



TAKE CARE OF TEXAS: EDUCATOR MATERIALS

LESSON PLAN

The Texas Trickle

Objectives:

Students will learn the importance of water conservation and understand the impact of small changes in habits on their overall water usage.

Prerequisites:

None

Duration:

45 minutes

Materials:

- A sink faucet
- A large bowl, pitcher, or other container
- Texas Trickle worksheet
- Blue highlighter or marker
- Pencil or other writing utensil

Introduction:

Nearly every resident in Texas has likely been impacted by our severe summer droughts. Water conservation is important year-round, but it becomes crucial when faced with drought-induced water restrictions. So, how can we step up our water conservation efforts even further when our state needs it the most? Try the **Texas Trickle**.

The Texas Trickle encourages Texans to rethink how much water they need when they are at the sink. Instead of turning on the faucet to full-blast and wasting water, use just a trickle of water to get the job done! A little water can go a long way when washing our hands or face, brushing our teeth, and rinsing our dishes. Take Care of Texas encourages all Texans to conserve water. Your bathroom and kitchen faucets are great places to start. Every drop of water counts!



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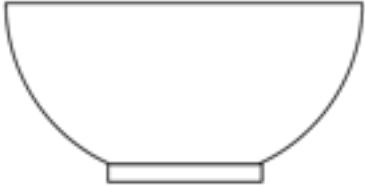
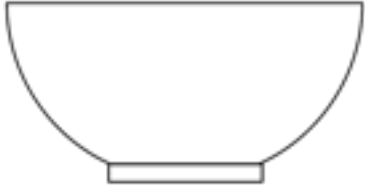
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Procedure:

You will now begin an activity to test the amount of water you use during an average trip to the sink.

Activity A

1. Begin by selecting the faucet you would like to test.
2. Place a large bowl, cup, or container in the sink basin. Select a size that fits easily under the faucet and that won't spill any water onto the floor.
3. Pick an activity you do using the faucet (*brushing your teeth, washing your face, rinsing your hands, etc.*) and record it in the first row of the table below.

The activity I chose to test first is _____.	
Test #1	Test #2
	

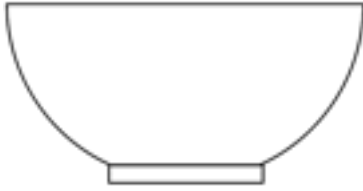
4. Complete the activity like you normally do—just with the bowl catching all the water that comes from the faucet.
5. Look at the amount of water collected in the container and use your blue highlighter or marker to color in how much water you captured in the “Test #1” container.
6. Were you surprised by how much water you used? Why or why not?
7. Empty your container outside or in a potted plant. Now do the same activity you chose in step 3, but this time use the Texas Trickle method, where you just let a small stream of water out of the tap. Select a flow strength that allows just enough water to complete your task.
8. What do you think will happen? Will you capture more water, less water, or the same amount?
9. Complete the same activity you chose in step 3, with the empty bowl placed under the faucet, using the Texas Trickle method.
10. Look at the amount of water collected in the container and use your blue highlighter or marker to color in how much water you captured in the “Test #2” container.
11. Which method used the most water? Which one used the least water?

Activity B

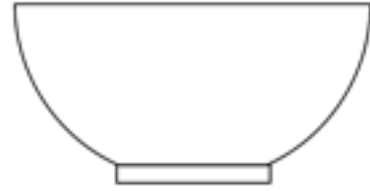
1. Empty your container of water outside or in a potted plant and select another activity you commonly do at the sink. Record the activity in the first row of the table below.

The activity I chose to test second is _____.

Test #1



Test #2



2. Complete the activity like you normally do—just with the bowl catching all the water that comes from the faucet.
3. Look at the amount of water collected in the container and use your blue highlighter or marker to color in how much water you captured in the “Test #1” container.
4. **Were you surprised by how much water you used? Why or why not?**
5. Empty your container outside or in a potted plant. Now do the same activity you chose in Step 1, but this time use the Texas Trickle method, where you just let a small stream of water out of the tap. Select a flow strength that allows just enough water to complete your task.
6. **What do you think will happen? Will you capture more water, less water, or the same amount?**
7. Complete the same activity you chose in step 1, with the empty bowl placed under the faucet, using the Texas Trickle method.
8. Look at the amount of water collected in the container and use your blue highlighter or marker to color in how much water you captured in the “Test #2” container.

Results

1. Which method used the most water? Which one used the least water?
2. Compare the two activities you chose to test. Which one used the most water normally?
3. Which activity used the least amount of water while using the Texas Trickle?
4. Why is it important to conserve water?
5. What are other changes you could make to use less water?

Making changes to your life can sometimes be hard to remember. Visit TakeCareOfTexas.org to download printable posters to put in your bathroom to remind you of the Texas Trickle!

Glossary:

- **Conserve** – to avoid the waste of something, to prevent the loss of something. To manage natural resources wisely.
- **Drought** – a period of dry weather, especially with little to no rain.

Applicable TEKS:

- **Kindergarten** – §112.11.b. 1A,B; 2A-E; 3A-C; 4A,B.
- **First Grade** – §112.12.b. 1A,B; 2A-E; 3A-C; 4A,B.
- **Second Grade** – §112.13.b. 1A,B; 2A-F; 3A-C; 4A,B.
- **Third Grade** – §112.14.b. 1A,B; 2A-F; 3A; 4A; 7C.
- **Fourth Grade** – §112.15.b. 1A,B; 2A-F; 3A; 4A; 7C.
- **Fifth Grade** – §112.16.b. 1A,B; 2A-G; 3A; 4A.

References:

- Take Care of Texas. Texas Trickle Homepage.