



Who Gets It?

Students create a visual representation demonstrating how water users are interconnected and dependent on each other.

Grade Level

Middle School, High School

Time Frame

Part 1: 30-minutes

Part 2: 1- hour

Learning Objectives	Vocabulary	Science TEKS	Materials
Students will: <ul style="list-style-type: none"> understand how interconnected and dependent our community is to our water. develop conservation strategies and water allocations. communicate the importance of water conservation. 	<i>Water supply</i> <i>Water consumer</i> <i>Water conservation</i>	6.12 E, F 7.8 C 8.11 B, C, D B.11 B, D; B.12 F C.10 A	<ul style="list-style-type: none"> <i>Water Consumer Cards</i> Water jug filled and labeled "El Paso Water Utility" Water Small cups 2 balls of yarn Dry erase markers Chair

Background

Fill the jug with water and label it "El Paso Water Utilities". Depending on the class size, pour water in cups for about half the class. Cut 10-foot pieces of yarn for each water user.

This activity can be done in groups or individually depending on the number of students.

5E Instructional Model

Engage

- Pass out small cups of water to only a portion of the class. Only half of the students should get a cup of water.
 - Tell students they are free to drink their water. The rest of the students may say something like, "Hey, why don't I get one".
 - Ask students why they think they didn't get water. Do they think it's fair that not all students received water?

Explore

- Place the water jug on a chair and have students circle around the jug.
- Hand out "*Water Consumer Cards*" to the students (individually or in small groups).
 - Each *water consumer* must come up with uses for their organization or company.
 - Students write down uses on the back of their card.
- Each group will take the piece of yarn, tie it around one group member, and tie the other end to the jug.
 - This symbolizes we are all dependent and connected to our *water supply* (Figure 1).

Elaborate

5. Next, have students explain to the class how their organization or company *consumes water*. Instruct the other groups to raise their hands, if their group depends on goods or services of that organization or company.
 - a. If groups depend on another group for goods or services, tie a piece of yarn to the groups, connecting them.
 - b. This will eventually form a web.

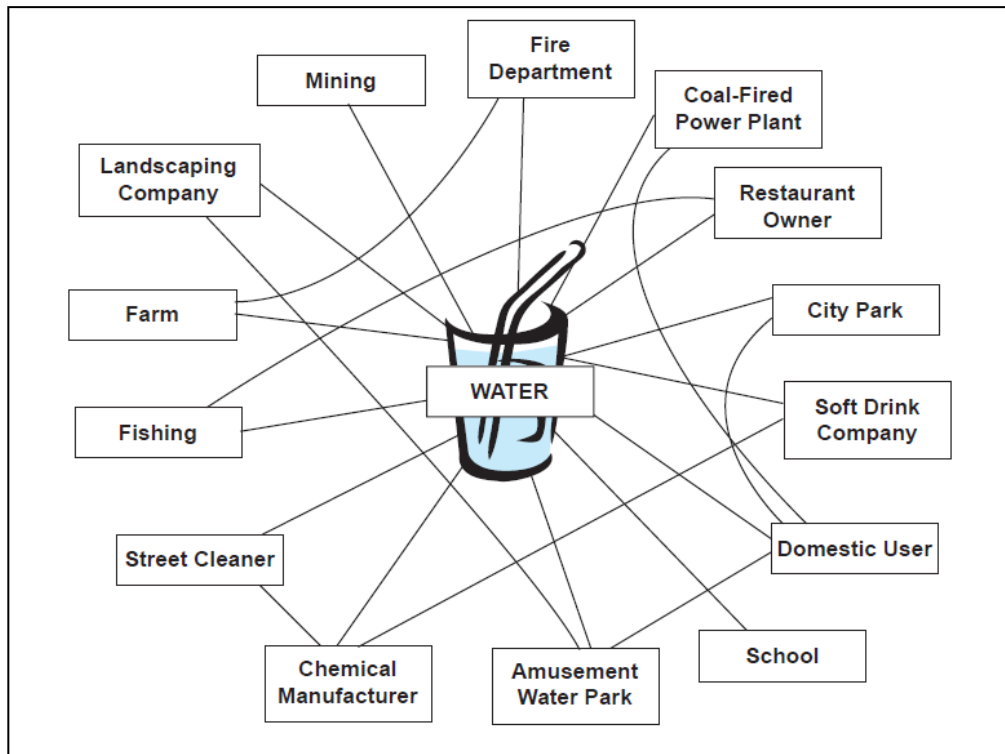


Figure 1: El Paso water web

Elaborate

6. Have students get into groups (4-5 students). Each group will discuss the importance of *water management* in El Paso. Each student plays a role in their group:
 - a. *Recorder*- records discussion
 - b. *Supervisor*- encourages participation from every member
 - c. *Presenter*- presents the outcome of the group to the class
 - d. *Timer*- ensures all participants are on task on a timely manner
7. Each group represents the El Paso Public Service Board. Each group will tackle two controversial issues.
 - a. **Laws:** First, your group will draft three laws aimed at *water conservation*.
 - b. **Water Restrictions:** Second, your group will decide who gets what percentage of El Paso's *water supply* and reasons for that decision.

Evaluate

8. Each group will present their laws and water restrictions to the class with supporting evidence to their decisions.

**Landscaping
Company**

Mining Company

Fire Department

Refinery

Restaurant Owner

City Park

Dairy Farmer

Domestic User

**Amusement
Water Park**

Chemical Plant

Street Cleaner

Recreation

School

Farm