***Watching Our Water* Presentation Script**
Tucson Water Outreach Education Program
Updated August 1, 2019

SET UP

Arrive at a school 20-30 minutes before the first presentation. Check in with the school office; you may need to sign in and out. Introduce yourself to the teacher when you get to the classroom. Set up the laptop/projector, as well as the necessary props. Pour water into Groundwater container, and clip in pump tubing. Be sure to locate pump/tubing and water containers away from electrical outlets, laptop/projector cords, etc. Display the Tucson Water poster in a place where it can stay set up during the presentation. Have student give-aways readily available to give out at the end of the presentation, along with a reusable bag for each teacher.

OUTLINE

1. Introduction (2 minutes)
2. Survey Says (6 minutes)
3. Water Sources
   A. Groundwater (5 minutes)
   B. Colorado River Water/CAP (5 minutes)
   C. Recycled Water (2 minutes)
   D. Rainwater (2 minutes)
   E. One Water (1 minute)
4. Climate Change, Drought, Population Growth (2 minutes)
5. Water Smart Choices (6 minutes)
6. 40 Gallon Challenge (10 minutes)
7. Conservation Commitment Challenge (3 minutes)
8. Wrap-up/Conclusion (2 minutes)

Section 1 - Introduction (2 minutes)

(Begin with first slide on the screen.)

Hello! My name is _____ and I'm here today from Tucson Water. Tucson Water is the utility that provides water for you, me, and all of Tucson.

Today, we're going to do some fun games and activities to learn more about water in Tucson - our water usage, our water sources, and how we all need to conserve and help prepare for Tucson's water future.

Who here likes to watch TV? Great, instead of a boring PowerPoint, let's watch some TV to guide our discussion about Watching Our Water. *(**Click**)* Before we begin, let me ask if you watched the *(**Click**)* pre-visit video featuring my friend Aliya to get ready for this presentation? Great! (*Note: If the class indicates that they did not watch the pre-visit video, you may need to go into more detail during the presentation in certain sections. Before moving on, say:* You didn't watch the video? Be sure to ask your teacher to show you the video later. It has lots of useful information and it's fun to watch!)

Remember to raise your hands throughout the presentation to be called on to ask or answer questions, or even to volunteer for some fun activities.

Section 2 - Survey Says (6 minutes)

*(**Click**)* To start, we're going to play a fun game that should be a review of what you already know about water! Are you familiar with "Family Feud"? It's like that, but our game is called "Survey Says!". I'm going to split you into teams, and each team will get a whiteboard, markers, and eraser. Each team will choose a captain. Questions will be displayed on the screen and you'll have 10-20 seconds to talk with your team and then the team captain will write down your answers. Then we'll see what all the teams came up with and if they're correct.

(*Split class into 4-6 teams depending on class size, have each team choose a captain, and distribute whiteboard/markers/eraser to each team captain. Timer for each question must run till the end - cannot skip ahead.*)

*(**Click**)* Here's the first question: *(**Click**)* **What are the top 6 ways you've used water today?**

(*Team members collaborate, and team captains write down their answers. Assist teams as needed. When the countdown timer is complete, take responses from each team. Don't take too much time discussing the full list of 6 uses for each team; some options include:*

- *Have each team captain hold up the whiteboard for everyone to see, but only have each team captain read the top 1 or 2 uses.*
- *Have one team captain read team list of 6 uses (or just top 1 or 2), then ask other teams to add 1 or 2 additional uses*.)

Excellent teamwork! Those are all smart answers! Let's see what our survey says! *(**Click**)* (*Note: these are not in any particular order.*)

1. Showers
2. Sinks (*hand-washing, dish-washing*)
3. Toilets
4. Drinking
5. Pets
6. Plants

And remember, there are lots of other ways that you use water, as we have already discussed.

*(**Click**)* OK, second question: (*Display one-gallon container of water.)* This is one gallon of water. *(**Click**)* **How many gallons of water do we each use every day?**

(*Team members collaborate, and team captains write down their answers. Assist teams as needed. When the countdown timer is complete, take responses from each team. Because this is a simple question, have team captains hold up their whiteboards for all to see, rather than calling on each team to report.)*

Good work, teams! And the correct answer is *(**Click**)* – 80 gallons! Yes, that's right, here in Tucson we each use around 80 gallons of water every day. And that doesn't include the water that's been used to manufacture your clothing and electronics, and to help grow the food that you eat. So, that's a lot of water we all use every day!

*(**Click**)* Time for our last question: *(**Click**)* **What are the top 3 ways you have wasted water?**

(*Team members collaborate, and team captains write down their answers. Assist teams as needed. When the countdown timer is complete, take responses from each team. Don't take too much time discussing the full list of 3 ways for each team; some options include:*

- *Have each team captain hold up the whiteboard for everyone to see, but only have each team captain read the top way.*
- *Have one team captain read team list of 3 ways (or just top 1), then ask other teams to add 1 or 2 additional ways*.)

I appreciate your honesty. Let's see what our survey says. *(**Click**)* (*Note: These are not in any particular order.*)

1. Leaving faucet on (*while brushing teeth, washing hands, washing dishes*)

2. Taking long showers
3. Pouring water down the drain

Unfortunately, it's true, we've all wasted water in lots of different ways! More on that later. Thanks for working so well with your teams. Team captains, please erase your whiteboard, re-attach the marker and eraser to the board, and place it in the middle of the table. I'll let you know when it's time to use it again.

Section 3 - Water Sources

Let's see if we can find something on TV about water in Tucson. *(**Click**) (15-second Tucson video)*

Oops, wrong channel. That's better. Does anyone know the four sources of water we rely on here in Tucson? (*Take responses.*) Yes, groundwater, Colorado River water via the CAP, recycled water, and rainwater. Let's learn more about each of these sources now.

A. Groundwater (5 minutes)

Here's our city of Tucson. You can't see it from this view but there is an amazing treasure just below our feet. What do you suppose that is? (*Take responses*.)

That's right! *(**Click**)* Groundwater - the first source of water we are going to explore today! Does anyone know the name for the underground layers of rock, sand, gravel and clay that hold groundwater? (*Take responses*.) *(**Click**)* Yes! An aquifer.

And how do we get that water from the aquifer so that we can use it? (*Take responses*.) Correct. Tucson Water drills into the aquifer and pumps up the groundwater for our use.

Let's do an activity to learn more about groundwater pumping! I need 3 volunteers to pump water from our aquifer to our homes, neighborhood, school, and all of Tucson. *(**Click**)* (*Select 3 volunteers, ask their names.*)

Volunteer 1, how do you use water at home? (*Take response*.)

(Give Volunteer 1 the pump with one end clipped into the container with the Groundwater label visible and place the other end of the pump tubing into the empty Tucson container and clip into place. Be sure to use the single pump and tubing for this activity, and locate pump/tubing and containers away from electrical outlets, laptop/project cords, etc. If the end of the tubing sprays out of the container, place a lid on top of container - you can hold it in place yourself or have a

student sitting nearby hold it in place, or choose a volunteer to come up front, depending on how the materials are set up.)

Volunteer 1, this container represents Tucson's aquifer. Start pumping so that the water you need can travel through the pipes to get to your home so you can use it.

(*Allow enough time for some water to flow into the container. While Volunteer 1 pumps, repeat some of the uses that were suggested.)*

Great job! Thank you! (*Have Volunteer 1 return to seat.)*

Volunteer 2, now it's your turn. How do you use water? (*Take response*.)

(*Give Volunteer 2 the pump.)* Volunteer 2, start pumping so that the water you need can travel through the pipes to get to your home, school, or wherever you are in Tucson.

(*Have Volunteer 2 pump until most of the water is gone - but don't make that obvious to the class. While Volunteer 2 pumps, repeat some of the uses that were suggested.)*

Great job! Thank you! (*Have Volunteer 2 return to seat.)*

Finally, it's Volunteer 3's turn. How do you use water? (*Take response*.)

(*Give Volunteer 3 the pump.)* Start pumping. (*Nothing much will happen because most of the water should already be pumped out of the Groundwater container into the Tucson container*.)

Uh oh. What happened? Did you get the water you need? No, you didn't get a chance to pump up much water – we ran out! Thanks for trying. (*Have Volunteer 3 return to seat*.)

Have you ever walked or biked along the Santa Cruz or Rillito Rivers in Tucson? *(**Click**) The* Santa Cruz used to flow year-round. In fact, that's why people originally settled in Tucson long ago. *(**Click**)* But, as the city grew and more water was needed, the level of our water table dropped and the river stopped flowing year-round. *(**Click**)* In fact, now there's only water after big rain storms, although near A Mountain something special is happening that we'll talk about later.

*(**Click**)* Back in the early 1900s, we only had to dig 25 feet to access our groundwater. By the 1940s that was 75 feet, and by 2000, our water table was at around 275 feet below ground!

*(**Click**)* Watch the river level in this model as we pump water from our aquifer. *(**Click**)* You can really see how our water table drops lower and lower below the surface.

So, we ran out of water in our models, but that doesn't ever happen at your homes, because here in Tucson we've got additional sources of water, thanks to planning by Tucson Water!

B. Colorado River Water/CAP (5 minutes)
*(**Click**) (29-second CAP video)*

So, let's look at how we get that water to move uphill from the Colorado River, across the desert, to Tucson.

(*Empty the Home/School/ Neighborhood container back into the large container. Turn the large container of water so that the Colorado River Water label is now facing the class.*)

This container of water now represents the Colorado River. But, it's located 336 miles away from Tucson, by the border with California! So, let's put our Tucson container over here. (*Place the empty Tucson container on a counter/desk across the room. Be sure to think about ability to locate container - and eventually pump/tubing - away from electrical outlets, laptop/project cords, etc.*)

And, the Colorado River is located at a much lower elevation than here in Tucson, so I need to move this container to the floor. (*Place the Colorado River container on the floor*.)

So, how do you think we get the water to move uphill from the Colorado River all the way to Tucson? (*Take responses*.) That's right, using a pumping system. I need 3 volunteers to pump water from the Colorado River to Tucson.

(*Select 3 volunteers, ask their names. Be sure to use the 3 pre-attached pumps and tubing for this activity. Give each volunteer a pump, and spread them out across the room, keeping the tubing slack so that there are "mountains and valleys". Use clips to secure the tubing in place in the Colorado River Water container and the empty Tucson container. Be sure to locate pump/tubing and container away from electrical outlets, laptop/project cords, etc. If the end of the tubing sprays out of the container, place a lid on top of container - you can hold it in place yourself or have a student sitting nearby hold it in place, or choose a volunteer to come up front, depending on how the materials are set up.*)

Let's see if you can all pump to transport the water 336 miles from the Colorado River to Tucson. Start pumping!

(*Volunteers need to pump gently and possibly one at a time – for example, 1-2-3, 1-2-3…, so that only one student pumps at a time – too much pressure at once can cause tubing to disconnect from pump! Volunteers pump until enough water has filled the Tucson container.*)

Notice how the tubing goes up and down between the different pumping stations. That's just like in the Arizona desert – there are mountains and valleys, so the water needs to be pumped uphill, then flow downhill, then pumped uphill, then flow downhill, until it reaches Tucson. There are actually 14 pumping stations along the Central Arizona Project canal that pump our water uphill nearly 3000 feet! (*Note: During the pumping activity, a graph displaying the elevation changes is displayed on the screen. Refer to it during discussion if appropriate and if there's time.*)

By the way, remember our gallon container of water? (*Display container.*) How much do you think one gallon of water weighs? (*Give container to 1-2 students to hold and estimate.*) That's right – 8 pounds. Imagine how heavy all that Colorado River water is to pump all the way to Tucson – and uphill! Think about how much energy it takes to pump all of that water 336 miles across the desert to Tucson! In fact, the CAP is the largest single user of electricity in our state!

Thanks volunteers!

(*Collect pumps from volunteers, have volunteers return to their seats. Place pumps/tubing into the large storage container. Move water containers out of the way.*)

But what happens when water arrives in Tucson from the CAP? *(**Click**) (30-second CAP video)*

C. Recycled Water (2 minutes)

OK, we've talked about groundwater and Colorado River water, but both of those water sources are not enough for us here in Tucson. So, now let's talk about recycled water. What is recycled water? (*Take responses.*)

*(**Click**)* All of the water that we've used in sinks, showers, and toilets, ends up at the wastewater treatment plant. *(**Click**)* Through a process using filters, microorganisms, and chemicals, this water is cleaned into what we call *(**Click**)* reclaimed or recycled water. *(**Click**)* Millions of gallons of recycled water are distributed through 200 miles of purple pipes to water plants at *(**Click**)*

many parks, schools, golf courses, and businesses throughout Tucson. Have you seen these signs around Tucson? Currently, recycled water meets water quality standards for plants, but not for people to use – yet!

*(**Click**)* Recently, Tucson Water initiated the Santa Cruz River Heritage Project, which adds recycled water to the Santa Cruz River near A Mountain. Has anyone seen this? This recycled water supports the growth of native vegetation and the return of endangered wildlife in and along the Santa Cruz River. And, it's fun to see the water if you are walking or biking along that section of "The Loop" trail. Also, some of that water is sinking underground to help recharge our aquifer.

So, using recycled water for plants in Tucson not only helps to save our groundwater, but now it's also helping to recharge the aquifer and improve the environment along the Santa Cruz River near downtown.

There are already cities, especially here in the arid West, that are recycling water, not just for plants, but also for people! *(**Click**)* Orange County in California (including Disneyland) is just one example of a community already using reclaimed water for all their needs, including drinking water. *(**Click**)* And how do you think the space station handles water?

D. Rainwater (2 minutes)

*(**Click**)* But what about fourth source of water - rainwater?

This map shows the average annual rainfall across the United States. Here in the Sonoran Desert we only get around 10-12 inches of rainfall each year on average. But, 10-12 inches of rain is still a lot of water that we can use!

*(**Click**)* With the support of the City of Tucson and Tucson Water, more and more residents are using cisterns, basins, and curb cuts to harvest rainwater. Do any of you collect your rainwater at home or at school? (*Show of hands.*) Great!

*(**Click**)* By using collected rainwater to water your desert adapted plants, you're using less of our precious water resources. Additionally, this water helps beautify our city and create our lush green urban canopy.

E. One Water (1 minute)

*(**Click**)* Together, we have four sources of water that make it possible for us to live here in the Sonoran Desert: groundwater, Colorado River water from the CAP, recycled water, and rainwater.

*(**Click**)* Remember this picture from earlier in the presentation? Our water table had dropped down to 275 feet below the surface by the year 2000. *(**Click**)* But, what's happening today? (*Take responses*.) Yes, the water level has risen and is now at about 225 feet below the surface. Why do you think that is? (*Take responses*.) Exactly! By using other water sources, we are saving our groundwater, and even increasing its abundance in the aquifer.

Think about this. Who knows what percent of the earth is covered by water? (*Take responses*.) That's right!

*(**Click**)* The Earth's surface is over 70% water, but nearly all of that, 97.5%, is saltwater which we can't use. Only the remaining 2.5% is freshwater that we depend on.

*(**Click**)* All of Earth's water moves through a cycle of use and reuse - the water cycle! Wherever water is located in this cycle, it's valuable and sustains life. So, we really don't have 4 separate water sources. We have One Water, which we need to value and manage in a sustainable way so that we have water now and for our future.

Section 4 - Climate Change, Drought, Population Growth (2 minutes)

*(**Click**)* But, even thinking about One Water here in Tucson, we've got a growing population which means we need more water. And we're affected by drought and higher temperatures resulting from global climate change.

*(**Click**)* Let's look at this graph of Tucson's rainfall from 1988 to present. You can see that rainfall is variable from year to year, but overall, *(**Click**)* notice the decreasing trend over time. Because of climate change, there are generally fewer summer monsoon storms and fewer winter rains. And in the mountains there is less snow. However, our changing climate brings more powerful and dangerous weather events to Tucson and the world. You've heard about the hurricanes in Texas and Puerto Rico, right?

How do you think our decreased rainfall affects the plants, animals, and people who live in Arizona? *(Take responses*.) Yes! This has caused extremely low water levels in *(**Click**)* reservoirs across the southwest, such as Lake Mead here in Arizona. You can really see how much the

water level has dropped! If levels continue to drop, Arizona will receive less water from the CAP and mandatory restrictions will be put into place, requiring us to use more of our very limited groundwater supply.

*(**Click**)* And it's been getting hotter! In the winter it's not as cold and wet as it used to be, and the summers seem to be longer. *(**Click**)* This map shows the average rate of temperature change over the past century. As you can see, here in Arizona our temperatures are 2 to 4 degrees warmer than they used to be.

*(**Click**)* Here's a graph showing the temperature range on a typical June day in Tucson. *(**Click**)* The low temperature was 69 degrees, and the high 105 degrees. Who knows how to find out the average temperature for that 24-hour day? (*Take responses*.) Right! Just add the high and the low temperatures together, and divide by two. You can also add up multiple temperatures throughout the day including the high and the low and divide by the number of samples. In this case, (**Click**) the average temperature was 87 degrees.

*(**Click**)* So let's look at this next graph. What is this graph showing? *(Take responses.)* Right, this a graph of the average temperature in Tucson over the last 30 years *(**Click**),* with an average temperature of 70.4 degrees. *(**Click**)* In recent years, the average temperature has been increasing. In 2017, the average temperature for the year was about 73 degrees! And this type of warming is happening all over the world.

*(**Click**)* But don't worry, Tucson Water has been planning for our water future for decades! But, we need your help! *(**Click**)* What can you, a typical Xth grader in Tucson, do? (T*ake responses*.)

That's right! Water conservation is very important, and it's something that you can personally do. Let's play a game called Water Smart Choices to learn more!

Section 5 - Water Smart Choices (6 minutes)

*(**Click**)* Let's split back into our teams and use the whiteboards again, along with some water smart devices. (*Give each team a bag of devices*.) Team captains, please take the devices out of the bag and spread them out on the table. For each question in our Water Smart Choices game, you will decide as a team which device is the correct answer, or you might need to write an answer on your whiteboard. Ready? Let's see how water smart you can be.

(Note: Timer for each question must run till the end - cannot skip ahead.)

*(**Click**)* Question #1: *(**Click**)* **This device helps limit the length of a shower.** (*shower timer*) (*Assist teams as needed. When the 10-second game timer is complete, have each team captain hold up the device their team chose*.)

*(**Click**)* Great choice! How does this device help shorten your shower? (T*ake a response from one team.*) Right! Limit yourself to a 5-minute shower and you will conserve lots of water. Five minutes is actually a long time, so you'll have plenty of time in the shower. *(**Click**)* And, you'll each be getting your own timer to take home - more on that later!

*(**Click**)* Question #2: *(**Click**)* **This device mixes air into the water stream to save water while showering.** (*low-flow showerhea*d) (*Assist teams as needed. When the 10-second game timer is complete, have each team captain hold up the device their team chose*.)

*(**Click**)* Excellent! A low-flow showerhead is a great way to save water in the shower! *(**Click**)* Low flow means high efficiency! We'll talk more later about how to get a free low-flow showerhead.

*(**Click**)* Question #3: *(**Click**)* **This device helps save water while brushing your teeth, washing your hands, and cleaning dishes.** (*low-flow aerator*) (*Assist teams as needed. When the 10-second game timer is complete, have each team captain hold up the device their team chose*.)

*(**Click**)* Another correct choice! Who knows what this device is called? (*Take responses*.) How does it help you save water? (T*ake a response from one team.*) Right! It works just like a low-flow showerhead. By mixing air into the water stream, you use less water when the faucet is running, so it's more efficient. *(**Click**)* You can get one of these for free, we'll talk more about that later!

*(**Click**)* Question #4: *(**Click**)* **How else can you save water while using sinks? Use your whiteboards for this answer.** (*Turn off faucet.*) (*Assist teams as needed. When the 10-second game timer is complete, you may need to give a few extra seconds of time, because it takes a little longer to write answers for this question. Have each team captain hold up their whiteboard*. *Select one team member to explain their team answer.*)

*(**Click**)* Yes, don't waste water, turn off faucets! Very water smart!

And now for our last question.

*(**Click**)* Question #5: *(**Click**)* **This device displaces water to make toilet use more water smart.** (*toilet tank bag*) (*When the 3-second game timer is complete, have each team captain hold up the device they chose*. *Select one team member to explain their answer.*)

*(**Click**)* Of course! You can buy one of these toilet tank bags, or *(**Click**)* you can make a displacement bottle on your own so that your toilet tank fills up with less water. You can also let your parents know that Tucson Water has a rebate if they decide to buy a low-flow toilet!

Team Captains, please put your devices back in the bag, and erase your whiteboard. You'll need the whiteboard again soon, so keep it handy. (*Collect the bags during the next activity.*)

Let's see what else is on TV. *(**Click**)* (*41-second "Turn It Off" infomercial)*

Well that's an infomercial definitely worth paying attention to!

Section 6 - The 40 Gallon Challenge / Giveaway Kit (10 minutes)
Does anyone remember how much water we each use per day? *(**Click**)* That's right – 80 gallons! Well, if we use the items we just talked about and change our behaviors, we can save a lot of water every day. So, let's make it real – don't you think it would be easy to save *(**Click**)* 40 gallons of water per day? But can you really save 40 gallons of water per day?

To find out let's play *(**Click**)* the 40 Gallon Challenge! The rules are simple. I'll ask questions about how much water various activities can save, and you'll have a few seconds with your teams to come up with an answer. Team captains will write the answers on your whiteboards.

(*Note: Timer for each question does not have to run till the end - can skip ahead if teams finish early.)*

*(**Click**)* Question #1: *(**Click**)* **Your old showerhead uses 3 gallons per minute (GPM). You shorten your shower from 10 minutes to 5 minutes. How many gallons do you save?**

I'll help you out with the math, so I shouldn't see any random guesses:
*(**Click**)* **(3 x 10) - (3 x 5) = ? gal**

(*Assist teams as needed and collect the Water Smart Choices bags. When the 30-second countdown timer is complete, have team captains hold up whiteboards. Take responses and discuss as needed depending on time.)*

That's right! *(**Click**)* A shorter shower could save each of you 15 gallons of water every day!

a. *(**Click**)* And we're helping you do this by giving each of you and yes, even your teacher, a 5-minute shower timer, just like the one from our Water Smart Choices game! (*Display timer*.) Just stick it up on the wall and rotate it when you get into the shower.
b. *(**Click**)* You'll also get a flow rate measurement bag! Simply hold it under the water stream from your shower for 5 seconds and it'll tell you the gallons per minute rating of your showerhead! If you've got a high-flow showerhead, you can request a new low-flow showerhead from Tucson Water for free!

*(**Click**)* Which brings me to the next question in our 40 Gallon Challenge, Question #2: *(**Click**)* **You replace your 3 GPM showerhead with a 1.5 GPM low-flow showerhead. How much water will you save during a 5-minute shower every day?**

Here's the formula if you need some help: *(**Click**)* **(3 x 5) - (1.5 x 5) = ? gal**

(*Assist teams as needed. When the 30-second countdown timer is complete, have team captains hold up whiteboards. Take responses and discuss as needed and depending on time.)*

Good job! *(**Click**)* You can save 7.5 gallons of water every day by using a low-flow showerhead. So be sure to request one for free from Tucson Water if you need one!

*(**Click**)* Next question, Question #3: *(**Click**)* **Your old sink aerator uses 1 GPM. You brush your teeth for 2 minutes, twice a day. How much water will you save by turning off your faucet while brushing your teeth?**

Here's the math: *(**Click**)* **(1 x 2) x 2 = ? ga**l

(*Assist teams as needed. When the 15-second countdown timer is complete, have team captains hold up whiteboards. Take responses and discuss as needed and depending on time.)*
Way to be water smart! (***Click**)* You can save 4 gallons of water when you brush your teeth by turning off the faucet!

*(**Click**)* Next question, Question #4: *(**Click**)* **You *should* spend 7 minutes per day washing your hands. You replace your old 1 GPM aerator with a .5 GPM low-flow aerator. How many gallons of water will you save daily?**

Here's the formula: *(**Click**)* **(7 x 1) - (7 x .5) = ? gal**

(*Assist teams as needed. When the 30-second countdown timer is complete, have team captains hold up whiteboards. Take responses and discuss as needed and depending on time.)*

Great! (***Click***) You can save 3.5 gallons every day!
*(**Click**)* And you can use your flow rate bag to test your sinks, too! You can also request a free low-flow faucet aerator from Tucson Water.

*(**Click**)* So with just a few simple changes, you're each saving 30 gallons of water every day! But wait, *(**Click**)* it's the 40 Gallon Challenge! What else can we do to save water? (*Take responses*.) That's right, there's a lot of water to be saved, for example (*click through the example and briefly mention what they are, and only add information if not previously discussed*):

- *(**Click**)* Watering plants (drip irrigation, desert landscaping)
- *(**Click**)* Doing the dishes (turn off the faucet, use faucet aerator, dishwasher full loads)
- *(**Click**)* Doing laundry (full loads)
- *(**Click**)* Using a toilet tank bag
- And more!

*(**Click**)* Awesome work guys! So, if you do everything we just described, you'll save at least 40 gallons of water per day and you'll win the 40 Gallon Challenge! And think about this: if you take the 40 Gallon Challenge and multiply it by all of your family members, imagine how much water you can save!

*(**Click**)* An average family of 4, each saving 40 gallons of water per day is how many gallons saved? *(**Click**)* Right, 160 gallons of water!

*(**Click**)* What about a classroom of 30 people each saving 40 gallons of water every day? *(**Click**)* Yes, that's 1200 gallons of water saved.

*(**Click**)* But what if all 1 million people in Tucson saved 40 gallons every day? *(**Click**)* Yeah, that's 40 million gallons!

*(**Click**)* Ok, last question, what if everyone in Tucson saved those 40 gallons every day, for an entire year? *(**Click**)* Wow, 14.6 billion gallons of water! That's a lot water. Try to picture 14 billion, 600 million individual gallon jugs of water! (*Display one-gallon container of water*.)

*(**Click**)* The 40 Gallon Challenge is actually a nationwide program and your teacher will share more with you as a follow-up to this presentation.

Section 7 - Conservation Commitment Challenge (3 minutes)

*(**Click**)* Now I want to know what each of you can personally do to conserve water. You need to work with your teams and quickly come up with 3 things you will do to conserve water! Team captains, write the answers on your whiteboards.

(*Give groups 1-2 minutes to discuss. Have team captains write answers on whiteboards, and then share answers with class. Options depending on time: each team can share 1-3 things on their list, or team captains can hold up whiteboards to show the other teams, or just select a few individuals to share….)*

Great ideas!

Section 8 - Conclusion (2 minutes)

*(**Click**)* We're almost out of time, so let's quickly review some things you learned today that you can share with your family at home. (*Take responses*.)

Thanks! You've shown that you know where your water comes from. And most importantly, you've demonstrated your understanding of ways to conserve water at home. I know you'll do your part and take the 40 Gallon Challenge and follow through on your conservation commitments. *(**Click**)* Your teacher will give you your shower timer and flow rate bag later.

Team captains, please erase your whiteboards, and re-attach the markers and erasers. (*Collect the whiteboards/markers/erasers from the students now or ask them to leave them on the tables for the next class.*)

Thanks again, everyone! And remember to be water smart!

PRESENTER TIPS:

- This script is intended to aid presenters. Obviously it is not verbatim, as each class will take on its own unique presentation.
- The more you are excited about water, and really think it is cool!!, the more enthusiastic the class will be.
- Keep the presentation moving; pick and choose questions; times are approximate.
- Arriving with comfortable time to set up will make your entire day more enjoyable!
- Students will keep scooting up until you have no room to walk. Make it clear that you need room to walk. They also need to sit "flat" so that those behind can see.
- Remembering and using students' names will improve and personalize the presentation.
- Choose as many different students as possible to answer questions and to volunteer; choose equal numbers of boys and girls; choose from different areas of the group.
- Be wary of engaging in teachers' deeper questions - often the students will drift off.
- The Tucson Water poster should be visible throughout the presentation.
- Be sure to ask the teacher if anyone is absent so that you can leave enough extra give-aways; be sure to include give-aways for the teacher and any aides.