DOCUMENT RESUME

ED 377 070 SE 055 459

TITLE	Give Water a Hand. Home Site Action Guide. Organizing Water Conservation and Pollution Prevention Service Projects in Your Community.
INSTITUTION	National 4-H Council, Chevy Chase, MD.; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.
SPONS AGENCY	National Fish and Wildlife Foundation.
PUB DATE	94
NOTE	34p.; Additional funding provided by Church & Dwight Co., Inc. For related documents, see SE 055 455-459.
AVAILABLE FROM	University of Wisconsin-Extension, Cooperative Extension, Environmental Resources Center, College of Agriculture & Life Science, Madison, WI 53706.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Activism; Citizen Participation; *Conservation (Environment); Drinking Water; Environment; *Environmental Education; Instructional Materials; Intermediate Grades; Junior High Schools; Pollution; *Student Projects; Study Guides; *Urban Areas; Water; *Water Quality; Water Resources
IDENTIFIERS	Environmental Action; Watersheds

ABSTRACT

Students grades 4-8 can use this guide to explore the topics of water and water conservation within the home while conducting an environmental community service project. Youth groups, led by a group leader, work with local experts from business, government, or environmental organizations to complete the project. Nine activity sections involve students in: (1) exploring background information; (2) mapping watersheds; (3) researching water quality impacts associated with the home; (4) consulting with an expert; (5) choosing a service project; (6) creating an action plan; (7) tracking project progress; (8) measuring and recording results; and (9) brainstorming additional projects. Activities provide background and procedural information, as well as worksheets and discussion questions. Sidebars highlight key vocabulary. The guide contains an application for a Youth Earth Service Award and advice on how to create partnerships with community organizations. (LZ)

Environmental Stewardship

GIVE WATER A HAND

Get a blue thumb!

Give water a hand®

HOME SITE ACTION GUIDE

ORGANIZING WATER CONSERVATION AND POLLUTION PREVENTION SERVICE PROJECTS IN YOUR COMMUNITY

Made Possible With Support From:

- *Church & Dwight Co., Inc.*
  Makers of Arm & Hammer® Baking Soda
- *National Fish and Wildlife Foundation*

1994

WELCOME!

Your ideas, energy, creativity and hard work can make a difference for your community and for the earth! This *Home Site Action Guide* will help you organize your own service projects to *Give Water a Hand!*

In many of the best environmental service projects, young people work together with experts from businesses, government or environmental organizations. Your group leader can work with you to find a local expert, or Partner, who can help you with your project. National *Give Water A Hand* Partners, and the resources they offer, are listed in the *Leader Guidebook.*

AWARDS

You can use these materials at any time. If you choose to participate in *Give Water A Hand* during '94-95, your group has an opportunity to earn a Youth Earth Service Award. These awards will be presented to selected participants at the United Earth ceremonies in Washington, D.C. during National Drinking Water Week, May 7 - 13, 1995.
To apply for this award, you must complete your project, fill out the recognition form (on page 27) and send it in no later than March 1, 1995.

PLANNING YOUR TIME

To complete a service project, your group needs a timeline. There are nine activities in this book. Each activity has a timeline estimating how long it will take. Take a few minutes now to fill in the dates when you think you will do each activity. Remember, to apply for recognition, you must submit your application by **March 1, 1995.**

TABLE OF CONTENTS

Starting Date: _____ Completion Date: _____
You are here...▼

❑ 1A-Why Water	❑ 1B-Ecological Address	❑ 1C-Research	❑ 2A-Input	❑ 2B-Choose	❑ 2C-Plan	❑ 3-On Track	❑ 4A-Celebration	❑ 4B-Next Steps
Target Dates: _____	_____	_____	_____	_____	_____	_____	_____	_____

(Write in your target date for each section)

WHAT TO DO RIGHT AWAY

1. Order a topographic map of your site. See *Leader Guide* page 1 for instructions on ordering.
2. Find a local water expert to help you with your project. See the back cover of this guide.
3. Send in the registration form accompanying these materials.

PROJECT NOTEBOOK

Use the Project Notebook to keep notes, names and phone numbers. You'll need this information for the Give Water A Hand Recognition Form.

Your name:

Your group's name:

WHY WATER?

1A) MAKE A DIFFERENCE!

YOUNG PEOPLE IN FLORIDA DID THIS!

Imagine... you are the teacher and your parents are the students! In Pinellas County, Florida, young people taught their families about water conservation. As part of a "Summer Water Camp" participants did a Home Water Check-Up to identify ways they could conserve water at home. The young people taught their families practices such as taking shorter showers and using rain gauges. One girl's family saved over 30,000 gallons of water in a year!

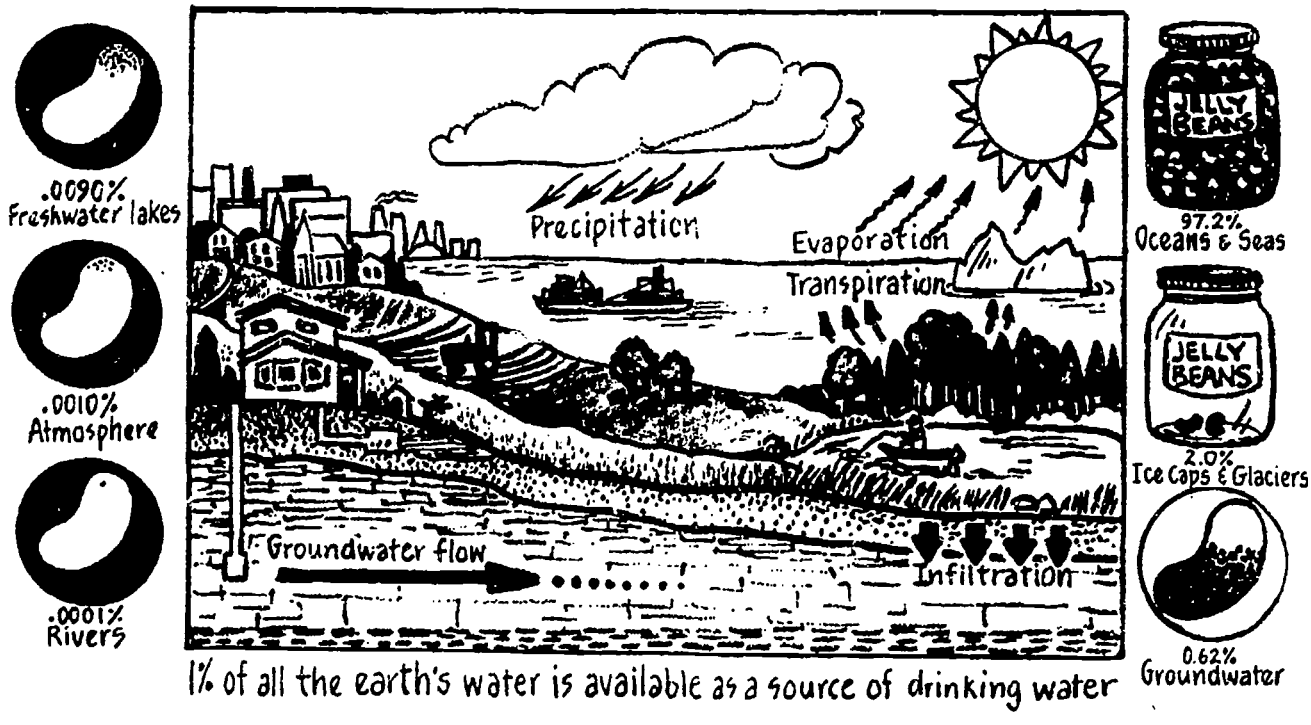
YOUNG PEOPLE IN MINNESOTA DID THIS!

Have you ever done sidewalk painting? Students from Minneapolis, Minnesota, wearing orange safety vests, stenciled 175 anti-pollution messages next to local storm sewers in their community. The messages said "Do Not Dump Waste...Leads to Lake Calhoun." These students are educating that paint, motor oil, fertilizers and other pollutants dumped into storm drains goes right into nearby lakes and rivers where people swim and fish. One students said, "I can't believe we are actually allowed to paint on the pavement!"

THOUSANDS OF YOUNG PEOPLE AROUND THE COUNTRY HAVE MADE A DIFFERENCE THROUGH WATER CONSERVATION AND POLLUTION PREVENTION PROJECTS.

YOU CAN ORGANIZE YOUR OWN PROJECT WITH HELP FROM EXPERTS IN YOUR COMMUNITY.

WATER CYCLE



Evaporation: Water changing to a gas or vapor and disappearing into the air.

Evapotranspiration: Water evaporating from plants.

Runoff: Rain or snow melt that flows over land into rivers, lakes, reservoirs or other bodies of water instead of soaking into the ground.

Starting Date: _____ Completion Date: _____

You are here...

❑ 1A Why Water	❑ 1B-Ecological Address	❑ 1C-Research	❑ 2A-Input	❑ 2B-Choose	❑ 2C-Plan	❑ 3-On Track	❑ 4A-Celebration	❑ 4B-Next Steps

Target Date: _____

WHY IS WATER SO IMPORTANT?

Did you know that you are mostly water? You probably drink six to eight cups of water, milk, fruit juice, or soda each day. Animals and plants are almost all water too. Three quarters of the earth is covered with water, although most of it can't be used by people, plants or animals. So we don't just use water, we are water.

Water makes life on earth possible. You depend on water for drinking, cleaning, growing and processing food, growing cotton for cloth, swimming, fishing, boating, cooking, putting out fires and generating electricity through hydropower dams. Try to think of one item or action that doesn't involve water!

Water also connects us to the rest of the natural world – plant and animal communities depend on water in many of the same ways: for food, water and shelter. Since every drop is used again and again, water is recycled. We share this precious resource with all other living things — past, present and future.

Unfortunately, people do not always use water wisely. We have used it to carry away our waste. We've put hazardous materials in or on the ground where they seep into groundwater. We've often used more water than we need. Yet we can improve our water resource: by conserving water at home, cleaning waste from cities before it returns to rivers or lakes, and preventing pollutants from washing into waterways with the rain.

Brainstorm a list of the ways people can affect water. Try to think of both good and bad ways. Keep your list; you'll add to it later.

Changing the small ways that people affect water can have a big effect on improving our water quality now and protecting it from future pollution. What you do on your farm or ranch, or in your house, yard, road, parks, businesses, and schools can conserve water and improve its quality. You've already begun to make a difference by picking up this book. Keep going to learn what you can do to *Give Water a Hand!*

POWER WORDS

(Definitions of words you might not know)

Pollution: An undesirable change in air, water or land that can cause harm to human health, animals or plants. Hazardous chemicals and animal waste, for example, can be pollutants.

Conserve: Using natural resources, such as water, in a way which does not harm them or use them up.

Hazardous materials: Materials that can cause harm to people or the environment.

Groundwater: Water found in the ground in cracks and spaces between rocks and soil particles.

Water quality: "Quality" means how good or bad something is. Water must be good quality, with very few pollutants, before we can drink it safely.

List at least 10 ways you personally use water.

List how people affect water in good and bad ways.

NEXT TIME:
Bring all your maps, a sheet of clear plastic as big as your biggest map (from art stores or office supply stores), a piece of cardboard as big as your map, thumb tacks, dry erase markers, tissues and pencils. Your group can make a bigger difference if you team up with a local expert. Invite him or her to come next time to help and advise your group as you map your watershed. (See the back cover of this guide if you don't yet have an expert to help you understand your site.)

WHAT'S YOUR ECOLOGICAL ADDRESS?

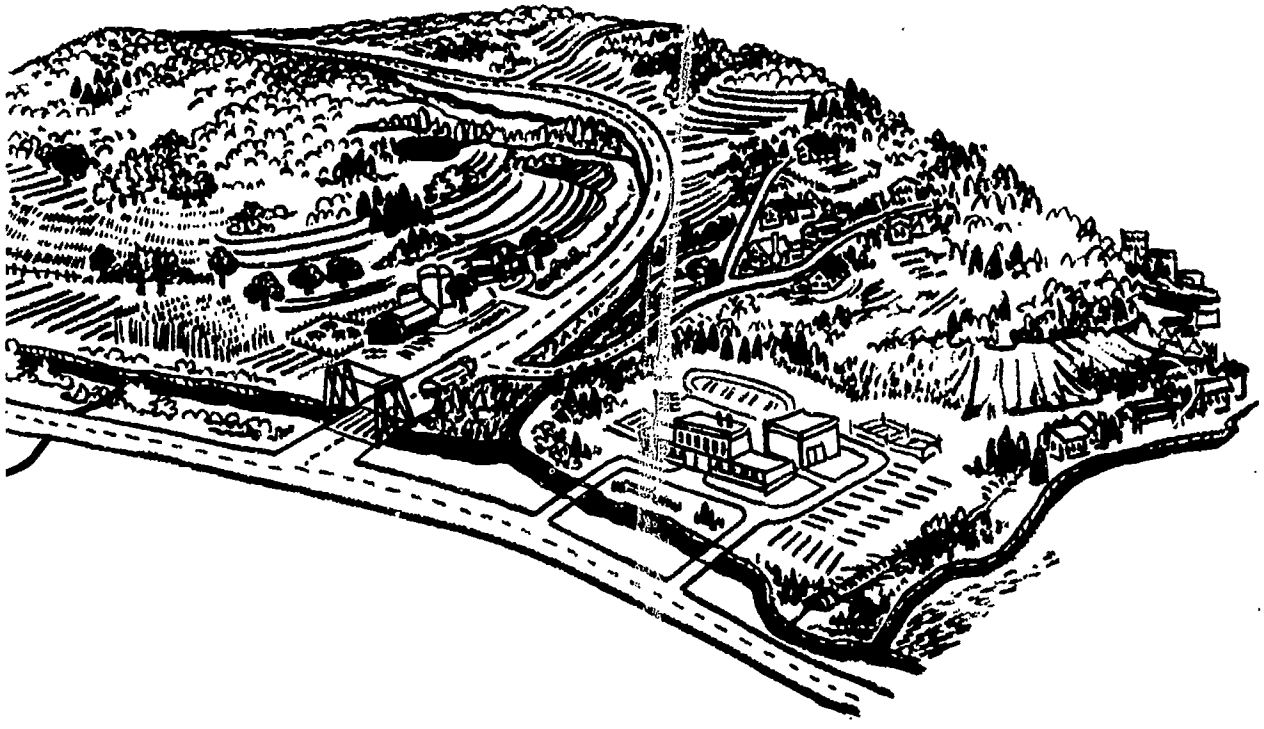
1B) MAP YOUR WATERSHED

A mailing address helps the Post Office deliver letters to the right place. An "ecological address" can help you find rivers and streams in your community and help you find ways to work on water issues. Local streams empty into larger streams, rivers or lakes, which may empty into a larger river, which empties into an ocean or the Great Salt Lake. Your ecological address includes all of the land (farms, towns, mountains) around these waterways.

To work on water issues, you should know where your water comes from, where it goes after you use it, and what streams, rivers, lakes or coastal areas are in your watershed. A good tool to help collect and record all of this information is called a watershed map. This will help later as you find out what needs to be done in and around your community and plan service projects to conserve and protect water.

In urban areas, streams sometimes flow through pipes underground. If you live in a city or large town, ask an expert if there used to be any streams or wet areas in town. In dry climates, streams and rivers may only flow after snowmelt or during the rainy season. Look for dried-up waterways.

Picture A Watershed



Starting Date: _____ Completion Date: _____

You are here...

1A Why Water | 1B Ecological Address | ☐ 1C-Research | ☐ 2A-Input | ☐ 2B-Choose | ☐ 2C-Plan | ☐ 3-On Track | ☐ 4A-Celebration | ☐ 4B-Next Steps

Target Date: _____

WHY IS IT IMPORTANT TO KNOW YOUR WATERSHED?

"To protect your rivers,
protect your mountains."
- Emperor Yu of China, 1,600 B.C.E.

You are part of a watershed. This means that everything you do can affect nearby surfacewater and groundwater — for better or worse. This watershed is a geographical community which includes all the humans, plants and animals who live in it and non-living parts, such as rocks and soil. As China's Emperor Yu understood long ago, whatever happens upstream in a watershed affects everything downstream. To improve the water quality of a stream, look at the whole area it drains. Anything dumped on the ground in the watershed can end up in its waterbody. What's more, we all live downstream.

Think about this: most of us drink water from our local watershed. Although some people get water from elsewhere (Los Angeles gets water from distant mountains, for example), most of us get it from a local well or a nearby lake or river. It may come directly from a private well. More likely it comes indirectly through a government water department or utility. The utility draws water from a nearby source, and some of them treat or clean it, then they pipe it to homes, schools and businesses.

After water is used, it goes down the drain, to a private septic system, or through the sewer to a wastewater treatment plant. There it is treated, or cleaned, before it is sent back into local lakes, oceans or rivers. You can help yourself and the public utilities by using less water and by keeping pollutants out of wastewater.

POWER WORDS

Watershed: An area of land where all water drains, or "sheds", to the same river, reservoir or other body of water.

Altitude: How many feet something is above sea level. (The sea is a good place to start because it is nearly the same height all around the world.)

Topographic map: A map with lines to show the height or altitude of hills, valleys, mountains, etc. Each line connects points at the same altitude.

Waterbody: A specific area where water is found, such as streams, rivers, wetlands, ponds, reservoirs, groundwater, lakes, or oceans.

Wastewater (sewage) treatment plant: A place where used water (from toilets, washing machines, industries) is pumped to be cleaned and purified before it is returned to local waterways.

Septic tank: An underground storage tank for wastes from homes with no sewer line to a treatment plant.

Describe your watershed. What kinds of plants and animals live in it? Is it in a city or the country? Tell a story about a rain drop that falls on your home site.

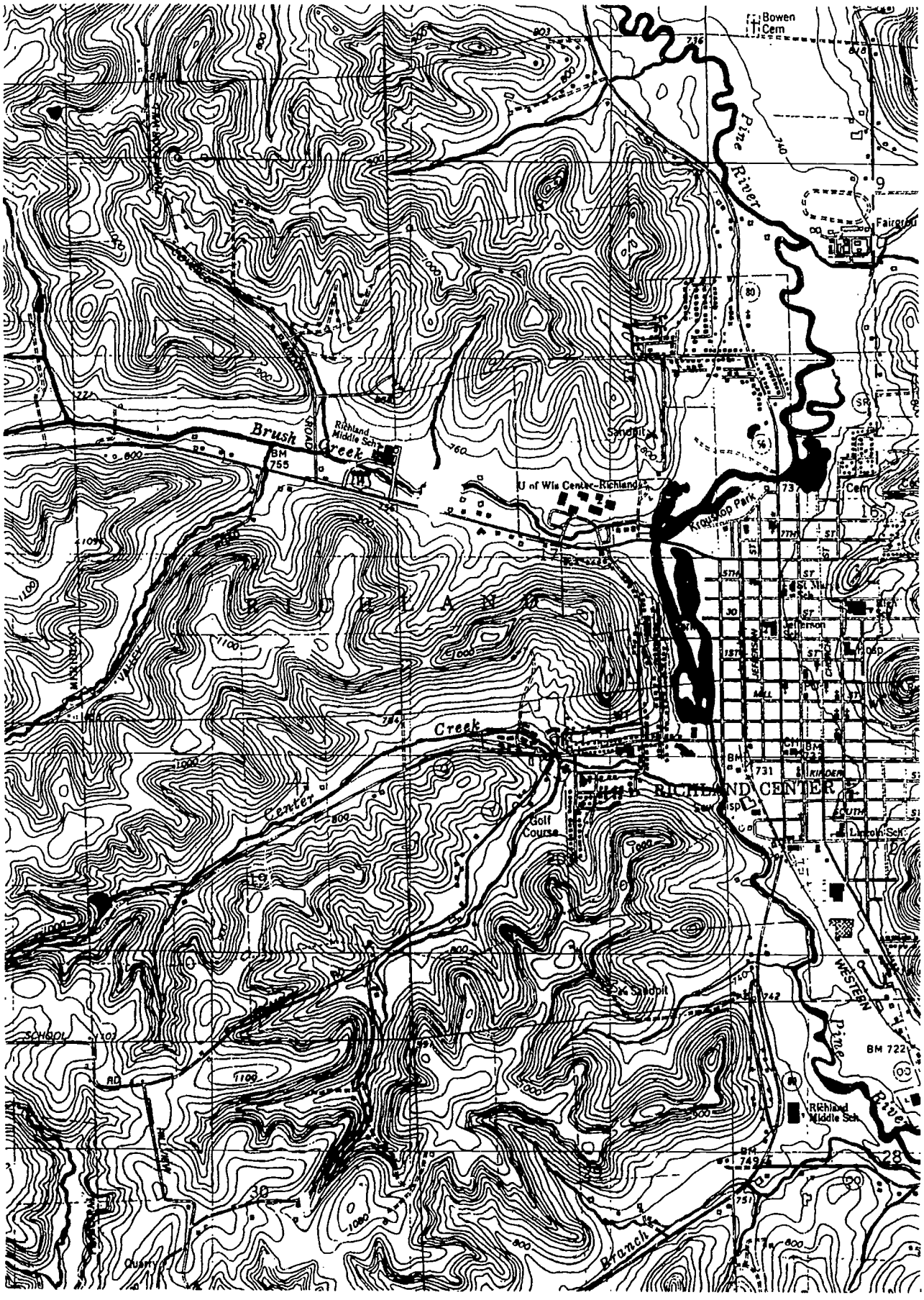
Where does your home's drinking water come from?

Where does your home's wastewater go?

Keep your Watershed Map. You'll need it later.

7

Sample Topo Map



MAPPING THE WATERSHED

Look at the Sample Topographic Map on page 5. This map includes the watershed pictured on page 7. Can you find this watershed on the map? *See Using Maps, page 7 in the Leader Guidebook if you need to learn more about how to read maps.*

To complete these activities on your maps, you may need help from a local water expert. *See Get Partner Support on back cover for ideas on how to find and talk to helpful experts.*

You might want to work on one person's home, or you can each work on your own home. If you decide to work on your own homes, you will need to get maps for each person (some may live in different watersheds.)

MATERIALS NEEDED:

- Topographic map or maps which include your home site and any other maps you have collected of the area,
- a clear sheet of plastic as big as your topographic map (this plastic is called mylar or acetate and is available at art supply stores or office supply stores for a few dollars),
- a piece of cardboard as big as your map,
- thumb tacks,
- dry erase markers & tissues

HOW TO DRAW THE OUTLINE OF YOUR OWN WATERSHED.

1) Place the clear sheet of plastic over the topographic map (topo map) and tack both onto the cardboard. If you don't have plastic, make a photocopy of the map and draw on it in pencil.

2) On the topo map, find and mark your home. A road map can help you find things.

3) Find the streams, ditches, marshes, lakes, oceans or rivers closest to the home and mark them in blue on the map.

> If runoff flows mainly through street gutters and into storm sewers, there may not be a stream close by. Even water flowing underground through pipes must drain into a body of water at some point. You may want to ask a staff person from the city government to visit and demonstrate how the storm water system handles runoff from your home site.

4) Use the contour lines and numbers on the topo map to find the highest and lowest points around your home. Mark the hilltops, with "Xs".

5) From these "Xs", draw arrows on your map to show the flow of runoff. Which direction will rain or snow that falls on your home site flow? Where does runoff flow into waterbodies?

> Think like water. Water always flows down hill. It always takes the easiest path. If you go outside and look or walk down hill from your home – never going up – you will come to a waterbody sooner or later. Remember, it may flow underground in pipes. Look for openings where water enters the storm drains.

6) Look at the Sample Watershed Map on page 7. It has the outlines of watersheds already drawn. Look at the arrows showing where water flows. The outline of each watershed is between waterbodies, mostly along the tops of ridges or hills.

7) On your own map, find the highest ground (the hills and ridges) between two waterbodies. Draw a line along the highest points (connecting the "Xs" on hill tops) completely around your stream, including its bottom end or "mouth." What is the name of the waterbody that drains your watershed? Write the name on your map.

   Two small streams can be part of a larger river's watershed. What larger watershed is your home in?

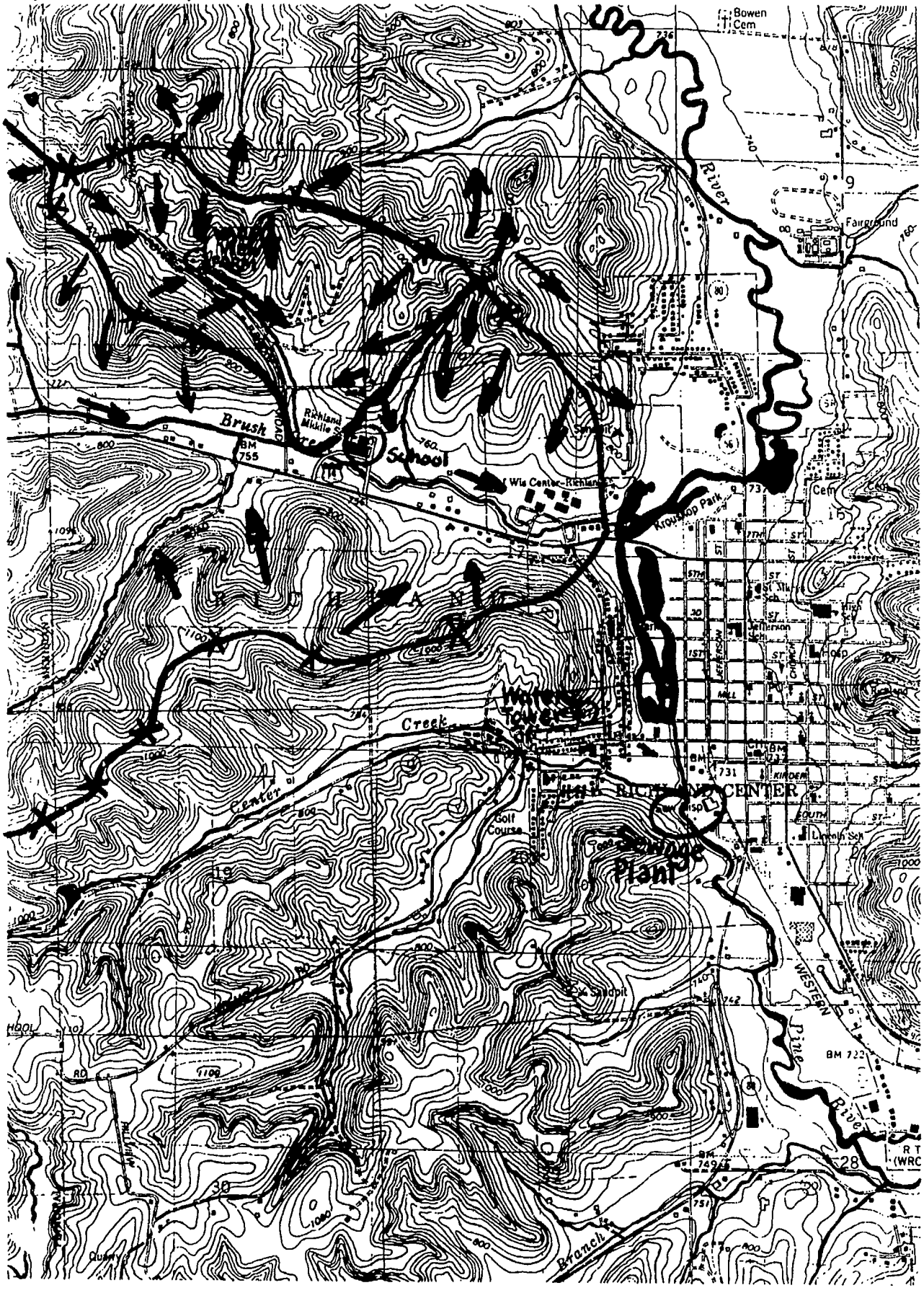
8) Bring the map outside. Where is the highest point of land you can see? Walk to that point. Is your home at the top or bottom of a hill? Where does water go when it rains or snows? Can you see the nearest waterbody? Can you see hills, mountains, buildings, airports, power lines, railroad tracks or other things that are on the map? Look at your map and find these features.

9) Where does your home get its drinking water? *You may need to ask an expert.* Find and mark the source or sources if they are on your map.

10) Where does your home's wastewater go? Wastewater may be filtered through a septic tank or pumped through underground pipes to a wastewater treatment plant. Find it and mark it if it's on your map.

NEXT TIME:
Make enough copies of the Needs Checklist for each person or team. Get permission from your parents or landlord to do the Needs Checklist in and around your home.

Completed Watershed Map



WHAT'S HAPPENING?

1C) RESEARCH NEEDS

POWER WORDS

Priority: What is most important; what comes first.

Hazardous waste: Waste which could harm people or animals in some way (includes viruses, bacteria which cause disease, or chemicals which could burn or irritate skin, eyes, lungs or nose; poison living things; or burst into flame easily).

Compost: A collection of plant parts (grass clippings, leaves, vegetable scraps, sticks, etc.) which sometimes includes soil or manure. Microscopic organisms decompose (break down) these materials and turn them into humus which can enrich soil.

HOW TO USE THE NEEDS CHECKLIST

Look at the Needs Checklist beginning on page 11. The questions refer to four topics:

- WATER CONSERVATION
- DRINKING WATER QUALITY
- WATER QUALITY IN OUR ENVIRONMENT
- EDUCATING ABOUT WATER

Each question has one or more icons, or pictures, next to it for quick reference.

In the last activity, you mapped the watershed around your home. Now think about what you and other people do in your home that affects the watershed. What activities use water? What activities create waste water? What kinds of fun do you have with water? What do you already do to conserve or protect water? Think about inside and outside. Brainstorm these activities for a few minutes and see how many you come up with. (Two examples are: watering the grass and taking a shower) Have someone write down the activities you come up with. Keep the list for later.

Many of the activities you listed affect the water in your watershed. To determine how, and to help you choose a service project, you will use a Needs Checklist. The Needs Checklist will help you to identify specific water needs or issues, and determine which need your action. You will figure out what is already being done and what still needs to be done in your home to protect the watershed and conserve water. This will help ensure you work on a real need so your time is well spent.

Compare the questions to your list of activities from brainstorming. Write any activities that are not on the Needs Checklist in the blanks at the end of each section.

Your group can do the whole Checklist together at one person's home, or you can break into teams and go to different houses.

Now go over the Needs Checklist with your group leader. Which items can you do something about? Which require you to work with someone else? Make sure you know how to answer all of the questions. Some questions on the list will be simple to answer. For other items, you may need to ask for help or permission from your parents, brothers or sisters, landlord, or whoever is responsible for the activity. This could also include people who are hired to clean your house or maintain your lawn. For more help answering Needs Checklist questions, see the Needs Checklist section in the *Leader Guidebook*.

You may need to ask your parents or landlord for help to get something changed. Make sure you have permission from your parents or landlord before you begin, as they will give final approval for projects.

BEFORE YOU BEGIN:

- Make a Site Map, see page 9 for directions.
- Follow directions for completing the Needs Checklist on page 10.

Starting Date: _____ Completion Date: _____

You are here...

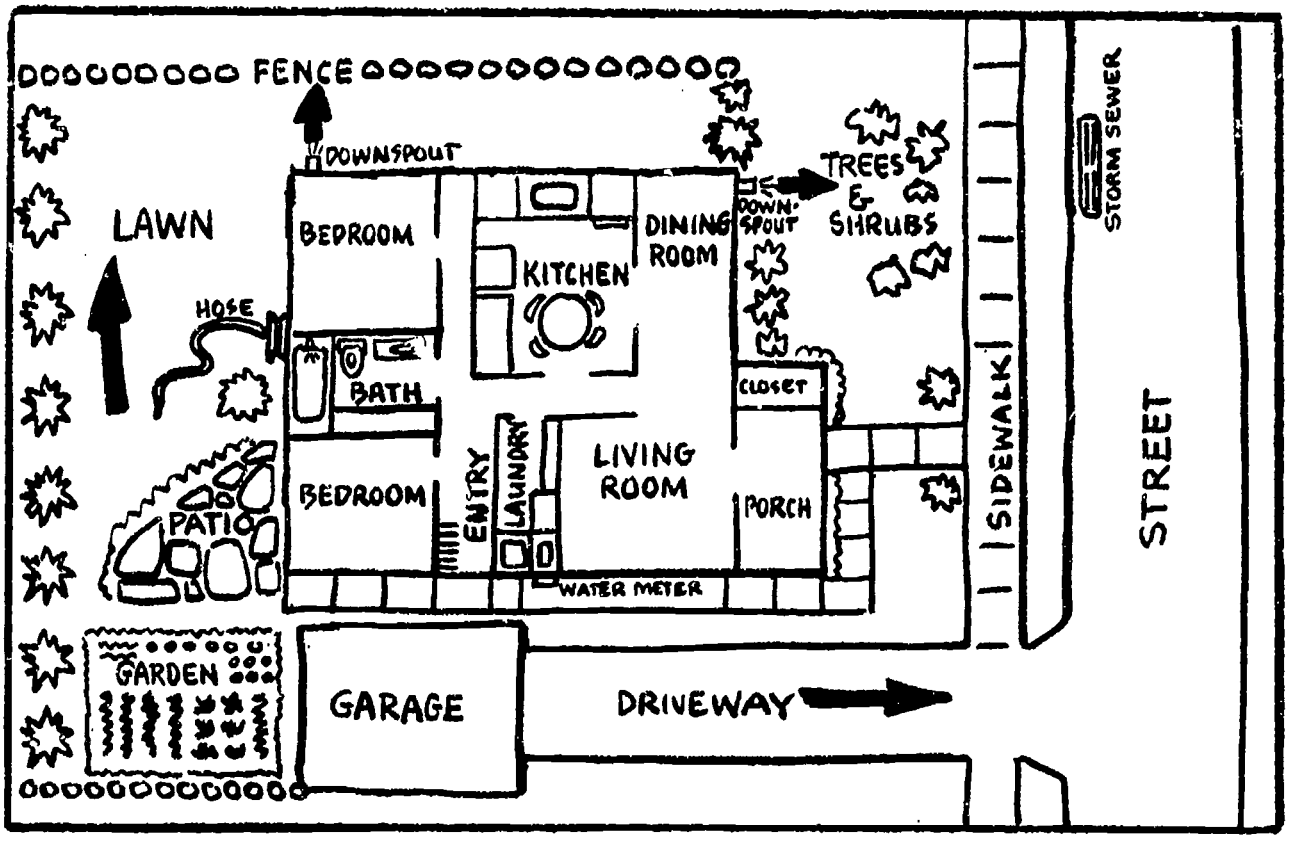
1A Why Water | 1B Ecological Address | 1C Research | 2A-Input | 2B-Choose | 2C-Plan | 3-On Track | 4A-Celebration | 4B-Next Steps

Target Date: _____

MAKING A HOME SITE MAP

Site maps can make problems easier to understand. Ask the homeowner or landlord of the home you are looking at if they have a floor plan for the home showing all rooms, and a map of the outside area. If they do not have a map, you can make one. *See Sample Home Site Map, below.* For the outside of the home, include garages, trees, shrubs, gardens, driveways, sidewalks, sheds, swing sets, courtyards, other buildings, stoops and swimming pools. Do you notice anything on your site map that you should add to your watershed map?

Home Site Map



ITEMS TO HAVE READY FOR YOUR MEETING WITH AN EXPERT:

- List of "Checklist" items with high priority ranks
- Your site map
- Questions for the guest
- An agenda

NEXT TIME:
Invite one or more experts, possibly your local Partner, to meet with your group. **The person you invite and what you tell them ahead of time are very important.** Give them an agenda for the meeting so they know the date, time and location.

Also give them a list of your questions before the meeting so they can prepare answers. Look at your Needs Checklist. What do you need more information about? *If you need ideas about whom to invite and what to ask, the Leader Guidebook can help you Get the Most Out of Interviews. See page 18. See the Partner's list on page 29 and Anybody Out There on the back cover of the Action Guide for ideas on whom to invite.*

FOR EACH QUESTION ON THE NEEDS CHECKLIST FILL IN THE BLANKS AS FOLLOWS:

1) **The Way It Is:** By looking or asking, find out what your family or landlord is doing about the issue or question. If you or your landlord have already taken positive steps, congratulations! Check the Looking Good box. If you were able to fix the problem right away, write what you did. If an answer is complicated, or if nothing is currently being done, write down what is (or isn't) happening. *The Leader Guidebook has tips on Taking Notes on page 18.*

2) **Need More Information:** Write in this space if you can't answer the question or if you need more information. If possible, note what you need to know to answer the question.

3) **Priority Rank:** How important is each question? How important does the person in charge think it is? Circle 1 for very important, circle 2 for kind of important, and circle 3 for not very important. Why do you think it is important? You may need to explain this to other group members.

SAMPLE QUESTIONS & ANSWER

Q1Q:

Are grass clippings swept off the sidewalks and serve way for composting so that they do not wash into storm sewers?

The Way It Is: ☐ *Looking Good!*

Clippings are swept off sidewalk into the street.

☒ *We Need More Information about:*

Does the city come by to sweep up leaves out of the street for composting?

Priority Rank: 1 (2) 3

Stuck on some items? Skip them and go on. Make sure the information you write on your Needs Checklist is accurate. If you are unsure about the questions, or do not know how to answer them, ask for help, possibly from an expert Partner. Save your questions so you only have to contact the expert once.

After finishing the Checklist, meet again to share what you found and to mark the activities on your home site map. The following section tells you how to make a home site map. This map will show more detail about your home than you could include on your USGS map. It will show exactly where all the showers, water faucets, and bathrooms are — everywhere water is used or affected.

How do you or the city keep track of how much water your home uses? Is there a water meter?

What is your family or landlord doing about water issues?

What is the top priority need for water conservation or pollution prevention in your home? Why?

What is the most important thing you have learned about water so far?:

Keep your Needs Checklist and site map.

TALK ABOUT IT

With the whole group, take turns telling the others what your Needs Checklists showed. Mark the water conservation, pollution prevention and water education activities you found on the site map. Are there any activities which affect water quality beyond the edge of the site map? If there are, you should mark those on your Watershed Map. What were the most important issues you found?

HOME SITE NEEDS CHECKLIST

Look for these clues to find out why each question is important to ask!

WATER CONSERVATION

DRINKING WATER QUALITY

WATER QUALITY IN OUR ENVIRONMENT

EDUCATING ABOUT WATER

Note to participants: When the questions below refer to you we mean you, your family members, any hired workers such as cleaning people or lawn service people, your landlord and possibly your neighbors. Whoever is responsible for the action. "Home" refers to an apartment, trailer home, house, condominium, or whatever you call your home.

Q1:

If you get your drinking water from a well, do you test for nitrates, bacteria or other contaminants?

- If you live near a farm, factory, dry cleaning business or salvage yard, there may be specific contaminants you should test for. Contact your County Extension Office or public health office for information on testing.

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q2:

If you get your drinking water from a public treated water supply, have you ever contacted your water supplier or local health department to get results of tests for nitrates, bacteria and pesticides?

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q3:

Do you use sand or cat litter on icy sidewalks instead of salt? Commercial salt can be harmful to grass, trees, flowers, animals, and can run off into nearby waterbodies.

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

WATER CONSERVATION

Fact: Water is the most common substance found on Earth.

Fact: The amount of water on Earth hasn't changed since the Earth was formed.

So why conserve water? There is not always enough clean, fresh water for drinking, growing food, making things, and having fun. That means we need to use less or get it from somewhere else. Taking water from one place and moving it to another changes the environment for plants and animals, and often causes arguments between people. Using lots of water increases amounts of wastewater going to treatment plants and septic tanks. And using water takes lots of energy — to clean, pump, distribute and heat it. You can save about 4 gallons of water a day by just turning off the water when you brush your teeth. *Give Water A Hand* — use it wisely!

Q4:

Do you have backflow prevention devices on outdoor water faucets (including the fill hose for swimming pool) to prevent contaminants from getting mixed into the indoor water supply?

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

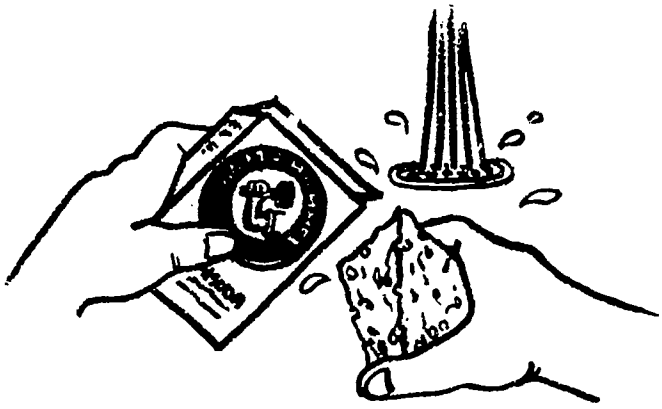
Priority Rank: 1 2 3

Backflow prevention devices keep contaminants from backing up into the drinking water supply.

WATER QUALITY IN OUR ENVIRONMENT

Round and round: we use the same water over and over again. So what happens when we pollute it? We contaminate the only supply we have — that same supply we share with other humans, animals and plants. Pollutants can enter the water supply through everyday actions — grass clippings washing down the storm sewer, hazardous materials from a painting project poured into the sink, leftover car oil dumped on the driveway. These won't disappear! The best solution to pollution is to keep it out of water in the first place. *Give Water A Hand* — keep it clean!

Baking soda is a good, non-hazardous cleaning product.



Q5:

Do you use cleaning products which don't contain hazardous products? (alternatives include baking soda, vinegar, citrus solvent, soap flakes, and other products which are not hazardous to health.)

- Signal words on the label such as CAUTION, WARNING, and DANGER indicate the item contains hazardous products.

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

15

Poor Yard Care Practices

Good Yard Care Practices

Q6:

Have you ever had the water in your house or apartment tested for lead?

- If your house or apartment was built before 1984, the water pipes may have lead solder in them. If it was built before 1939, it may have lead pipes. The lead may be contaminating your water.
- Contact your County Extension Office or public health office for information on testing.

The Way It Is: ❑ *Looking Good!*

_____

_____

_____

❑ *We Need More Information about:*

_____

Priority Rank: 1 2 3

Q7:

Do you take hazardous wastes such as used motor oil, leftover paint, varnish, etc. to an oil recycling center, hazardous waste disposal site or an annual "clean sweep" day in your community?

The Way It Is: ❑ *Looking Good!*

_____

_____

_____

❑ *We Need More Information about:*

_____

Priority Rank: 1 2 3

Q8:

Do you always flush pet waste down the toilet or bury in the yard at least 5 inches deep (don't bury the plastic bag)? This keeps it from washing into waterways.

– bury it away from vegetable gardens, children's play areas, wells, etc. Never compost for a vegetable garden!

The Way It Is: ❑ *Looking Good!*

_____

_____

_____

❑ *We Need More Information about:*

_____

Priority Rank: 1 2 3

DRINKING WATER QUALITY

Do you know where your drinking water comes from and how it gets to you? Americans drink more than 1 billion glasses of water a day! Most of us take it for granted that we can turn on the faucet and get clean, clear, fresh water. And its practically free. You can refill an 8 ounce glass of water about 15,000 times for the same cost as a six-pack of soda or pop! For most people, water treatment facilities provide this safe drinking water. You, too, are responsible for conserving this precious resource and keeping it pollution free. *Give Water a Hand* — It's ours to drink!

Q9:

Do you use fertilizers and pesticides only when necessary?

- Do you test the soil to determine if there is a need for fertilizers, and how much? Contact your County Extension Office for information on how to do this.
- Do you dig or pull out weeds instead of applying herbicides to kill them?
- Do you use any organic fertilizers? These would be labeled organic and include compost, manure or blood/bone meal.

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q10:

Do you keep yard wastes such as leaves and grass clippings out of street gutters and ditches?

- Do you leave lawn clippings on the lawn to decompose?
- Do you compost leaves and other yard wastes, never sweeping them into the street or leaving them in the ditch? (Some cities collect leaves from the street for composting. Check with your public works department.)

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

EDUCATING ABOUT WATER

You have been learning a lot about water and how to conserve and protect it. You have probably also learned about water by reading books and magazines, watching television, going on field trips or just sitting next to a stream and observing what happens!

Many people don't know what they can do to protect and conserve water, so it is important to educate them. Through action, people learn about water issues. There are many ways to do this, such as planning community water festivals, making posters, and putting on plays. Education doesn't just happen in the classroom. *Give Water a Hand* — Spread the word!

Q11:

Do you or your landlord conserve water in the lawn and garden?

- Do you water only when needed? You can use a rain gauge to determine how much rain your yard has received. Most lawns need one inch of rain per week.
- Do you set the lawn mower blade at 3 inches?
- Do you water only in the morning and evening, when less evaporation occurs?
- Do you direct water from rain downspouts toward the yard rather than letting it run into the storm sewer or paved area?
- Do you have a shut-off nozzle on outside hoses?

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q12:

Do you or your landlord reduce the need for watering the yard?

- Do you mulch the garden to conserve water? Mulch is a covering such as straw, shredded paper, woodchips which helps the soil to retain moisture.
- Do you replace portions of lawn with trees, shrubs and drought tolerant ground cover such as prairie grasses and wildflowers?

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q13:

Do you reduce the amount of water that flows into the street from your yard?

- Do you sweep your sidewalks, driveway, or other paved area rather than wash with a hose?
- Do you wash the car or your bicycle with a bucket of water rather than a hose, and do it on a grassy area so that the water does not run into the storm sewers?

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q14:

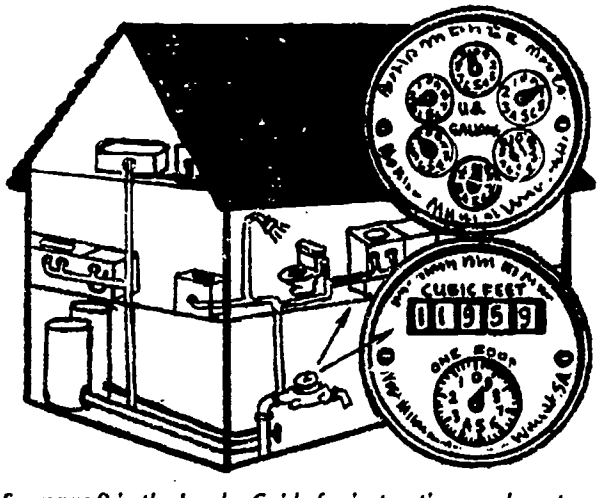
Do you have any leaks in the water system in your house?

- Read your water meter before your family leaves the house for 2 hours or more. When you return, check the water meter again. (Make sure that there were no water using devices left on, such as sprinklers, washing machines, etc.) If the meter does not read exactly the same, there is a leak somewhere.

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

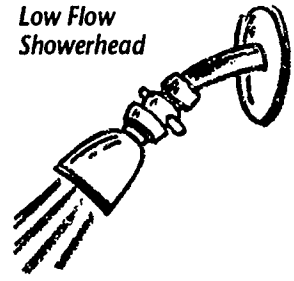
Priority Rank: 1 2 3



See page 9 in the Leader Guide for instructions on how to read a water meter.

Regular Showerhead

Low Flow Showerhead



Q15:

Do you use low flow shower heads, and take quick showers (under 5 minutes)?

- Check to see how much water your shower uses in 1 minute. Put a 1 gallon bucket under the shower head. Start at stopwatch at the same time you turn the water on to normal flow. Stop the watch when the bucket is full. Continue until you reach 1 minute. Count how many gallon buckets you have filled. A water saving shower should use only 2.5 gallons per minute.

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Using a lowflow showerhead and turning off the water while lathering your hair will save water.

Q16:

Do you turn the water off when you brush your teeth, lather your hair, wash or rinse the dishes, etc.

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q17:

Do you have a toilet which conserves water, without leaks?

- Add food coloring to the tank at the back of the toilet. Leave it alone for 30 minutes, do not flush it. If color appears in the toilet bowl within 30 minutes, there are leaks.
- Do you have a water saving toilet, or weighted plastic water jug or toilet dam in the toilet tank to reduce the amount of water needed for each flush?

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q18:

Do you run the dishwasher or washing machine only when full, using the "water saver" setting if you have one?

- a water efficient dishwasher should only use between 10 -12 gallons of water per load, and a washing machine should use between 35-50 gallons per load. Check with the manufacturer to see how much yours uses.

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q19:

Do you have a compost pile as an alternative method of disposing of food waste? (Garbage disposals require lots of water.)

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q20:

Your question...

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

Q21:

Your question...

The Way It Is: ❑ *Looking Good!*

❑ *We Need More Information about:*

Priority Rank: 1 2 3

WHAT DOES EXPERIENCE SAY?

2A) GET INPUT FROM AN EXPERT

You can learn a lot and get more done by talking with experts who work with water issues every day. Be sure to take notes while talking with experts! *The Leader Guidebook can help you Get the Most Out of Interviews, page 18.*

INTRODUCTIONS:

Note: *You should have prepared your guest before he or she arrives. See Next Time on page 9.* Introduce yourselves to your guest. Explain that you are working on water issues and would like ideas, information and suggestions about what you can do in your community. Go over the agenda for your meeting.

PRESENT WHAT YOU HAVE FOUND:

Show your Watershed Map or maps. Present what you found out in your Needs Checklist. Tell them about the most interesting things you learned. If you have already thought of service projects you might like to do in your home, tell your guest. Ask if he or she knows of other projects you could do. *The Leader Guidebook can help you Tell Your Story, page 19.*

ASK FOR INFORMATION AND FEEDBACK:

After you have made your presentation, you might ask your guest questions like:

- What is your job or volunteer work? How do you work with water issues?
- What are the most important water conservation and water quality issues and needs in our community?
- How do our homes affect water conservation and/or quality in our community?
- What projects are already being done in homes to work on these problems? Could we do such a project in our home? What else could we do to help?
- What resources or help could you give or lend our group?

NEXT TIME:
List group resources, strengths and time.

POWER WORDS

Agenda: A schedule for a meeting which states what will be done when.

Feedback: Reaction to a plan or idea.

Write the name and organization of your guest expert.

List questions you asked the expert.

What did you learn from your guest?

Starting Date: _____ Completion Date: _____

You are here...

1A Why Water | 1B Ecological Address | 1C Research | 2A Input | ☐ 2B-Choose | ☐ 2C-Plan | ☐ 3-On Track | ☐ 4A-Celebration | ☐ 4B-Next Steps

Target Date: _____

WHAT CAN WE DO?

2B) CHOOSE A SERVICE PROJECT

TIME TO DECIDE!

Now that you know more about water issues in your home site, it's time to pick a water service project. This activity can help you to choose an existing project or start your own.

Know: You may already know what project you want to do. Maybe you heard about an exciting idea or want to join forces with a group already working on a project.

Don't Know: If you don't have an idea for a project, try the following. Look at your Watershed Map, Needs Checklist and site map as starting points. What were the priorities? Look at the list of project ideas on page 20. Fill out the Choose a Project chart on page 19. What can you do with the resources you have?

Decide if you are going to work together in one home or in seperate homes?

Involve local and national experts. They have ideas, information and resources. *See Get Partner Support, back cover. Also see the list on the back cover of the Leader Guidebook and decide who could be useful to your project. For example, for a water conservation project, call the Water Environment Federation for resource materials, or call your local water utility.*

HOW TO USE THE CHOOSE A PROJECT CHART

First fill out the Things We Know How to Do boxes on the left side of the chart. List all the things you are good at or talented in. If you can't think of anything, ask your friends or family to help. Everyone is good at something! Include fun things like sing, draw, fish, bake cookies as well as serious things like garden, give presentations, write letters, build things and make posters on the computer. It takes all kinds of skills to work on water issues.

Next fill in the Priority Water Conservation and Water Quality Needs boxes along the top of the chart. List the top priority needs from your Needs Checklist or from your talk with an expert.

Under the Needs list, put an "X" on any line that matches up with something you can do that would be useful in working on that issue. For example, if you put "garden" at left, and "plant trees, shrubs and flowers" on top, mark the box where lines from these two things meet. Circle any Needs with lots of "X's" in their column. You have the skills to do these projects. You can now start your own project to help with these needs!

WILL IT WORK?

Discuss these questions about your project ideas:

- ❑ Would the project meet a real need? How do you know? (Did it appear in your Needs Checklist? Did your guest expert discuss it? Has it been a topic in the newspaper?)
- ❑ Are others working on the problem? Can you join them?
- ❑ Are you excited about working on the project? If not, how could it become exciting?
- ❑ What difference will this project make? To you? To your home? To the people, plants and animals in the watershed?
- ❑ What resources are needed to do the project? (Tools, information, skills, money, and, especially, time.) Which resources do you have? Can you get the others? Where?

Starting Date: _____ Completion Date: _____

You are here...

1A Why Water	1B Ecological Address	1C Research	2A Input	2B Choose	2C-Plan	3-On Track	4A-Celebration	4B-Next Steps

Target Date: _____

CHOOSE A PROJECT

PRIORITY WATER CONSERVATION AND POLLUTION PREVENTION NEEDS

THINGS WE KNOW HOW TO DO!

PROJECT IDEAS

There are many simple actions you can take at home to conserve and protect water, such as turning off the water when you brush your teeth. You can discuss these actions as a group, and then implement them individually in your own homes. Or you may decide to take on a larger project together, such as building compost bins. Many of these actions can be expanded to the community setting, such as educating your neighbors about water conservation practices. See the Community Site Action Guide for ideas.

- **Drinking Water Testing:** Have your drinking water tested for lead, nitrates, bacteria and other contaminants. Contact your County Extension Agent, Health Department or public water utility for help.
- **Non-hazardous Cleaning Products:** Hold a workshop for your families, giving them demonstrations of less hazardous cleaning products such as baking soda, vinegar, or citrus solvent. Begin using these products at home. For a brochure about household hazardous products contact the Water Environment Federation, 601 Wythe St., Alexandria, VA 22314.
- **Compost Pile:** Begin a compost pile in your backyard for yard waste and food scraps. If you live in an apartment building, talk to your landlord and other residents to see if they want to join in. Contact your County Extension Agent or local Conservation District for assistance.
- **Landscaping:** Plant drought-resistant, native trees and shrubs in your yard. Use biosolids enriched soils or compost products to improve soil quality and conserve water. Contact your County Extension Agent, wastewater treatment plant, or the Water Environment Federation, 601 Wythe St., Alexandria, VA 22314 for assistance.
- **Hazardous Products:** Help your family buy only what it needs. Design a purchase plan that eliminates your family's need to dispose of leftover hazardous products from yard pesticides or home repair. Contact the Water Environment Federation, 601 Wythe St., Alexandria, VA 22314.
- **Educating Family Members:** Hold a family conference or design posters to educate your family members on smart water practices.
- **Rain Gauges:** Buy a rain gauge for your yard and monitor it weekly to see how much rain you have gotten and if you need to water the lawn. Aim downspouts from gutters onto lawns or gardens. Contact your County Extension Agent to find out how much water your lawn needs.
- **Soil Testing:** Test your soil to determine how much fertilizer your lawn needs. Contact your County Extension Agent or local Conservation District for assistance. If you live in an apartment building with a lawn, give the test results to the caretaker and explain them.
- **Apartment Dwellers:** Your home site can include the entire apartment building. You may decide to begin an educational campaign for other residents of your apartment. It can be as simple as making posters about water conservation or hazardous chemical disposal to put in the laundry room, or holding a resident meeting to discuss measures that everyone can take. Be sure to talk to your landlord first!
- **Aerators and low-flow shower heads:** Purchase and install aerators and low-flow shower heads in your home.
- **Chart how much water your family uses in a week** (use your water meter). See if the amount goes down after implementing water conservation practices. For a booklet on using water meters, contact American Water Works Association, 6666 W. Quincy Ave., Denver, CO 80235.

What service project did your group choose?

Why did you choose it?

What difference will it make to you? to your home? to other people, plants and animals in the watershed?

NEXT TIME:
Bring all your maps, charts, and notes for planning. Invite your local Partner or a water issues expert to join your group next time to help with planning.

WHO? WHAT? WHEN? WHERE?

2C) PLAN FOR ACTION

Now that you know what project you're going to do, you need to figure out a plan of action. Using your Watershed Map, Needs Checklist, Choose a Project chart, site map, notes and so on, fill out the Project Plan on page 23 as a group. Even if you don't know an answer, give your best guess. The next activity, Keep on Track, on page 24 can help you work through problems as you begin your project.

POWER WORDS

Mind map: A way to brainstorm that helps show how one thing goes with another.

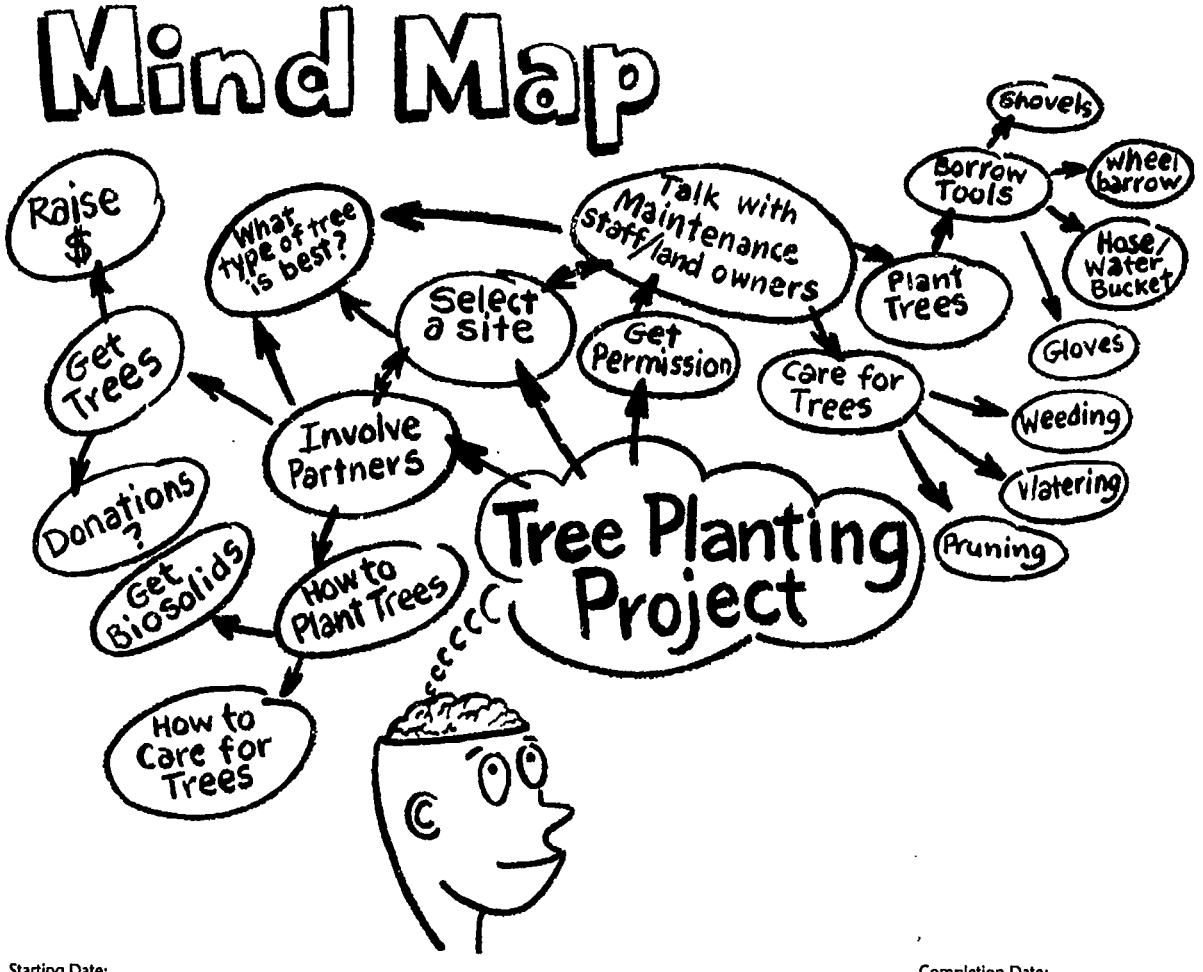
Time line: A calendar listing the dates tasks need to be done.

Succeed/success: Doing a good job. Doing what you set out to do.

IDEAS

MIND MAP

Many people find it helpful to use a "mind map" to think up all the tasks they will need to do as part of a project. Write your project idea in a circle in the middle of the page. As each new idea comes to you, write it in a circle next to the thing most like it, then connect the two circles with a line. Think of the small tasks that make up big jobs. Keep going until you can't think of any more tasks that need to be done. *See example below.*



Starting Date: _____ Completion Date: _____

You are here...

1A Why Water | 1B Ecological Address | 1C Research | 2A Input | 2B Choose | 2C Plan | 3-On Track | 4A-Celebration | 4B-Next Steps

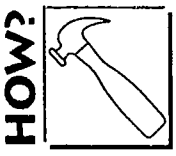
Target Date: _____

SERVICE PROJECT PLAN

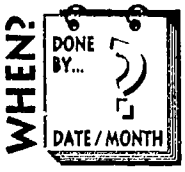
Give your project a name that describes it. Make it one that people will be able to remember. It could be simple like *Jefferson County 4-H School Stream Clean Up* or catchy like *Mud Patrol: Erosion Prevention Program.* Write in your group's name and project partners.

What is the most important task on your Mind Map? Write it on your Service Project Plan under "What task?" Write the next most important thing, and the next, until all the tasks are on the Plan.

Who will do each task? Write his or her name (or names) under "Who?" This person must make sure the job gets done. He or she can ask for help.



Brainstorm the resources (tools, information, people) you need to get each task done. Write them down. Could your partners or other experts or organizations help?



Get a calendar. Write today's date over "start" on the Time Line. When does the project have to be done? The end of the semester? March? Write that date over "finish."

How many months is it from start to finish? How often do you meet each month? Calculate how many meetings you will have (months times meeting per month). Mark a line for each meeting and write a date over it.

Using your time line, figure out when you need to complete each task. (It often helps to start at the end date and work backwards. For example, if you are planning a Water Fair, think how much time before the Fair people need to know about it so they can plan to come. If they need to know two weeks ahead, then you must make all posters, radio ads, buttons, stickers, etc. and get them up by then.

Think of ways someone might get hurt on your project. What can you do to prevent it? What would you do if someone were hurt? Write ideas in the "Safety Plan" box.

YOU'RE READY TO GO! CHECK SECTION 3 FOR TIPS FOR SUCCESS.

TIPS FOR PLANNING

- Start small. Most people try to do too much. You can always do more once you show what you can do.
- You don't need to have the perfect plan. Do what works for you!
- It's O.K. to change your plan as you need to, but it's still important to have one.

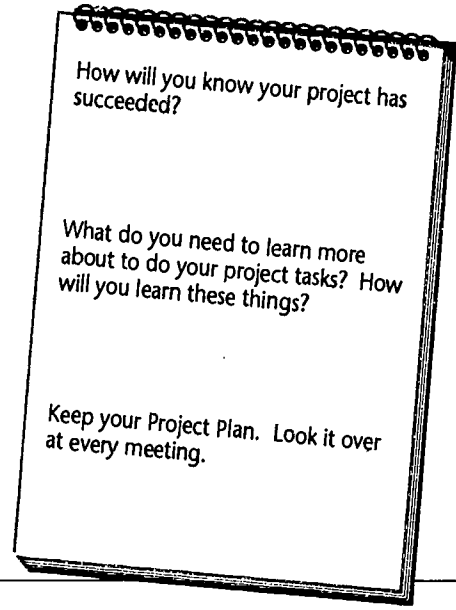
GET HELP

You must get feedback from anyone whose help (or permission) you will need, such as the park director or government official. Also get feedback from someone with experience doing the kind of thing you want to do.

You can do more if you team up with other people. Your Partner or other experts or organizations can give resources, help and advice. Other groups of young people may help share tasks. Who could you team up with? *See Get Partner Support, on back cover.*

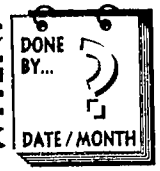
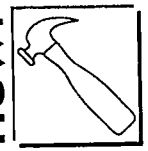
HOW WILL YOU KNOW YOU SUCCEEDED?

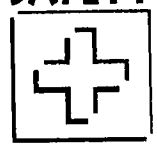
How will you know when your project is finished? How will you know you have done a good job? The better you can answer these questions, the better your project is likely to turn out. It always helps to know exactly where you are trying to go. Check section 4 on page 25 for ideas about information you should collect while you are doing your project so you can explain why it was successful.



SERVICE PROJECT PLAN

GROUP NAME: _____ PARTNER(S): _____ PROJECT TITLE: _____

WHO? 	WHAT?  TASKS	WHEN? 	HOW?  RESOURCES?

SAFETY 

SAFETY PLAN

_____

_____

_____

_____

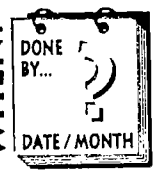
_____

_____

_____

CALL 911

TIME LINE

WHEN? 

START _____ FINISH

HOW'S IT GOING? 3) KEEP ON TRACK

Now that you have chosen your project, you can get started! Be sure to check back with this section and section 4 as you go along. *The Leader Guidebook has ideas for Solving Problems, Working as a Team, and other helpful information for your group.*

TIPS FOR SUCCESS

- **Your Service Project Plan is a guide, not a rule book.** You make a plan so everyone in your group knows what everyone else is trying to do. Yet things rarely go exactly as planned. As a group, look at your plan and change what needs changing.
- **Work for a "win-win."** Find out how everyone can win from your success.
- **Get to know lots of people.** The more people you know, the more likely one of them will know how to help. Any experts who helped your group know lots of other people who can help.
- **Don't give up.** There is always one more thing you can try.
- **Communicate.** Everyone in your group must know what is going on. Talk often to each other. Call each other. Hold regular meetings. Work together.

GETTING PAST A ROAD BLOCK

You ran out of money or time. Someone quit. Someone said "no." Now what?

- Can you go around it? Is this the only way to do the task? Try another way.
- Over it? Can you get help from the top: your landlord, the county commissioner, your mom or dad?
- Through it? With more help, could you push right through the problem?

THINK ABOUT IT

Your project gives you a chance to do something important. It is also a chance to learn to do an even better job next time. Sit down as a group and talk about what you have seen, heard, felt or learned. Share your thoughts.

WHAT HAPPENED?

- What was the most fun thing that happened? The least fun?
- What helped you the most? What were the biggest road blocks?
- What effect did it have on your home? On your watershed?

SO WHAT?

- What have you learned about how humans affect the people, plants and animals in the watershed? How do your actions affect others?
- Did you do what you set out to do? How do you know?
- Has your work made a difference? How?
- How could the problem you worked on be prevented from happening again?

NOW WHAT?

- How would you do things differently next time?
- What advice would you give another group working on a similar project?
- What will you do to prevent the problem from happening in the future?
- What other issues or projects would you like to work on?

Read the Think About It questions and take five minutes to write answers to some of them.

List any new partners you have begun working with.

Starting Date: _____ Completion Date: _____

You are h

1A Why Water | 1B Ecological Address | 1C Research | 2A Input | 2B Choose | 2C Plan | 3 On Track | ❑ 4A-Celebration | ❑ 4B-Next Steps

Target Date: _____

WE DID ALL THAT?!? 4A) CELEBRATE SUCCESS

MEASURE AND RECORD SUCCESS

There are many reasons to show what you have done on your project. People are more likely to give permission, help and resources when you can prove what you can do. Newspapers and radio/TV stations are more likely to report about you. Other young people may get excited and want to join you. It feels good to see what you have done.

WAYS TO SHOW WHAT YOU HAVE DONE:

- Count the number of trees planted, pounds of biosolids used
- How many people helped out? How many hours did each person work on the project? How many total hours did your group work?
- Count how many people living in your apartment came to a workshop. Changed a habit
- Count the number of gallons of water saved. Check your home's water meter once a week and graph the numbers to see if use drops. (Remember: things like the weather can affect your numbers. Record weather, weekends your family is out of town, etc. and take them into account.)
- Draw pictures or take photographs or videos of your work
- Interview family members, your landlord, or other people in your apartment
- Get letters from people you helped or worked with
- Write stories, a rap or song about your project
- Give tours to show other neighbors and families the changes you have made at your home

How do you feel about your project? How does it feel to try to make a difference?

How will you show others what you have done?

How will you continue the group's work?

IDEAS FOR LOCAL CELEBRATION

After all your hard work to *Give Water a Hand*, it's nice to celebrate. Not only is celebration fun, but it's a good way to say thank you to people who helped out. If you can get the newspapers, TV or radio to run a story on your project, lots of other people will hear about the importance of water issues. Here are some ideas:

- Share your success with your local and national partners
- Invite newspapers and TV stations to come to see what you have done *The Leader Guidebook has tips for Working with the Media, page 19.*
- Hold a pizza party or picnic
- Write a story for the community newspaper. Weekly or monthly papers especially look for local stories
- Make T-shirts for group members with the name of your group
- Use your imagination. It's <u>your</u> party!

Starting Date: _____ Completion Date: _____

You are here...

1A Why Water | 1B Ecological Address | 1C Research | 2A Input | 2B Choose | 2C Plan | 3 On Track | 4A Celebration | ❑ 4B-Next Steps

Target Date: _____

WHAT'S NEXT

4B) TAKE NEXT STEPS

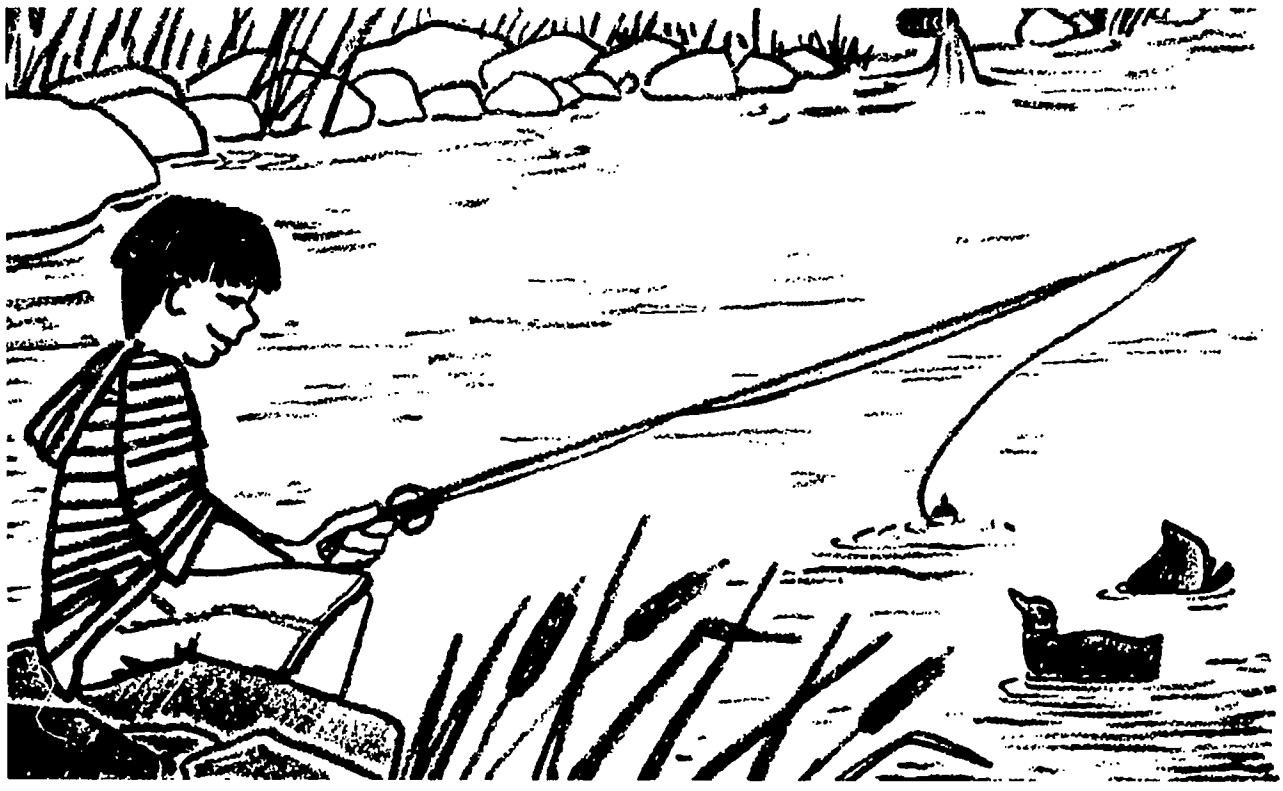
One of the best things about finishing a project like this is that you now know all sorts of new people, information and skills. You have proven that you can do something important as a team! Now, as a group or by yourselves, you might want to start new projects. There is always lots more to be done!

You don't have to start over from the beginning. Look at your Needs Checklist, Watershed Map, site map and notes. Talk to your partners. What is another important need or project? Under Think About It on page 24 you talked about some other projects you might like to work on. You may know of more you could do on this project.

Talk again with your partners and other people you have worked with. Would they like to help again? What ideas do they have?

Make a new mind map and Service Project Plan and go for it!

In the future how will you help others conserve water and protect and improve water quality?



Starting Date: _____ Completion Date: _____

You are here...

1A Why Water | 1B Ecological Address | 1C Research | 2A Input | 2B Choose | 2C Plan | 3 On Track | 4A Celebration | 4B Next Steps

Target Date: _____

GIVE WATER A HAND

NATIONAL DRINKING WATER WEEK 1995 RECOGNITION FORM

****DUE BY MARCH 1, 1995****

Please answer questions the best you can using your Project Journals, Watershed Map, site map and Needs Checklist as reminders. Please print or type clearly. Computer print-outs are O.K., but may be no more than two pages.

You may want to include a photocopy of your results, newspaper articles, etc.

Please limit to three extra pages. Keep a copy for yourselves.

Involve the whole group in completing the form.

URGENT: SEND THIS FORM BY MARCH 1, 1995 TO:

If there is no address listed above, send the form to your County Extension 4-H Office or call 1-800-WATER20 for further mailing instructions.

1. Name/s and grades of group members:

Selected youth groups participating in *Give Water A Hand* will receive Youth Earth Service Awards in Washington, DC during National Drinking Water Week, May 7 - 13, 1995. These awards will be part of the United Earth ceremonies, and will be presented by Claes Nobel of the Nobel Prize family, founder of United Earth. In order to have a chance to receive this award, you must complete and send in this form by **March 1, 1995.**

Group leader or teacher:

Organization/group name:

Address: _____

_____

City: _____ **State:** _____ **Zip:** _____

Contact person: _____

Phone: Day: _____ Evening: _____

2. **List all the Partners you worked with. How were they involved?**

3. What was your service project? Describe what you did. What water issue(s) did you address? Why did you pick this project? Did you choose your own project, or did your leader or another adult pick it for you?

4. How did your project make a difference to your community? to the watershed?

5. Were you successful? How do you know?

6. What was the most fun part of the project?

7. What was the hardest part of the project?

8. What projects about water will you do next? Will you work with other groups?

9. Do you have any suggestions for other young people who want to do the same project in their communities?

ANYBODY OUT THERE?

GET PARTNER SUPPORT

Your project will go better if you get help and advice from an expert. We call these people or organizations who will help "Partners". If you have already signed up with a Partner from the list on the back cover of the *Leader Guidebook*, great! If not, do it now. This page can help you get help from these and other people.

POWER WORDS

Partner: People and/or organizations which work together to get something done.

Resources: People, books, tools, money, transportation — anything useful to get something done.

HOW PARTNERS CAN HELP

All the organizations which helped create *Give Water a Hand* want to help you. Many others can help also. There are many useful things they might help with. For example:

- Show you how to read maps or a water meter. Test water. Plant and care for trees. Raise money. Install equipment. Use tools
- Answer questions about: how plumbing works, where drinking water comes from, where wastewater goes, what animals and plants live in water, and what hazardous materials might affect people, plants and animals
- Give, sell or lend tools, maps, brochures, posters, buttons, displays, videos, seeds, trees, equipment — even buses or cars
- Give or get permission for you to do what you want to. Or help you get in to talk to the county commissioner, school board, town council or mayor
- Tell you about projects you can work on or even work with you on one!

HOW TO GET HELP FROM PARTNERS

The first trick in getting help is knowing whom to talk to. Here are some ideas:
The list of national Partners on pages 27-29 of the *Leader Guidebook* explains what each one has to offer, whether they have local contacts or offices. The project list (on page 20) gives specific suggestions about what national Partners can help with.

Look at this page whenever your group needs information or resources.

List your project partners, their phone numbers and addresses:

_____

_____

_____

_____

_____

_____

_____

_____

_____

People or organizations in the community include County Extension Agents, Soil and Water Conservation District staff, public water utilities, non-profit environmental organizations, county or city waste management agencies, nature centers, and others. People at your school who could help include: school principal, teachers, the PTA or PTO.

TIPS FOR WORKING WITH PARTNERS

- Prepare before you call, write or meet. Be as specific as possible
- Be polite and respectful, even when you disagree or don't get what you want
- Always give your name and say what group you are with.
- Write all names, phone numbers and addresses in your Project Journal
- Say thank you. Send thank you notes. Invite Partners to a project celebration
- Only one person from your group should call. Don't confuse your Partners
- Call back after a couple of days if someone doesn't return your call
- Make sure you have a complete list of all your questions when you call your partner so that you don't have to keep calling back each time something comes up

GIVE WATER A HAND

HOME SITE ACTION GUIDE
PROMOTING GOOD WATER MANAGEMENT PRACTICES AT HOME AND IN YOUR COMMUNITY

Made Possible With Support from :

- Church & Dwight Co., Inc.
  Makers of Arm & Hammer® Baking Soda
- National Fish and Wildlife Foundation

In Partnership with:

American Forests

American Water Works Association

Earth Force

Global Rivers Environmental Education Network

The Groundwater Foundation

Izaak Walton League

National Aquarium in Baltimore

National Association of Conservation Districts

National 4-H Council

National Marine Education Association

Project WET (Water Education for Teachers)

Tennessee Valley Authority

Trout Unlimited

USDA Cooperative Extension System

USDA Extension Service

USDA Forest Service

USDA Soil Conservation Service

US EPA Office of Water

US Fish and Wildlife Service

US Geological Survey

US National Oceanic and Atmospheric Administration

University of Wisconsin Environmental Resources Center

Western Regional Environmental Education Council

Water Environment Federation

Give Water A Hand is part of the National 4-H Environmental Stewardship Education Program. Thanks to April Gower-Getz and Kashyap Choksi for fiscal management and printing.

Project Director:
Elaine Andrews, Environmental Education Specialist, University of Wisconsin-Cooperative Extension, College of Agriculture and Life Sciences, School of Natural Resources, Environmental Resources Center

National Coordination:
Gregory L. Crosby, USDA Extension Service

Project Coordinator:
Kadi Row, University of Wisconsin-Cooperative Extension, Environmental Resources Center

Lead Writers and Service-Learning Specialists:
Rich Cairn and Susan Cairn, Cairn & Associates, Minneapolis, Minnesota

Water Curriculum Specialist:
Kelly Warren, University of Wisconsin-Cooperative Extension, Environmental Resources Center

Designer:
Barbara Lyman, Alternative Designs, St. Paul, Minnesota

Illustrator:
Lynne Bergschultz, Bergschultz Studio, Fredonia, Wisconsin

Copy Editor:
Lynn Entine, Lynn Entine Writing and Editing, Madison, Wisconsin

Program Assistant:
Sheila Voss, University of Wisconsin-Madison,

Additional Reviewers:
Henry Althoen, William C. Dickinson, DeLynn Hay, Paul McCawley, Carolyn Johnson, Robert M. Pfeiffer, Suzanne Wade

University of Wisconsin-Extension,
Cooperative Extension
Environmental Resources Center
College of Agriculture & Life Sciences
Madison, WI 53706
(800) WATER20

All educational programs and activities conducted by the Cooperative Extension Service are available on a nondiscriminatory basis without regard to race, color, creed, religion, sexual orientation, national origin, sex, age, handicap or Vietnam-era veteran status.

Issued in furtherance of Cooperative Extension Work Acts of May 8 and June 30, 1914.

University of Wisconsin-Extension
Cooperative Extension

Environmental Stewardship

Extension Service

The Blue Thumb Program, a joint effort for National Drinking Water Week, in cooperation with the American Water Works Association

National 4-H Council's programs are open to all citizens without regard to race, color, sex, handicap, religion, age, or national origin. Mention or display of a trademark, proprietary product, or firm in text or figures does not constitute an endorsement by the National 4-H Council and does not imply approval to the exclusion of other suitable products or firms.

Any opinions, findings, conclusions, or recommendations expressed in this publication are those of author(s) and do not necessarily reflect the view of the U.S. Department of Agriculture.