



AG IN THE CLASSROOM - HELPING THE NEXT GENERATION UNDERSTAND THEIR CONNECTION TO AGRICULTURE

# POLLUTED RUNOFF

We all want a clean, healthy environment to live in. We know that it's bad to pollute our rivers and lakes by dumping trash and chemicals in the water. Did you know that trash or chemicals left on the street or other outdoor areas may pollute water that is miles away?

For example, oil poured into the gutter makes its way to a storm drain that leads to a stream, river or lake. One gallon of that motor oil could cause an oil slick of more than 8 acres on a nearby lake – that is almost two city blocks! Oil spreading over the surface of a lake harms fish, birds and other wildlife. It can even hurt you.

How could it hurt you? Besides not wanting to go swimming or boating in oily water, that stream, river or lake may be your source of drinking water. Would you want motor oil in your water at home?

Cities and towns filter and treat water before it gets to your home, but the dirtier the water is, the harder it is to clean. In some cases, the water treatment plant may not be able to get all the contaminants out. If you live in the country and get your water from a well, there is no water treatment facility. When the ground water gets polluted, so does your well.

This example of the pollution caused by one gallon of motor oil is called polluted runoff or

nonpoint source pollution. Polluted runoff is a very serious problem. It is our nation's biggest threat to clean water.

Polluted runoff describes pollution that washes into our waterways from different sources. In our motor oil example, rain that lands on streets and sidewalks washes into the gutter. The water carries the oil into the storm water system and into our waterways.

Instead of motor oil, we might have used the example of other household and garden chemicals. If we use too much fertilizer on our lawn or let chemicals land on hard surfaces such as sidewalks or driveways, they are washed into the storm water system by sprinklers and rain. In the same way, pet waste can be a big problem after a rainstorm, washing it into nearby streams.

Here is another difficult term – watershed. We all live in a watershed. In simple terms, this is the area that drains into a river. A watershed includes the creeks and streams that merge to make a larger river. It also takes in all of the land including streets, sidewalks and parking areas that drain into the creeks, streams, rivers and lakes. Often when we talk about pollution from polluted runoff, we're concerned about the health of a watershed.

Think about it. The soap used to wash one car in a driveway may not be a big problem, but what about the *continued on page 2*



**DON'T DUMP ANYTHING DOWN STORM DRAINS**

## THINGS IN A WATERSHED ARE RELATED



*continued from page 1*

soap runoff in a big city from washing ten thousand cars?

Watersheds and polluted runoff can be very difficult to understand. However, it is important to realize we all have a role in protecting our water. Think of it this way: we all live downstream and depend on each other to help keep the water clean.

### **Other Sources of Polluted Runoff or NPS Pollution**

Of course, households aren't the only cause of polluted runoff or nonpoint source pollution. Some sources are natural – like erosion. Rain and snowmelt carry sediments that are washed into rivers. These sediments often help enrich soils and wildlife habitats, but too much sediment may choke a stream or river.

Many things humans do can cause polluted runoff. For example, construction isn't bad – we all need homes, places to shop, go to school and work. We need roads to travel to these places. Businesses need roads to transport goods. The way the construction is done can either create a big pollution problem or it can minimize it. “Best Management Practices” are guidelines that construction companies can follow to reduce polluted runoff. Have you ever seen black plastic fence around an area where they are building new houses? That fence is used to keep soil from washing or blowing off the area. It is a way to keep soil from getting into our water.

Farms are important and valuable to us in many ways. Our food comes from farms. Farms also can create water quality problems. Fertilizers, fuels, pesticides, herbicides and other chemicals are used on most farms, but they need to be used carefully so they don't get into our water. On farms where there are large numbers of animals such as dairies and feedlots, the waste from these animals can cause problems. Farmers have another set of “Best Management Practices” they follow to prevent water pollution. A dairy that produces a large amount of milk also produces a large amount of manure. Dairies have a management plan for dealing with their manure. In many cases, some of that waste is returned as fertilizer to the fields where the crops are grown. Sometimes this manure is composted, bagged and sold in stores. It may be what you put on your garden or in your flowerbed.

Colorado also has a rich mining history. Modern mines are required to consider carefully water quality and other environmental issues. Guess what? They have another set of “Best Management Practices” to follow. However, there are thousands of old, abandoned mines in the state. Some of these mine sites cause serious water pollution problems. Many abandoned mines have material in and around them that has toxic metals or harmful chemicals in it. Rain and snowmelt can wash these pollutants into streams and rivers. Other mines have problems inside old shafts where ground water (water that runs beneath the surface) is contaminated by pollutants from the abandoned mines.

Recreational activities can also cause polluted runoff problems. Heavily used outdoor trails – whether by hikers, bikers or off-road vehicles – can start serious erosion problems.

Do you live in a city or do you ever visit a large city? These urban areas have nonpoint source problems that are very difficult to solve. For example, thousands and thousands of cars travel on urban roads. Tires wear away on these roads. This rubber is washed into the rivers. Every time brakes on vehicles are used, small bits of copper are rubbed off and end up in the water system. Trash also is blown or washed into the water. There are many sources for polluted runoff in the urban environment.

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Colorado Department of Health and Environment - Water Quality - NPS Program  
Written by Emmett Jordan, Illustrated and Designed by Carrie Jordan, Edited by Bette Blinde

# Colorado–The Headwaters State

In Colorado most of our water starts as snow in the mountains. This snow melts in the spring and begins its journey toward an ocean. The process may start as a trickle high in the mountains, but the trickles merge and eventually form our mighty rivers – the Colorado, South Platte, Arkansas and Rio Grande, among others. The area that feeds each river is a watershed.

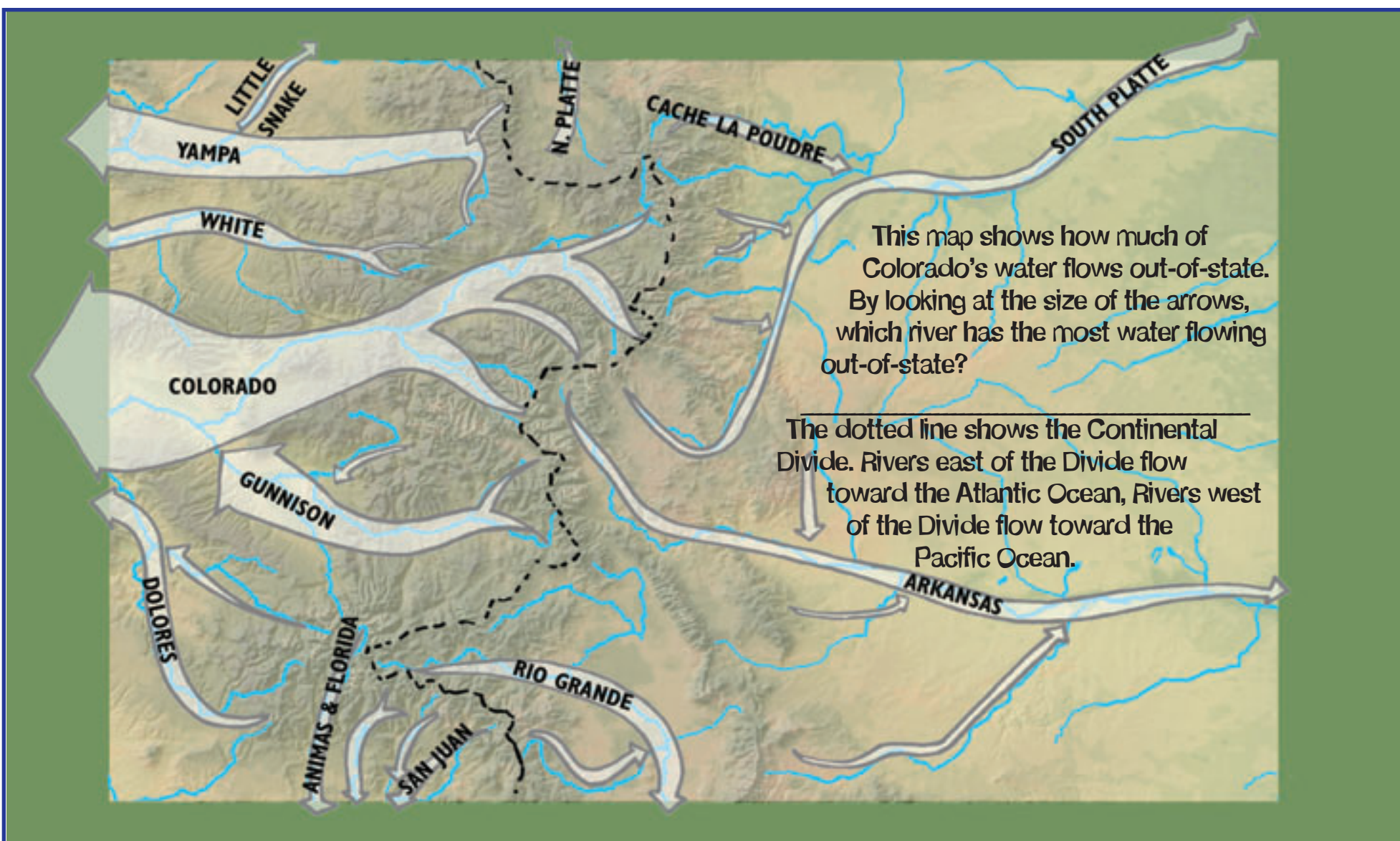
In Colorado we have a special responsibility when it comes to protecting water quality. That's because we're a "headwaters state" which means that the snowfall in our mountains is a major source of water for eighteen states and parts of Mexico.

A lot of people depend on us for water.

Water from Colorado grows large amounts of food, provides recreation, hydroelectric power and wildlife habitat. This water is used in homes and for industry throughout the West.

If you go skiing or sledding in the mountains this winter, you may be having fun on snow that will end up in someone's house next summer in Los Angeles, Phoenix, or Las Vegas. Colorado water travels a long way.

The next time you see grease in the driveway or other sources of polluted runoff, think about the children your age in other states who are counting on us for clean water.



As citizens of Colorado, each of us can play a role in protecting our water and environment. One thing each of us can each do is to conserve. Earlier we had an example where we compared the soapy runoff from washing one car to washing ten thousand cars. Saving one gallon of water per day may not seem like much, but what if everybody did that?

**There are about 4.6 million people currently living in Colorado. If each person saved 1 gallon of water, how many gallons would be saved each day? \_\_\_\_\_**

# Why Is Water Important?

If you look at a globe or map of the world it is mostly water, right? About two-thirds of the planet is covered with water. But ocean water is salty and we can't drink it.

As a matter of fact, less than 1% of all the water on earth is available for drinking, washing, growing food and other human needs. Our bodies are about 66% water, and we can survive longer without food than without water.

In Colorado, each person uses an average of about 160 gallons of water a day. We use more in the summer than in the winter since many of us water a lawn or garden.

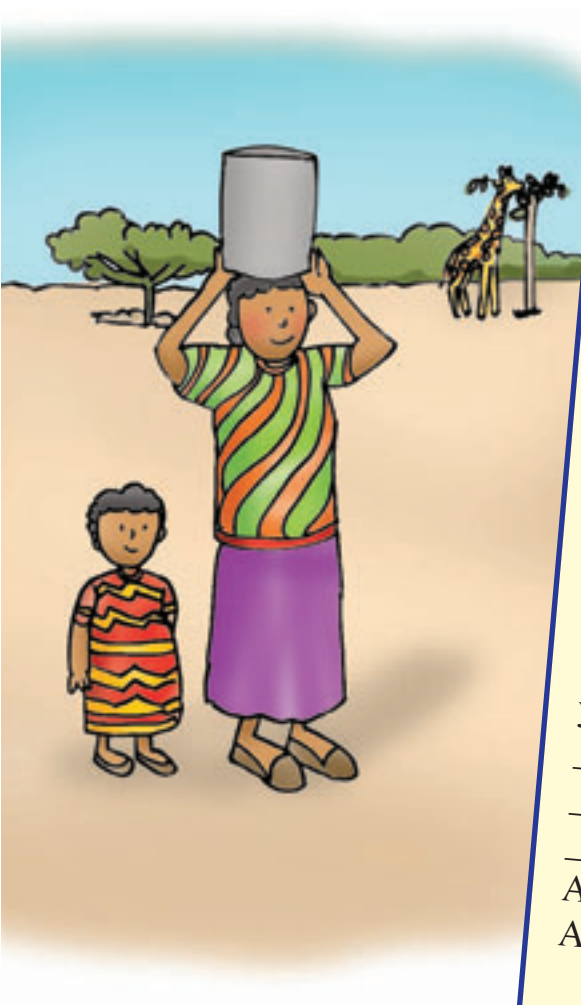
Try to imagine what your life would be like without clean water. In much of the world a lot of each day is spent carrying water home and

boiling it before drinking to kill disease-causing pollutants. Each gallon of water weighs 8.34 pounds. Would you use 160 gallons of water a day if you had to carry it?

Try to imagine what your home would be like if you had to worry about how safe your food was to eat. What if there weren't any fish in our rivers and lakes because the water was polluted?

What is one of the major differences between our planet and the other planets in our solar system? It is liquid water.

Without it, we wouldn't be here. Water is pretty important.



## My Water List

Make a list of the things you used water for today. Did you brush your teeth? Flush the toilet? Take a shower or bath? Stop at the water faucet to wash your hands or get a drink? Did anyone at your house wash clothes or run the dishwasher?

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Now look at your list. Cross off all the things you would have to stop doing if the water was too dirty to drink. If the water stopped flowing to your house, how many of the items on your list could you do without for a day?

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A week? \_\_\_\_\_  
A month? \_\_\_\_\_

## Colorado Content Standards

This issue of the Colorado Reader helps you achieve the following Colorado Content Standards.

### ECONOMICS

**Standard I** - Students understand that because of the condition of scarcity, decisions must be made about the use of scarce resources.

### GEOGRAPHY

**Standard III** - Students understand how physical processes shape earth's surface patterns and systems.

**Standard V** - Students understand the effects of interactions between human and physical systems and changes in meaning, use, distribution, and importance of resources.

### MATHEMATICS

**Standard I** - Students will utilize language, symbolism, and technology to develop number sense and to communicate those mathematical ideas.

### READING AND WRITING

**Standard I** - Students read, listen to, and understand a variety of materials.

# H<sub>2</sub>O Math

Using "My Water List," write down how many gallons of water you used today for each of the activities below. Then total up the number of gallons you used at the bottom.

Each time a toilet is flushed, about 1.6 gallons of water are used. I flushed \_\_\_\_ times.

That number \_\_\_\_ x 1.6 = \_\_\_\_ gallons.

Each time a bath is taken, 24 gallons of water are used. I took \_\_\_\_ baths x 24 = \_\_\_\_ gallons.

Each 10-minute shower uses about 22 gallons of water. I took \_\_\_\_ showers x 22 = \_\_\_\_ gallons.

Each load in a washing machine uses about 40.9 gallons of water. We washed \_\_\_\_ loads of wash x 40.9 = \_\_\_\_ gallons.

Each load of dishes in a dishwasher uses about 9.3 gallons of water. We washed dishes \_\_\_\_ times (x) 9.3 = \_\_\_\_ gallons.

Add up the gallons of water used above to get the total gallons used = \_\_\_\_ gallons

# What can you do?

There are many things you and your family can do to help protect our water and environment. Polluted runoff is sometimes called "people pollution" because we create many of the problems. The good news is that also means we can help solve the problems.

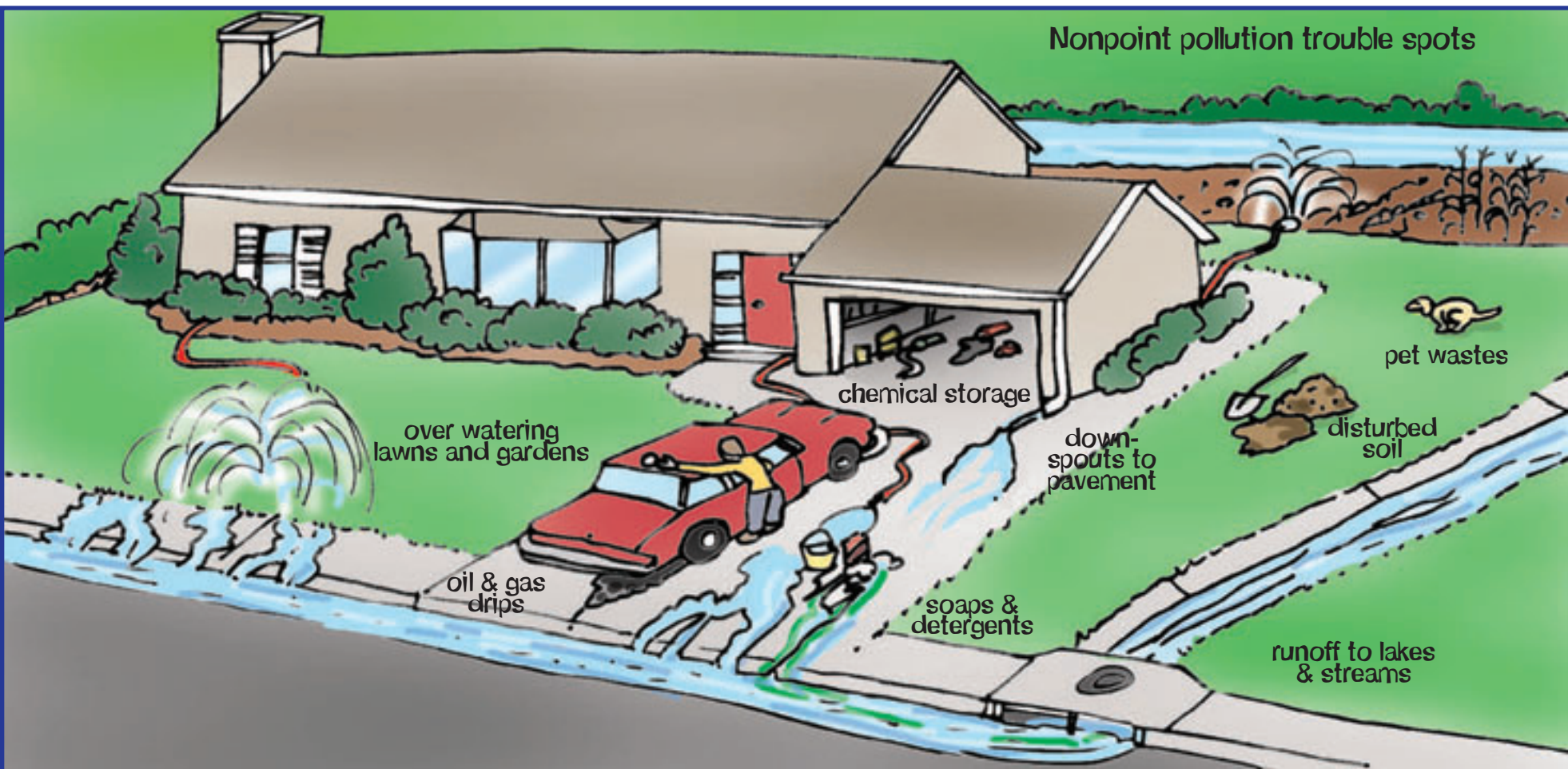
One thing you can do is to help conserve water. Take a 5-minute instead of 10-minute shower. Turn the water off while you're brushing your teeth. Don't run the washing machine or dishwasher unless there is a full load. Can you think of other ways to reduce how much water you use every day?

Some other things you can do include: picking up after your pet; never putting anything down a storm drain; and, picking up your trash and disposing of it properly. Will rain or snowmelt carry waste or garbage into the gutter? Yes!

The picture below shows a number of

household nonpoint source pollution problems. Some of these things are for adults, but you can help make your parents and neighbors aware of possible problems.

If you help your parents wash the car, ask them if you can do it together at a car wash that cleans its used water. If sprinklers seem to be watering areas beyond the lawn or garden, let your parents know. You might also ask your parents about the plants they have in the yard or garden. Are they plants that use less water and chemicals to grow well? Are there areas of bare dirt in the yard? Using mulch or more plants can help reduce runoff. Leaving grass clippings on the lawn is another good way to help. It keeps grass out of the gutter and provides natural fertilizer for the lawn. The important thing to remember is that we can all help protect our environment, and we all benefit from clean water.



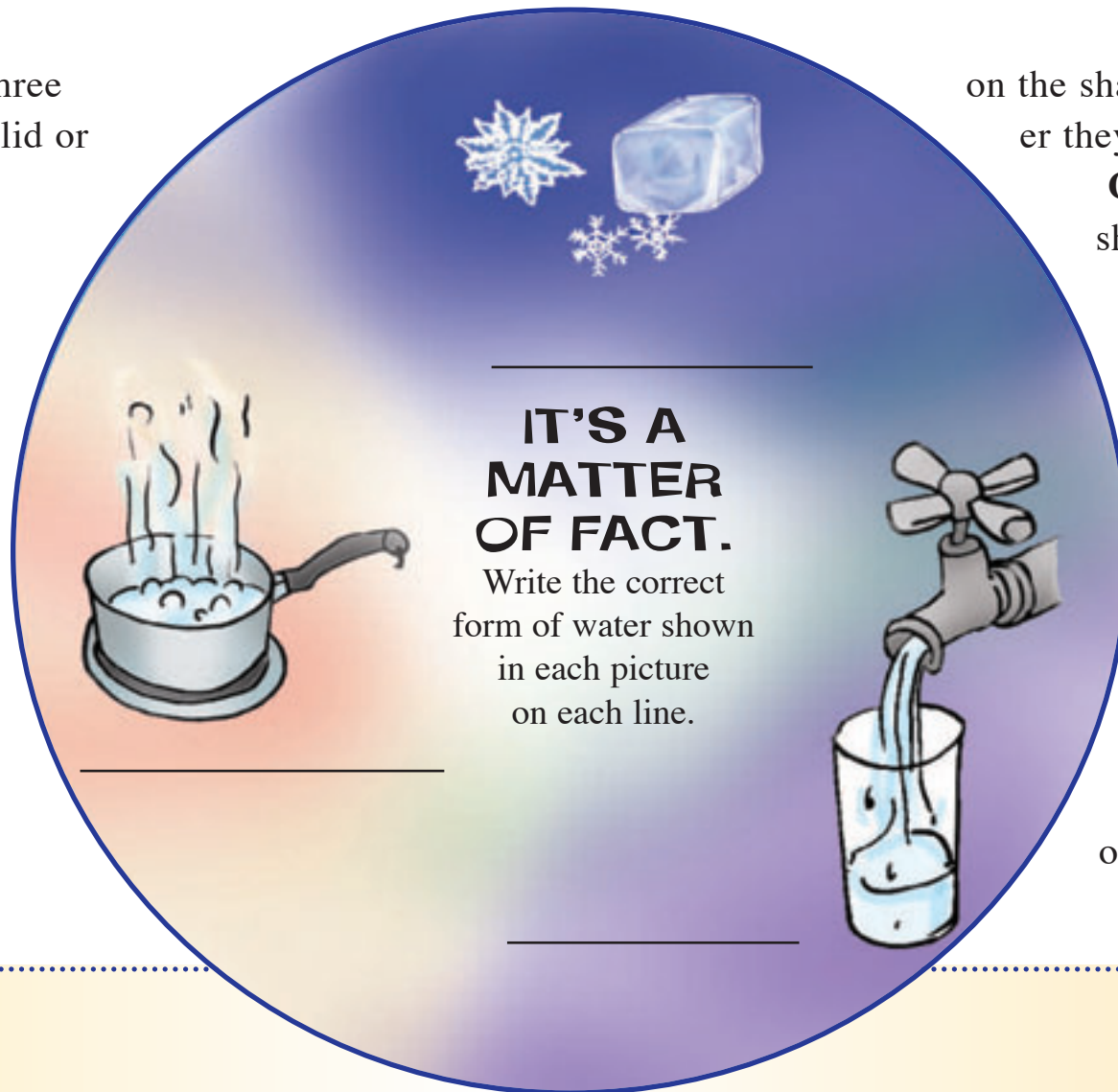
# Wonderful Water

Water can be found in three forms or states – liquid, solid or gases.

Does it matter? Sure, it does. If you're thirsty, you can't drink a cloud or an ice cube. All things are made of matter. Matter takes up space. It can take 3 forms—solid, liquid or gaseous.

**Solids** have shape and volume. They do not change shape easily.

**Liquids** have volume, but they have no shape of their own. They take



on the shape of the container they are in.

**Gases** have no shape or volume. Most gases are invisible.

Did you know that the water you used to brush your teeth this morning might have been a drink for a dinosaur millions of years ago?

## DROUGHT

What does drought have to do with polluted runoff?

All things in a watershed are connected. A drought is a prolonged period during which an area gets less moisture than usual. In the summer of 2002 there was a particularly severe drought across Colorado.

So what? Partly because of the dry conditions, we had a record year for wildfires. These wildfires left entire mountainsides without their usual cover of trees, shrubs and grasses. Without groundcover, these slopes can easily erode. Think of all that ash and soil being washed into streams and rivers.

During the wildfires, people in some towns said their drinking water tasted like soot, smoke or ash. Sound like polluted runoff? You bet. How does this happen? All that extra sediment and ash pollutes our water and makes it hard to treat.

Drought also changes river flows and lake levels. There is less water in rivers and lakes to dilute [watered down] pollutants. Could this have an impact on water quality?

Also, pollutants might be less harmful when they are diluted. A large amount of water reduces the impact of some types of pollution. If a river has less water but the same amount of pollutants, the pollution will be worse because they are concentrated.

During 2002 and 2003, most areas of our state had some form of watering restrictions in place to help conserve water supplies for things like drinking water, growing food crops and fighting fires.

# The Water Cycle

Where does the snow and water in the high country or mountains come from?

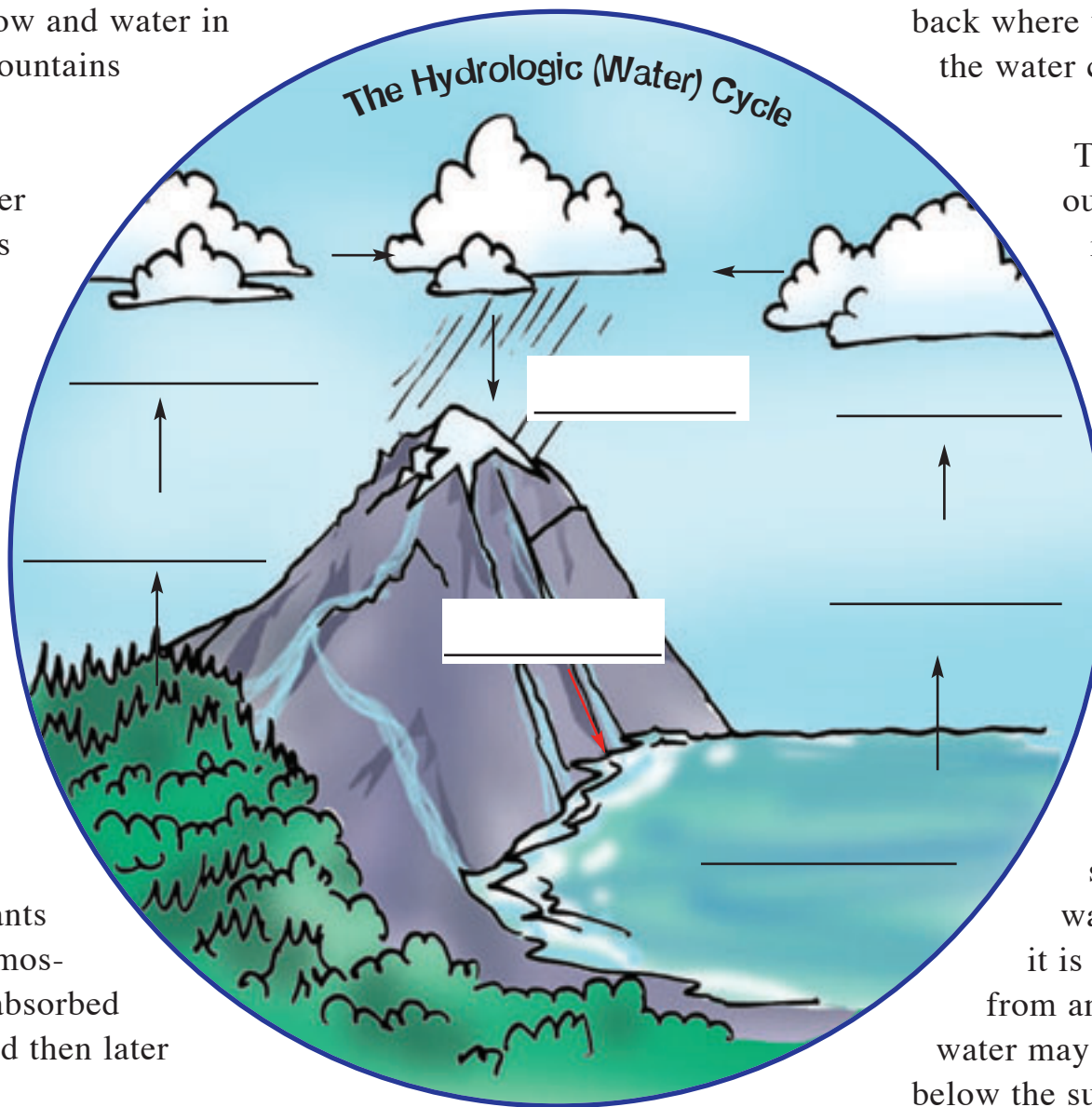
Water pools together in large bodies such as oceans, seas and lakes. This is called **accumulation**.

Some of the water evaporates or vaporizes from the surface of oceans, lakes, land and snow fields. This process is **evaporation**.

**Transpiration** is when water within plants evaporates into the atmosphere. Water is first absorbed by the plant's roots and then later leaves the plant by evaporating into the air.

When the conditions are right, the water condenses. **Condensation** is when vapor in the air (a gas) turns into liquid water. Condensing water forms clouds in the sky.

When winter storms come from the Pacific Ocean and move eastward, they run into the Rocky Mountains. To continue eastward the air has to rise above the peaks, and when it does, it cools –



back where we started, and it's called the water cycle.

The water cycle is part of our weather and is very important to life on earth.

We said that some of our snowmelt soaks into the ground. We all know this helps plants grow, but some of it goes below the surface into what are called aquifers.

Aquifers hold large amounts of water, some of which can be pumped to the surface. When you see a windmill pumping water for cows on the plains, it is pumping ground water from an aquifer. Some of that water may be several hundred feet below the surface.

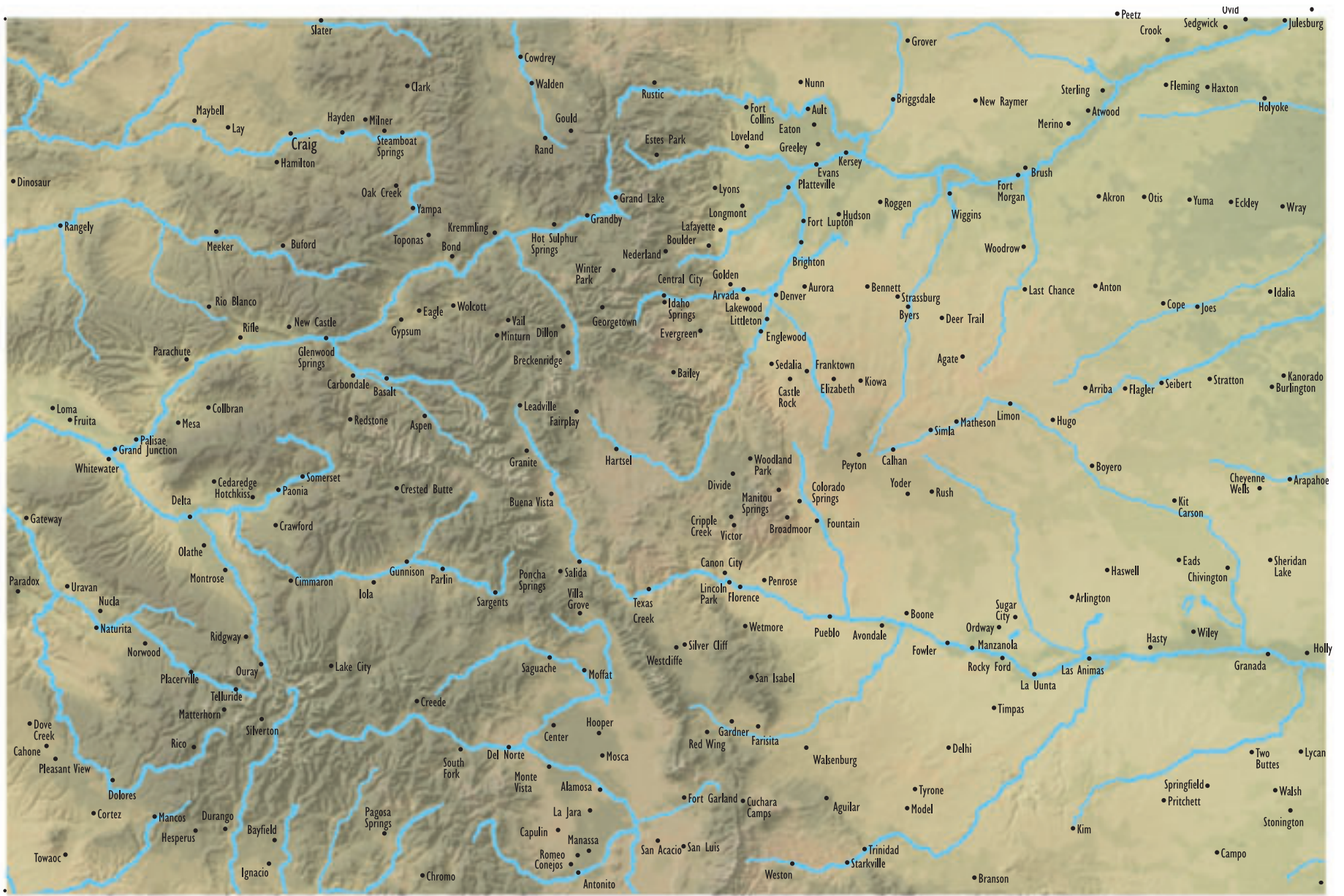
Using the words in bold, fill in the blanks on the diagram above.

often dropping snow. **Precipitation** is when water (in the form of rain, snow, sleet, or hail) falls from clouds in the sky.

This snow melts and makes its way into rivers, lakes and oceans as well as soaking into the ground. Rain, snowmelt, or other water that flows in surface streams, rivers, or canals are called **surface runoff**. That puts us

An aquifer is sometimes compared to an underground lake, but that's not really true. The water is in the ground all right, but it's stored in the sand and gravel.

This ground water can also become polluted. It is very difficult to clean ground water when it is polluted. Ground water is an important resource that needs to be protected and conserved.



## MAP OF COLORADO SHOWING RIVERS, CREEKS, CITIES AND TOWNS

Look on the Colorado map above and find a river near you.

Trace over it on the map above and make an arrow showing which direction it flows.

*(Look at the map on page 3 to see the direction rivers flow.)*

Does your drinking water come from that river? \_\_\_\_\_

If not, where does your water come from? \_\_\_\_\_

Where does it get treated? Are you aware of any possible contaminants? \_\_\_\_\_

\_\_\_\_\_

When you look at a map of Colorado, do you see a relationship between where the rivers are and where the major cities are?

Smaller cities? Your hometown? \_\_\_\_\_



# Teacher's Guide

AG IN THE CLASSROOM—HELPING THE NEXT GENERATION UNDERSTAND THEIR CONNECTION TO AGRICULTURE

**Resources**

*Nonpoint Source Colorado* has downloadable powerpoints in two languages and the links to water education url's. The site also has links to *ourwater.org* and Colorado Foundation for Water Education (*cfwe.org*) as well as the local water and conservancy districts that have localized water info and programs. Check it out at *npscolorado.com*.

*Understanding Water Activity Book* is a 72 page activity book about water, the water cycle, water treatment, polluted runoff, nonpoint source pollution, conservation, wastewater treatment and importance of water to agriculture. Check it out at <http://www.growingyourfuture.com>

*Colorado Foundation for Water Education* seeks to promote better understanding of Colorado's water resources and issues by providing information and educational resources. Their website can be found at <http://www.cfwe.org>

*WET: Water Education for Teachers: The Western Watercourse*  
Project WET is a nonprofit water education program for educators and young people ages 5-18. The program facilitates and promotes awareness, appreciation, knowledge, and stewardship of water resources. Check out their website at <http://www.projectwet.org/>

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Comments, questions, suggestions and feedback about the Colorado Reader are welcome. Contact: Colorado Reader Publisher: Colorado Foundation for Agriculture, Bette Blinde, Director, P.O. Box 10, Livermore, CO 80536 Phone (970) 881-2902

**Page 1**

**Definition – Nonpoint Pollution:**

forms of pollution caused by sediment, organic and inorganic chemicals, biological, radiological, and other toxic substances originating from land use activities, which are carried to lakes and streams by surface runoff.

**"Land use activities"** is a phrase that is used to group human-made sources of pollution. Land use activities include any activities that disturb soil. These activities can provide pollutants that can be carried into rivers by runoff.

Agriculture activities that can add to polluted runoff are plowing, bug control, fertilizing, irrigating and raising livestock.

Construction activities that can create polluted runoff include land clearing, grading and building roads.

Forestry, which includes timber harvesting, building roads, fire control and weed control can add pollutants to streams and rivers.

Mining moves dirt and gravel. Toxic materials can result from some mining methods. Mining related nonpoint source (NPS) pollution in Colorado is widespread and diverse. Acid rock drainage is generated from coal and metal mine adits and waste piles, lowering the pH of receiving water and mobilizing heavy metal contaminants. Alkaline runoff, high in salts and sediments, also occurs. Radioactive minerals were mined in several locations in the Colorado Mineral Belt, and extensively in southwestern Colorado.

Construction activities that can create polluted runoff include: land clearing, grading and building roads.

Septic systems are a form of human waste disposal that use land as a filter. Septic systems need to be managed and maintained to prevent adding pollution to our water system.

Urban storm runoff can include oil, animal waste, gas, antifreeze, fertilizers, pesticides, paints, trash, etc. Lawns, gardens and landscaping are major sources of pollution. Rubber from our tires and copper from our brakes is left on roads every time we drive. Spilled household cleaners, paints, car fluids, etc., or their containers, can add to pollution.

**Land Use Discussion:**

Ask your students what kind of land-use activities they have seen in their community. Discuss how various pollutants can enter the water system and possible methods to prevent this pollution. Plan a field trip to a nearby farm, construction site, mine or water treatment plant and talk about what they are doing to manage nonpoint pollution in their particular business. Take a walk around the block to see how many potential polluted runoff sources your students can spot.

*(continued on page 2)*

(continued from page 1)

### Page 3

#### Colorado Rivers Discussion:

Have your students review the names and locations of Colorado's rivers. Discuss the recreational uses of rivers and reservoirs including: rafting, boating, canoeing, swimming, water skiing, tubing and fishing. Have your students find out where their water comes from. Have students look at a map and make a list of communities that are located upstream from their water source.

#### Colorado's Water Story

from *Drips, Drought, Drains, Drinks: A Colorado Water Conservation Curriculum for Grades 4, 5, 6* by Judy Elliott published by the Denver Water Department

Colorado's water story begins hundreds of miles west of the state. Clouds form over the western United States and are carried east by air currents. Weather fronts build and eventually lose their moisture when confronted by a huge barrier – the Rocky Mountains! Most of Colorado's precipitation falls on the western side of the mountains and on the high peaks. As a result, 70% of our water is on the western side of the mountains. The Denver area is semi-arid, receiving about 14 to 15 inches of precipitation each year. Denver is on the eastern slope of the Front Range, as is about 80% of the total population of Colorado, yet most of the water flows west.

In order to have enough water for people living in the Denver area, snowmelt must be directed downhill toward the east, and tunnels built through the mountains from Western Slope rivers. This water must be shared with other states downstream through which these rivers flow, which means that we have the right to use only a certain amount of the water that originates in Colorado. We are meeting our needs for water today; but if in the future there is a drought, and population growth in the Denver area continues, we would experience serious problems. We all need to use water wisely in order to conserve our supply.

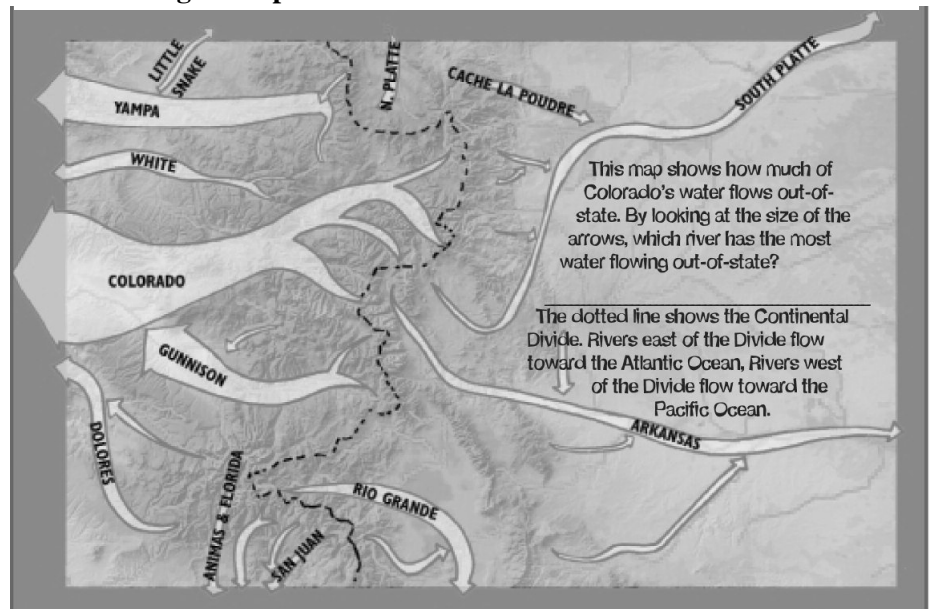
#### DIRECTIONS:

1. Move desks or tables into the middle of the classroom to represent the Rocky Mountains.
2. Have 80% of your students stand on the "east side" (the Denver area) and 20% on the "west side."
3. Give students on the "east side" 3 cups of water to hold. Give students on the "west side" 7 cups of water. This represents the natural percentage of water in these areas.
4. Discuss with the students what this means in terms of how much water people have to use.
5. Brainstorm with the students how they can get more water to the "east side" of the mountains. Some may suggest going over the mountains. Point out that it is hard to make water go uphill, and since it is very cold in the winter at the higher altitudes, the water might freeze and we would have to wait for it to melt again before we could use it in Denver.

The best way is to go through the mountains. This is done through tunnels that bring water from rivers on the western side of the Rockies to Denver. Colorado has legal obligations and compacts requiring that water be shared.

6. Help students to see that not all the states have this problem. Some states get most of their water from under the ground (ground water in aquifers) and

#### Answer to Page 3 Map



As citizens of Colorado, each of us can play a role in protecting our water and environment.

One thing each of us can each do is to conserve. Earlier we had an example where we compared the soapy runoff from washing one car to washing ten thousand cars. Saving one gallon of water per day may not seem like much, but what if everybody did?

There are about 4.6 million people currently living in Colorado. If each person saved 1 gallon of water, how many gallons would be saved each day? 4,600,000 gallons

others have large lakes from which to draw water. Have your student take the journey down the Colorado River. The journey is found on the CD "A River's Journey - Water in the West." You can receive this CD free from CFA.

**Additional questions:**

Q. Why has The Colorado River been called "The Mother of Rivers?"

A. More rivers begin in Colorado than in any other state.

Q. Most of Colorado's rivers flow in what direction?

A. West

Q. Name four states that border Colorado and share Colorado's water.

A. Wyoming, Utah, New Mexico, Kansas and Nebraska

Q. Look up the word "tributary" in the dictionary, What does it mean?

A. A stream or river that flows into a large one.  
*(continued on page 4)*

**Hands-on Science Activity:**

from the *Understanding Water Activity Book* published by the Colorado Foundation for Agriculture.

Cut this box out and photocopy for students to participate in the activity and answer questions.

Identify water as liquid, solid or vapor. To do this activity you need:

- a measuring cup
- 2 small paper cups
- a paper towel
- water
- an adult with a hot plate or stove
- a pinwheel

1. Put 1/4 cup of water in the measuring cup.
2. Pour the water into one of the small paper cups.
3. Write three words that describe a liquid.

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*Water from a faucet is liquid.*

*Water in a lake is liquid.*

*Rain is liquid.*

4. Put the cup in a freezer. Check it every two hours to see the stages of changing from a liquid to a solid. Once the water has changed to ice, remove it from the freezer.
5. Put a paper towel on a table and peel the cup away from the ice.

This is a solid.

Write three words that describe the solid.

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6. Use the ice cube, the second cup and the paper towel. Try to turn the solid water back into a liquid. Write about what you did.

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7. Ask the adult helping you to set up a hot plate and tea kettle filled with water. Place the pinwheel above the tea kettle when the water begins to boil. What happens to the pinwheel?



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What made the pinwheel turn?

Water vapor.

Write three words that describe vapor.

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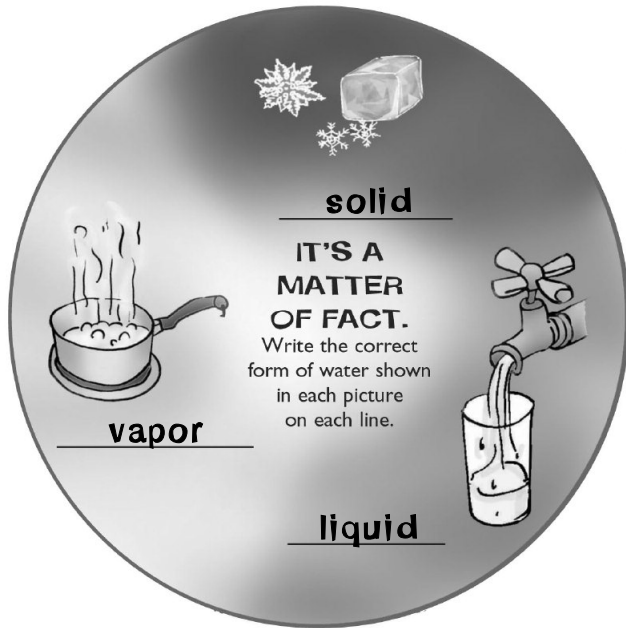
What caused the changes in the water?

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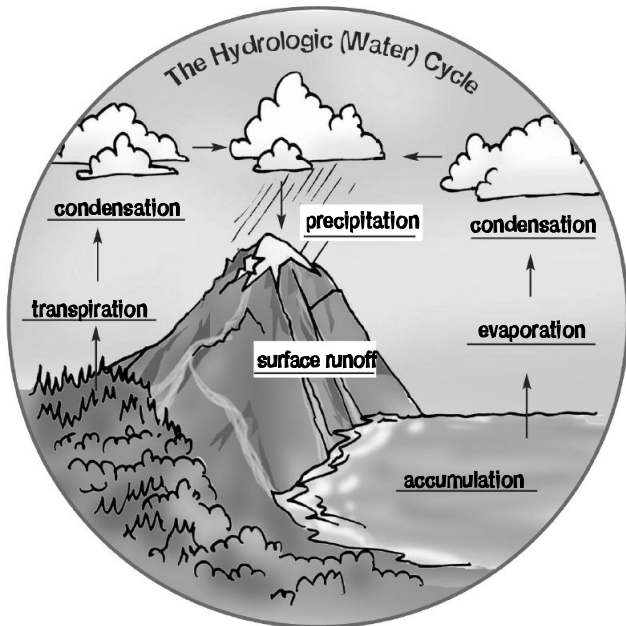
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Answers to Matter Quiz



Answers to Water Cycle Quiz



(continued from page 5)

About How Colorado Regulates Water Quality

There are many government agencies and private entities that govern, monitor and control how we use and protect water. The Safe Drinking Water Act regulates public drinking water quality in the United States. The Environmental Protection Agency (EPA) is the federal agency charged with overseeing our pollution laws. The Colorado Department of Public Health and Environment, Water Quality Control Division is responsible for state water quality protection programs.

**Water Cycle Hands-on Activity from Denver Water Department:**

**What Goes Up Must Come Down!**

Build a mini-water cycle (terrarium) in your classroom. Use a large glass container with a lid. Put a one-inch layer of gravel on the bottom for drainage. Add a layer of peat moss and then a layer of soil. Put a variety of plants (particularly those native to Colorado) in the soil, water lightly and cover the container. The plants will take up moisture from the soil and release it through their leaves (transpiration). The water molecules will condense on the glass and "rain" back into the soil.

**More about Water Conservation**

from the Denver Water Department

Every day in Denver, people in the average home use about 500 gallons of water. Since 500 gallons are used by 168,000 homes, that means that 83,000,000 gallons are used in Denver each day and 30,000,000,000 each year. About 54% of this water is used for landscaping. Water is used indoors for showers, baths, toilets, dishwashers, clothes washers, brushing teeth, cooking, watering plants and some is lost due to leaks. A lot of water goes down the drain every day! The water is not wasted, but used downstream. If every home in the city practiced water conservation, enough water would be saved in a year to fill Mile High Stadium a mile high!

Present your students with the facts and a challenge to be water conscious. The main purpose is to change wasteful habits now and for the future. Water can be saved by taking shorter showers and using flow-restricting showerheads. Don't let water run while brushing teeth, washing hands or dishes. Only wash full loads of dishes or clothes in a machine. Fix leaks and be careful when watering the lawn to use just the right amount during the coolest part of the day. Wash cars at a business that recycles the wash water or at home by using a bucket of sudsy water and turning the hose off when not rinsing.

Every drop of water saved now means more for the future.

**Creating a "Keep Water Clean" Campaign**

1. Have students design "Keep Our Water Clean" posters to display throughout the school. Encourage students to illustrate methods of keeping water clean and write original slogans, poems or taglines that will attract attention.
2. Students may wish to create and perform their own skits and plays depicting ways to keep water clean.