per minute for an average faucet).

If you have a high-efficiency or WaterSense®-labeled faucet, multiply each person's total number of minutes of use for the faucet (Answer to A1) by 1.5 (the maximum number of gallons per minute used by most high-efficiency faucets). This will give you the number of gallons each person uses the faucet per day.

Example: First Audrey finds out what kind of faucet she has. She asks her mom to help her and learns that she does not have a high-efficiency faucet, so she multiplies 19.5 (her answer to part A1, the number of minutes her mom used the faucet on Monday) by 2.2 to find that her mom used about 42.9 gallons of water from the faucet on Monday. She records her answer on the Water Use Table in the row called "Total # gallons per person, per fixture, per day."

If Audrey had a high-efficiency faucet, she would have multiplied by 1.5 to find that her mom would have used only 29.3 gallons of water from the faucet for Monday. Wow! What a difference! If she had a high-efficiency faucet, Audrey's mom could have saved more than 13½ gallons of water just from the faucet in one day!

B2. Total Shower Water Use

Next you'll need to make the same calculation for the showerhead. If you have a regular showerhead, multiply each person's total number of minutes of use for the shower (answer to A2) by the number 2.5 (average number of gallons per minute used by an average showerhead).

If you have a high-efficiency shower head, multiply each person's total number of minutes of use for the shower (answer to A2) by the number 1.5 (maximum number of gallons per minute used by most high-efficiency showerheads). This will give you the number of gallons each person uses the shower per day.

B3. Total Bath Water Use

To find the number of gallons used for baths per day, multiply your answer to A3 for each person (total number of baths per day) by 40, the average number of gallons of water used per bath. This will give you the number of gallons each person uses in bath water each day.

B4. Total Toilet Water Use

To find the number of gallons of water each person uses by flushing the toilet you'll first need to complete the following steps.

1. First, have your parents help you find out how old your toilet is. Most toilets will have a stamp in the porcelain that tells you what year it was made. If you can't find it, you'll have to estimate.
2. Next, multiply each person's total number of uses for the toilet for each day (your answers to A4 for each person) by the number of gallons of water for a toilet in the same age range as yours. Use this guide below to figure out what number to multiply by:
 - a. If your toilet was made before 1982, multiply your answer to A4 (number of times each person used the toilet each day) by 6.
 - b. If your toilet was made between 1983 and 1993, multiply the answer to A4 by 3.5.
 - c. If your toilet was built after 1994 (or you know that you have a high-efficiency model), multiply the answer to A4 by 1.6.
 - d. If you have a WaterSense-labeled toilet, multiply the answer to A4 by 1.28

These calculations will result in the total number of gallons used per person by flushing the toilet each day.

Example: First Audrey found out how old her toilet is. She and her mom looked to see if they could find a stamp with the date on it. There was one! It said 1987. After looking at the chart to see how many gallons of water a toilet made in 1987 uses per flush, Audrey knew that she needed to multiply her mom's number of uses for Monday (5) by 3.5. When she made this calculation, she found that her mom used 17.5 gallons of water from the toilet on Monday.

By comparison, if Audrey's toilet was a WaterSense toilet, her mom would only have used 6.4 gallons of water! That's only about 1/3 of the water her older toilet uses!

C. TOTAL # GALLONS PER PERSON, PER DAY

Once you have all the daily totals for the gallons of water each family member has used from each fixture for the day, you'll need to add them up for each person to get their daily total.

For part C, record your answers in the row of each Water Use Table called "Total # gallons per person, per day."

Example: Audrey found that her mom used 42.9 gallons of water from the faucet, 18 gallons from the shower, 0 gallons from the bath and 17.5 gallons from the toilet. When she added them up, she found that her mom used 78.4 gallons of water on Monday.

If Audrey had all high-efficiency fixtures in her home, her mom's total would have been 53.7, which is 24.7 gallons or about 1/3 less water every day!

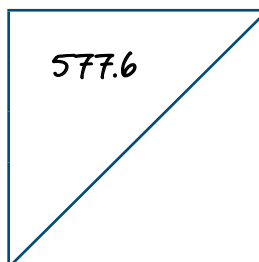
D. TOTAL # GALLONS PER PERSON, PER WEEK

At the end of the week, add up the number of gallons used by each person for each day. Record your answer for each person in the row called "Total # gallons per person, per day."

IMPORTANT: If you have more than one bathroom, remember to add the number of gallons for each bathroom first, and record that total on each sheet. Then add each bathroom together to get your total and record this answer in the lower half of the divided cells in Row D as seen in Figure 1.

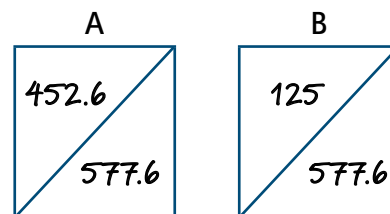
Example 1: After finishing her calculations for #4, Audrey found that her mom used:

Monday:	78.4 gallons
Tuesday:	76.0 gallons
Wednesday:	82.2 gallons
Thursday:	76.0 gallons
Friday:	81.0 gallons
Saturday:	88.0 gallons
Sunday:	96.0 gallons
<hr/>	
TOTAL:	577.6 gallons



Example 2: If Audrey had two bathrooms in her house, she would have two sets of answers. In that case, her calculations would look like this.

Bathroom 1		Bathroom 2	
Monday:	66.4 gallons	Monday:	12.0 gallons
Tuesday:	56.0 gallons	Tuesday:	20.0 gallons
Wednesday:	64.2 gallons	Wednesday:	18.0 gallons
Thursday:	61.0 gallons	Thursday:	15.0 gallons
Friday:	72.0 gallons	Friday:	9.0 gallons
Saturday:	67.0 gallons	Saturday:	21.0 gallons
Sunday:	66.0 gallons	Sunday:	30.0 gallons
TOTAL:	452.6 gallons	TOTAL:	125.0 gallons



These two totals would go in the upper left corner of the sheets for each bathroom. Then Audrey would add them together to get the combined total of 577.6, which would go in the lower, right half of the answer square in the row called "Total # gallons per person, per week."

E. AVERAGE # GALLONS PER PERSON PER DAY

Divide the answer to part D (Total gallons per person per week) for each person by 7 (or, if you did not conduct the exercise for a full week, divide by the number of days you conducted the activity). This number is the average number of gallons each person uses per day. Record your answers in the row called "Average # gallons per person per day" in the table.

BONUS: Find out how much water your whole family uses every day! Add up the answers to part D (Total # gallons per person per day) for each family member and divide by the number of family members who participated. Audrey's family uses more than 550 gallons of water everyday... yikes! Looks like it's time for Audrey's family to start learning how to use water more efficiently!

We can all do a better job of using water efficiently.
Check out the *Pledge to Filter out Bad Water Habits* and learn how to start filtering out your bad water habits today!

To learn more about using water more efficiently, go to EPA's WaterSense Web site where there is a section just for kids!
www.epa.gov/watersense/kids/index.htm

WATER USE TABLE



Today is:

Note: If you need more rows (more than 6 uses), add them to the back of this sheet, but don't forget to include them in your calculations!

Family Members →																					
Fixture →	Faucet	Shower	Bath	Toilet	Faucet	Shower	Bath	Toilet	Faucet	Shower	Bath	Toilet	Faucet	Shower	Bath	Toilet	Faucet	Shower	Bath	Toilet	
	Number of minutes/uses per fixture																				
USES	1ST																				
	2ND																				
	3RD																				
	4TH																				
	5TH																				
	6TH																				
A I-4	Total # of minutes or uses person, per fixture, per day																				
	A1	A2	A3	A4	A1	A2	A3	A4	A1	A2	A3	A4	A1	A2	A3	A4	A1	A2	A3	A4	
B I-4	Total # of gallons per person, per fixture, per day																				
	B1	B2	B3	B4	B1	B2	B3	B4	B1	B2	B3	B4	B1	B2	B3	B4	B1	B2	B3	B4	
C	Total # of gallons per person, per day																				
D	Total # gallons per person, per week																				
E	Average # gallons per person, per day																				
BONUS																					
Average # gallons per family, per day																					

STUDENT AND FAMILY PLEDGE TO FILTER OUT BAD WATER HABITS



Sit down with your family and share what you have learned. Then, as a group, go through the tips below for helping you use water more efficiently, and check each one that you are willing to pledge to do. When you are finished, you and each family member who is participating must sign the pledge at the bottom and record the date. Congratulations and good luck!

- Take shorter showers/use less water in the bathtub.
- Turn the water off while you brush your teeth or wash your hands.
- Use a broom to clean your driveway instead of a hose.
- Use a layer of organic mulch around plants to reduce evaporation and save hundreds of gallons of water a year.
- Install EPA's WaterSense®-approved aerators on your faucets and low-flow showerheads.
- Conduct a home water audit.
To conduct a home water audit yourself, or with help from a professional, consult your utility company. Many water providers will conduct home water audits for free or will provide you with home water audit kits at little or no cost! If using instructions from the Internet, be sure the source is reputable and trustworthy.
- Check all water fixtures for leaks and fix/replace those that are leaky.
- Perform a dye test to see if your toilets are leaking (instructions below).
To check if a toilet is leaking, remove the cover from the tank, add food coloring until the water in the tank is a dark color. Wait 30 minutes (without using the toilet). If any of the dye has entered the bowl in that time, your toilet is leaking.
- Aerate your lawn. Punch holes in your lawn about six inches apart so water will reach the roots rather than run off the surface.
- Water your lawn either in the morning or the evening, rather than the middle of the day, to help reduce loss of water due to evaporation.
- Other: _____

By signing our names below, we pledge to use water more efficiently
by conducting the activities checked above.

Student: _____

Family Members

Date: _____

Please remember to bring your signed pledge back to class to share your commitments!

For more information on water conservation and what you can do to protect your watershed, visit www.epa.gov/WaterSense.