

## **WHOSE WATER IS IT?**

1. Distribute Dixie cups to all students. Only allow first row to come up and fill up with water.
2. Let other students get their drinks after someone points out the unfairness
3. Discuss the Water User's map by identifying symbols on the map. Encourage students to identify water users.
4. Divide class in half. Role play by assigning  $\frac{1}{2}$  as water hogs and  $\frac{1}{2}$  as water deprived.

## **WHOSE WATER IS IT?**

5. Divide the class into small groups and give each group one symbol, pencils and paper:

<b>EPA symbol</b>	<b>environmentalist</b>
<b>Barn</b>	<b>farmer</b>
<b>Steer</b>	<b>rancher</b>
<b>Lawn mower</b>	<b>city landscaper</b>
<b>House</b>	<b>homeowner</b>
<b>Teepee</b>	<b>Native American</b>
<b>Boat</b>	<b>recreation enthusiasts</b>

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6. Each group needs to identify water uses for their symbol. Discuss as a large group after everyone has come up with a few ideas.
7. Each group needs to identify ways their symbol could pollute water. Again, discuss as a large group after everyone has come up with a few ideas.
8. End session by collecting, thanking, distributing hand-outs and complimenting.