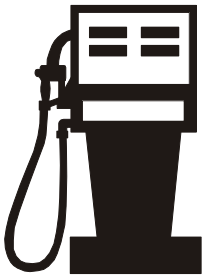
What If Water Cost As Much As Gasoline?



Activity adapted from the 92/93 *Going WILD* newsletter

Energy in the forms of gasoline and fuel oil is expensive and people are aware of the need to conserve energy. In contrast, water is relatively inexpensive but people still need to conserve it. The following activity is designed to help students begin thinking about the value of water and how they can conserve it. Use this with the Project WILD Aquatic activity *How Wet Is Our Planet?*

Procedure

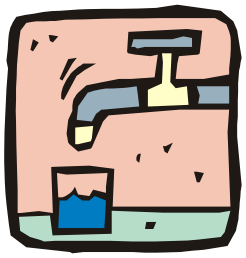
1. Ask students to imagine that water cost the same as todays price for gasoline.
2. Ask them to tally their water use over a short period of time, on the worksheet provided. Remind students to estimate the amount of water used on their behalf when a parent does laundry.
3. Discuss the results.

   Which student used the least water? Who used the most? What made the difference? What changes would encourage water conservation?

   Think about what would happen to water usage if water actually did cost the same as a gasoline?

   What other methods or incentives can encourage people to conserve natural resources other than making it expensive? (Example: education programs - try to teach people to conserve; rationing programs-sets strict limits on water use; tax credits and deductions - provide economic incentives.)

   Which conservation methods, do you think, would be most effective? Should people conserve water even if it is inexpence?



Activity Sheet

1. Calculate the COST per Use by multiplying the number of gallons of water listed for EACH USE by the PRICE per Gallon.
2. Each time you use water, record each type of water use.
3. Use your record to calculate how much MONEY you have Spent on Water.

PUT CHECK for each use	USE	EACH USE	times	PRICE per Gallon	COST per equals use	MONEY spent for Water
	Washing Dishes by hand	10 Gallons	X		=	
	Automatic Dishwasher	11 Gallons	X		=	
	Flushing Toilet	4 Gallons	X		=	
	Cooking & Drinking	3 Gal/Day	X		=	
	Washing Hands	1 Gallon	X		=	
	Brushing Teeth (water running)	2 Gallons	X		=	
	Shower	18 Gallons	X		=	
	Bath	30 Gallons	X		=	
	Washing Clothes	30 Gallons	X		=	
					TOTAL COST	

Project WILD Aquatic Activities

√ Keep a weekly log of your water use at home. *Alice in Waterland* will take students on a simulated field trip, explore water use, the consequences of water use and conservation methods.

√ Investigate a watershed. *Watershed* will aid students in understanding the characteristics of watershed and the role they play in providing habitats. Extend the activity to water rights, who "owns" water resources. What are private versus public rights to water resources?

√ *Water Down History* investigates the local history of a community to determine how water has influenced the development of the area and how the community has affected the water.

√ Research local water quality issues, use *Deadly Skies* and *Deadly Waters, (*new guides-*What's in the Air* & *What's in the Water*). Pick an issue and write a letter to a government official stating your view and suggestions for change. Develop an action plan for improving the water quality in your community.

√ Produce a class newpaper, use *Aquatic Times* activity. Research and report on water needs for agriculture, review a visit to a fish hatchery, or analyze water articles from local papers or magazines.

√ Learn about the role of wetlands in water quality using *Wetlands Metaphors*.

√ Chemicals and their effect in pond water, surface or groundwater can be investigated using *The Glass Menagerie* and *Deadly Waters*.

√ Do the activity *Plastic Jellyfish* and then organize a clean-up along a local waterway.

√ *Aqua Words* will help you use water as an inspiration in language arts.

√ Have students be "weather watchers". Use a rain gauge and document the rainfall. Students can explore rainfall runoff with *Where Does the Water Run After School?* and *Puddle Wonders*.