

Water is a Treasure!
L'eau est un trésor!



Government
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du Canada

Canada

*Hi! I'm Splash, and this is my dog Bubbles.
Join us and learn about a
very precious treasure — water!*





Acknowledgements

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Introduction

Welcome to the *Water Is a Treasure* school information kit! The activities enclosed in this kit have been designed for use in First Nation schools — or even outside the classroom — to make children more aware of water.

The target audience is students from Kindergarten to Grade 6. *Water Is a Treasure's* key themes are

- the value of protecting water now and for future generations
- the wise use of water in daily activities
- how water treatment facilities ensure safe drinking water for the health and safety of First Nations communities, and the importance of water operators and the role they play
- appreciation for the importance of clean, safe and reliable water from its source, to the tap and back to the source

The kit includes a poster, a variety of educational activities and a list of Internet resources.



*This is Splash the water drop
and his friend Bubbles the dog.
They have been created to help introduce
and facilitate the use of the fun and
entertaining activities found in this kit.*

Water Is a Treasure's activities are meant to complement existing classroom programs. The activity sheets are bilingual and can be photocopied. The activities have been organized according to their target grade level.

Kindergarten activities include:

- Water Detectives (game that uses the poster)
- colouring sheets
- a matching association game (same as the one used for grades 1 to 3)
- maze activity

Grades 1 to 3 activities include:

- Tell Me a Story activity
- Draw Me a Story activity
- a matching association game (same as the one used for kindergarten)



Grades 4 to 6 activities include:

- trivia cards
- science activities

Use the Activity Guides as an aid for implementing the kit's activities. The guide gives instructions for each activity, as well as variations on the activity that you may wish to explore.

The poster is meant to be used in each classroom for every grade level. The provided list of Internet resources will help students find more information on water, its uses and its importance.

We hope you enjoy using *Water Is a Treasure* in the classroom to help encourage students in developing skills for positive action, such as respect for the environment and water sources. Please take the time to fill out the attached feedback form or fill it out online at www.ainc-inac.gc.ca/KS/index_e.html.

For more information on water, please contact your local Environmental Health Officer.

For more copies please call 1-800-567-9604

TTY only 1-866-553-0554



Internet Sites

Kid's Corner — Indian and Northern Affairs Canada

www.ainc-inac.gc.ca/KS/index_e.html

Drinking Water — Health Canada

www.hc-sc.gc.ca/ewh-semt/water-eau/drink-potab/index_e.html

Freshwater — Environment Canada

www.ec.gc.ca/water/e_main.html

Teacher's Corner — Environment Canada

www.ec.gc.ca/water/en/info/pubs/e_teach.htm

Science Projects — California Energy Commission

www.energyquest.ca.gov/projects/index.html

Le coin de Rafale — Environnement et Parcs, Québec

www.mddep.gouv.qc.ca/jeunesse/eau.htm

ACTIVITY GUIDES



Target Audience: Kindergarten (can also be used for all grade levels)

Purpose: To introduce the learning material presented in the poster “*Water Is a Treasure*”.

Learning Outcomes:

The children will be able to

- identify certain actions that can have a negative impact on their drinking water.
- identify certain actions that can have a negative impact on water sources and the environment.
- identify how to use water wisely.

Preparation: Put up the poster “*Water Is a Treasure*”.

Key Points: *This information can be used to expand on the concepts illustrated in the poster.*

- Chemical waste (such as pesticides, paint and cleaning solvents) and garbage (such as dental floss and plastic bags) should never be dumped down the drain or flushed down the toilet. In doing so these materials harm the environment. Wastewater treatment plants are only meant to process organic waste.
- Water is re-used and recycled by us and the planet. The water that is flushed down your toilet or poured down your drain returns to our lakes and rivers via wastewater facilities, and is then purified in water treatment plants before returning to the tap in your sink. This is why it is important not to abuse water at any stage in the cycle. Remember, what goes around comes around.
- Water is a limited resource. This is why using water wisely is so important. Some key methods of using water wisely are:
 - Report and/or fix any leaks in pipes, faucets and hoses.
 - Use a bucket instead of a hose to wash your vehicle or to water your plants.
 - Use a cup of water when brushing your teeth instead of leaving the tap running.

Description of Activity:

1. Introduce **Splash** (the water drop) and **Bubbles** (the dog) as your helpers.
2. Ask the children to find the images in the key on the poster.
3. Start a group discussion on water. Use the **Key Points** and the information found in the following table as discussion guides.



WATER DETECTIVES ANSWER KEY





















Note: Poster can be found online at www.ainc-inac.gc.ca/KS/index_e.html



Water is a Treasure!












**Can you find the things that are best for you,
the water and the environment?**

	Turn off taps when they are left unattended.		Boil water from an untreated source so all bacteria are killed.
	Trees are an important part of the water cycle. Planting trees helps keep the cycle going.		Wash vehicles with a bucket and sponge. This uses less water.
	Pick up litter and dispose of it properly. Make sure you wear gloves when doing so.		Brush your teeth using a cup for the water. This uses less water.
	Bathe on shore at least 10 metres from the water's edge. Use a bucket or other container for the water.		Cattle should be kept in a fenced enclosure away from the water's edge. The manure contaminates water and its sources.
	Fill outboard motors on shore. Gas leaks contaminate water and its sources.		Do laundry on shore at least 10 metres from the water's edge. Use a bucket or other container for the water.
	Cattle should drink from a container away from the water's edge. The manure contaminates water and its sources.		Weed by hand instead of using chemicals.
	Use a wading pool to keep cool. It uses less water than a sprinkler.		Fix any leaky taps or pipes.
	Gather rain water in a covered rain barrel. The water can be used to water the garden but not for drinking unless the water is boiled or otherwise treated.		Notify an adult when you see a tap left running.
	Use a watering can to water your plants and garden. It uses less water.		Chlorine is added to water to make it safe to drink.

Water is a Treasure!



**Can you find the things that can harm you,
the water and the environment?**

	Don't litter.		Don't drink untreated water. It can contain bacteria and other harmful elements.
	Fix leaky hoses.		Cattle should be kept away from shore. The manure can contaminate water and its sources.
	Fill outboard motors on shore. Gas leaks contaminate water and its sources.		Wash vehicles with a bucket and sponge. This uses less water.
	Brush your teeth using a cup for the water. This uses less water.		Use a watering can to water your plants and garden. This uses less water.
	Use a wading pool to keep cool. This uses less water than a sprinkler.		Bathe on shore at least 10 metres from the water's edge. Use a bucket or other container.
	Weed by hand instead of using chemicals. The chemicals leak into water and its sources.		Fix any leaky taps or pipes.
	Do laundry on shore at least 10 metres from the water's edge. Use a bucket or other container.		Cooking oil should not be disposed of down the drain.
	Don't litter.		Do not put things like toys into tanks or cisterns filled with clean water. They contaminate the water and make it undrinkable.



Water is a Treasure!

COLOURING SHEETS

11

Target Audience: Kindergarten

Purpose: To reinforce the learning material presented in the poster “Water Is a Treasure”.

Learning Outcomes:

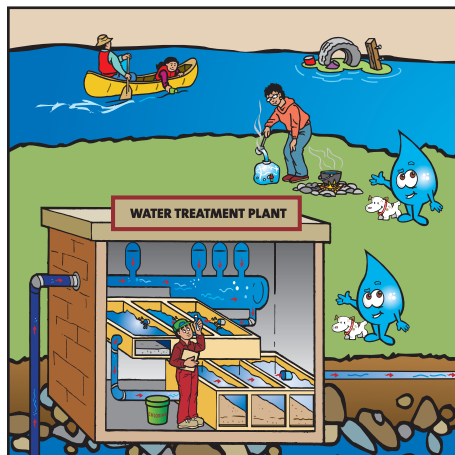
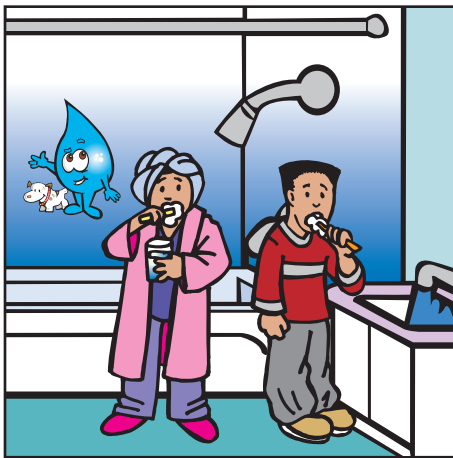
The children will be able to

- recognize how to use water wisely.
- recognize that only water that has been treated is safe to drink.

Preparation: Photocopy the colouring sheets found in the **Appendix**.

Description of Activity:

1. Distribute one of each colouring sheet to each student.
2. The children colour the pictures and draw **Splash** and **Bubbles** next to the image that is best for water and the environment.



Water is a Treasure!

Target Audience: Kindergarten to Grade 3

Purpose: To reinforce the learning material presented in the poster “*Water Is a Treasure*”.

Learning Outcome:

The children will be able to

- recognize negative actions and provide their corresponding solutions.

Preparation: Photocopy the Matching Game images found in the **Appendix** for each child or for each group of students depending on class size.

Description of Activity:

1. This game can be played individually, or in groups of up to four children.
2. Children will first have to cut the cards along the dotted lines.
3. Place cards face down in random order. Each child picks two cards. If they match, the cards remain face up and the child gets one additional turn. If they do not match, it is the next child's turn.
4. When all the cards are face up, the game is over.
5. Modification for younger children: cards can be placed face up and pairs picked up by child.
6. Modification for older children: cards can be used to play Go Fish.

The matching pairs of opposites are as follows:

+	—
19 – Finding a leaky hose and shutting it off	20 – Leaky hose
5 – Picking up litter	2 – Littering
12 – Wading pool	15 – Sprinkler
28 – Washing vehicle with a bucket and sponge	29 – Washing vehicle with a hose
26 – Laundry in a container away from shore	23 – Laundry in the lake
13 – Boiling water from the lake before drinking	14 – Drinking lake water
11 – Bathing with a container, not near shore	8 – Bathing in the lake
30 – Cattle in fenced enclosure	27 – Cattle roaming free and in the water
6 – Weeding by hand	9 – Spraying herbicide
17 – Using a watering can to water plants	18 – Using a hose to water plants
22 – Fixing a leaky pipe	25 – Leaky pipes
21 – Filling gas tank on shore	24 – Filling gas tank on the water
7 – Using a cup for the water when brushing your teeth	10 – Running the tap when brushing your teeth
1 – Sink and tap turned off	4 – Sink and running water
3 – Cistern with water inside	16 – Cistern with water and toys inside



Water is a Treasure!

Target Audience: Kindergarten

Purpose: To promote the water treatment plant's role in providing water to houses in the community.

Learning Outcome:

The children will be able to

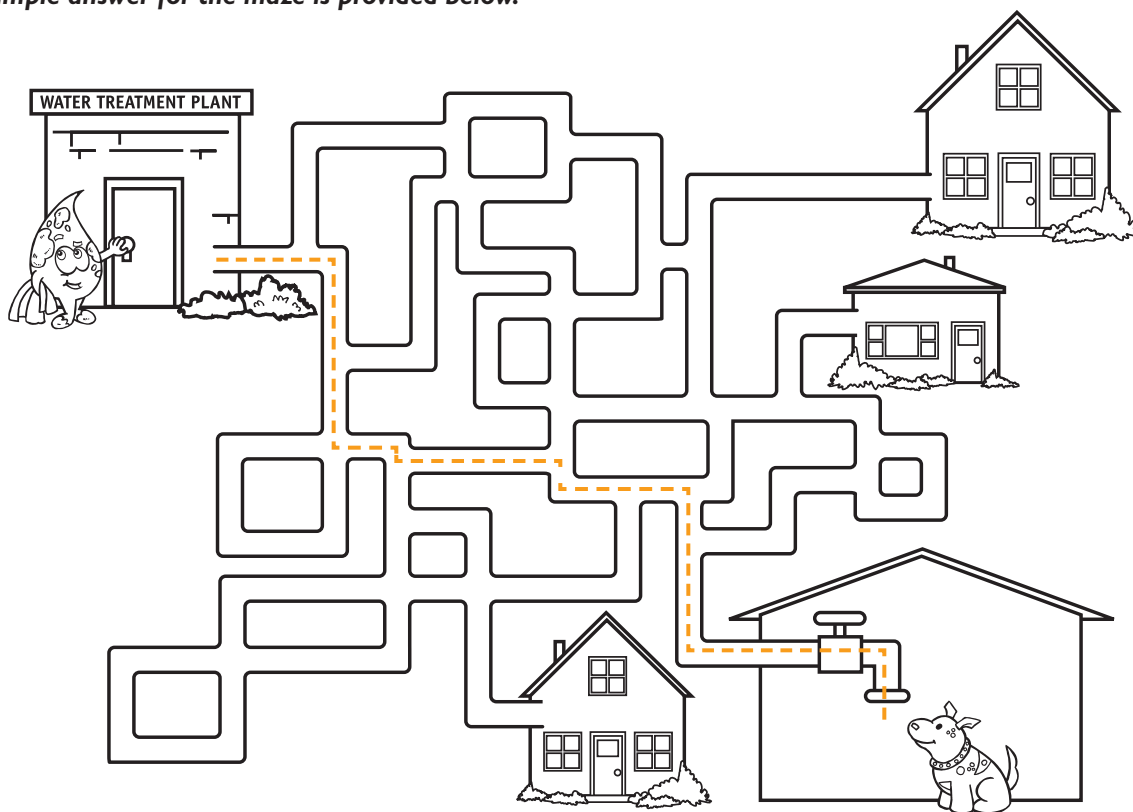
- recognize the role played by the water treatment plant in providing water to their houses.

Preparation: Photocopy the maze sheet in the **Appendix** for each child.

Description of Activity:

1. **Splash** has gone to the water treatment plant to get clean.
Help **Splash** find a way through the pipes and back to **Bubbles**.
2. The child completes the maze by following the correct path through the pipes.

A sample answer for the maze is provided below.



Water is a Treasure!

Target Audience: Grades 1 to 3

Purpose: To help enhance children's vocabulary with water-related words.

Learning Outcome:

The children will be able to

- use specific water-related words in context.

Preparation: Photocopy the “Tell Me a Story” page found in the **Appendix**.

Description of Activity:

1. Using the pictures on the page and the list of words, the children take turns telling a story.
2. Each child can choose which “Tell Me a Story” they will use.
3. Sitting in a circle, the children take turns telling their stories.
4. If this is a large class, divide students into groups.

Variations: Use only the pictures and ask students to tell a story in their own First Nations language.

List of Key Vocabulary:

- water
- garbage
- stream
- lake
- river
- waste
- protect
- sediment
- pollution
- filter
- sun
- rain
- evaporation
- bacteria
- ground water
- water cycle
- cistern
- conservation
- cloud
- well
- chlorine
- wastewater
- sewage lagoon
- rain barrel
- Environmental Health Officer
- water treatment plant
- water treatment operator
- community-based water monitor



Water is a Treasure!

Here are some sample answers:

Using 1, 2: Splash woke up and saw **garbage** and **sediment** all around. Splash was polluted and jumped out of the **water**. "What am I going to do? I'm supposed to be visiting my fishy friends today. I can't go like this. I'll make them sick!" Splash headed over to the **water treatment plant**. The **water treatment operator** told Splash that he'd have him clean in no time. "Just hop in," he told Splash. Splash was **filtered** and cleaned and spent the rest of the day relaxing with his fishy friends.

Using 4: My house is next to a **river**. My mother loves our **lakes, rivers** and **streams** and wants to **protect** them. Mother protects **water** by weeding by hand. She uses **water** wisely by using a watering can to water her garden. Using chemicals to kill weeds causes **pollution** and using a hose to **water** the garden **wastes water**.



Water is a Treasure!



Target Audience: Grades 1 to 3

Purpose: To promote a discussion on water and its importance.

Learning Outcome:

The children will be able to

- relate the importance of water to the past, present and future.

Preparation: Photocopy the **Draw Me a Story Activity Sheet** in the **Appendix** for each child,
OR Copy the story found in **Draw Me a Story** on the board.

Description of Activity:

1. Read the story to the children.
2. Ask the children to design a symbol that shows how important clean water is to us, and to all living things (animals, plants, water life).

Variations: Have a poster contest in your classroom! Use other art media, such as sculpture or painting.

If I'm thirsty should I
drink out of the lake?



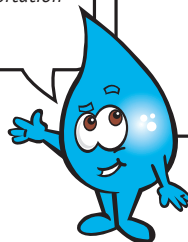
Years ago people drank lake water and river water. Now we know that water taken directly from lakes, rivers and streams is not safe to drink.

Clean water has always been important. Towns and villages are often located near a water source and rivers can be used as water highways. The problem today is that water can be full of pollution and tiny organisms that you cannot see and that can make you sick.

Water is a treasure and it is important to keep it clean. Think of the different ways you use water. We drink water and we use it for growing food, cooking, transportation and washing.

A sample of the activity is below.

Design a symbol that shows how important clean water is to us and to all living things (animals, plants, water life).



Water is a Treasure!

Target Audience: Grades 4 to 6

Purpose: To demonstrate why concepts such as using water wisely and water preservation are important.

Learning Outcomes:

The children will learn

- how pollutants affect ground water.
- how a water filter functions.
- what roles evaporation and condensation play in filtering water.
- how the water cycle works.

Preparation: Photocopy the science activities sheets. For Science Activity 2, cut plastic pop bottles in half.

Description of Activity:

1. Pair up the children.
2. Depending on the science activity being used, provide students with the materials specified in each activity.
3. Have the children conduct the science activities while monitoring them closely.

Expected Results:

- **Science Activity 1: Making Polluted Water:** Yes, this happens to our lakes and rivers. No, the water is not clean and drinkable. Filtering the water might remove the pollution but not all of it.
- **Science Activity 2: Water Filter:** Materials such as oil and soap will not filter through. The best order is gravel at the bottom, then sand, cotton balls and paper towels on top.
- **Science Activity 3: Solar Still:** Water should gather in the cup and taste salt free.
- **Science Activity 4: Water Cycle:** The water from the bottle cap should evaporate then condensate and work its way through the different layers of materials. Transpiration from the plant will also occur.



Target Audience: Grades 4 to 6

Purpose: To inform children about water and its relation to humans, animals and the planet.

Learning Outcomes:

The children will be informed about

- using water wisely.
- the importance of keeping water clean at the source, to the tap, and back to the source.
- the different uses of water.

Preparation: Photocopy the trivia cards found in the **Appendix** for each child.

Description of Activity:

1. Provide children with scissors so they can cut the cards apart.
2. In pairs the children, using only one set of trivia cards, take turns asking each other the questions on the cards.

Variations: Use the cards to play a game of Jeopardy or create a game show of your own!

Different measurements are used in the trivia card questions. The following table gives examples for them.

EXAMPLE	MEASUREMENT
1 kilogram	the mass of 1 L of liquid
Sub-compact car	1000 kg, or the mass of 1000 L
Large milk carton	2 L
Internal volume of a refrigerator unit	500 L
Juice box	250 mL

Important Note:

The children are not expected to know the answer.

These cards are meant to be a source of new information.



Water is a Treasure!

APPENDIX:

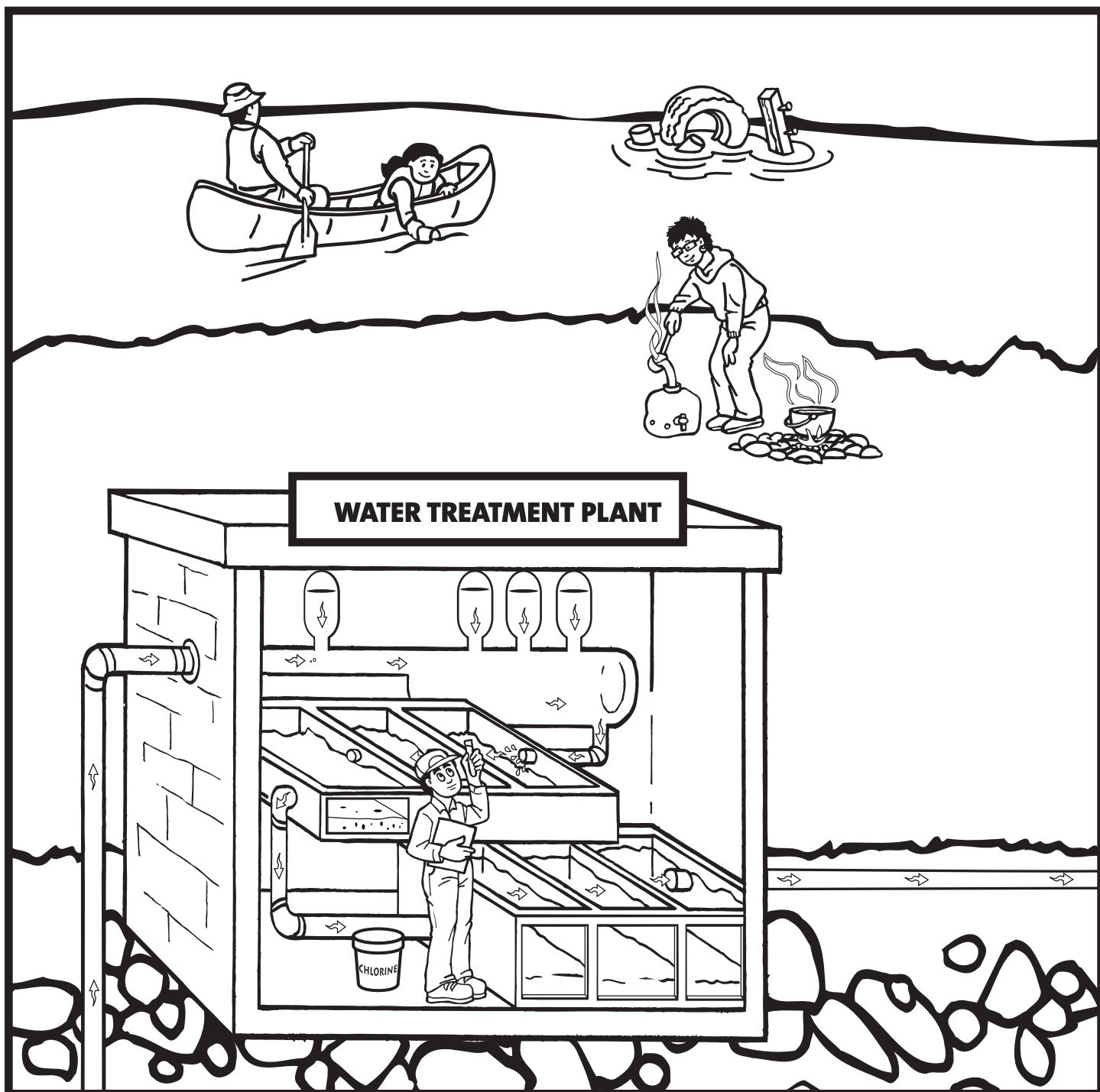
ACTIVITY SHEETS



Draw Splash and Bubbles next to the action that is best for water and the environment. Then colour the picture.



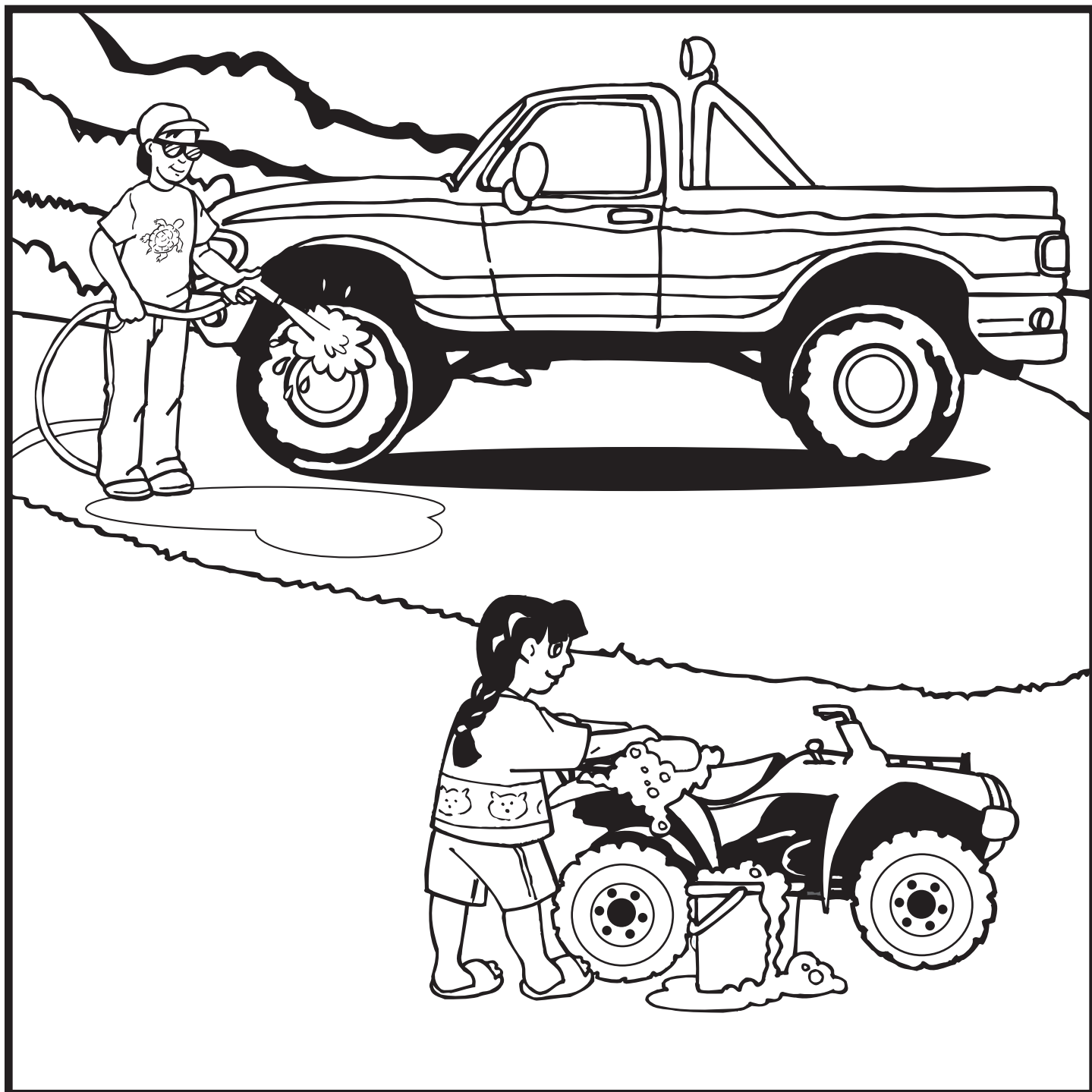
***Draw Splash and Bubbles next to the treated drinking water.
Then colour the picture.***



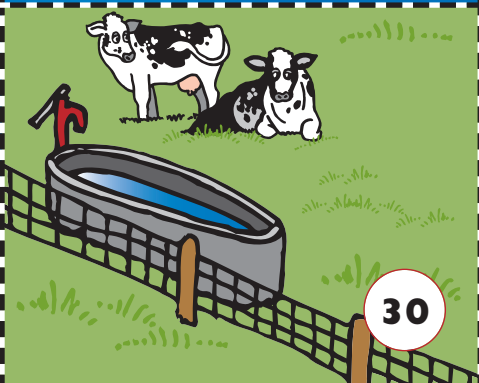
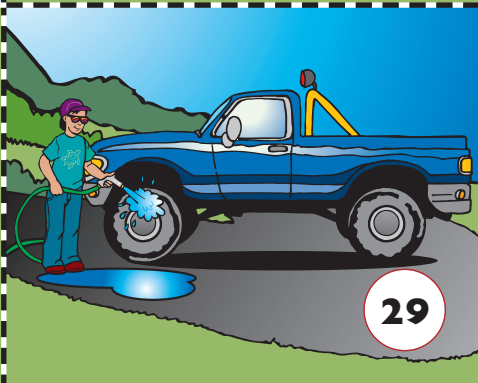
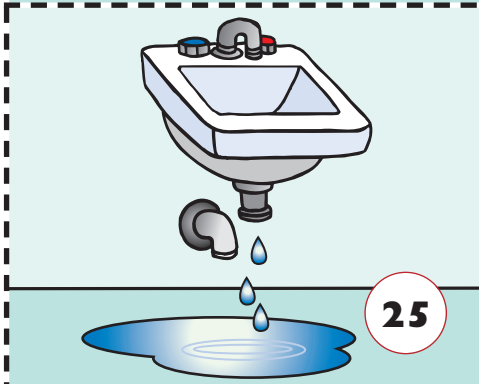
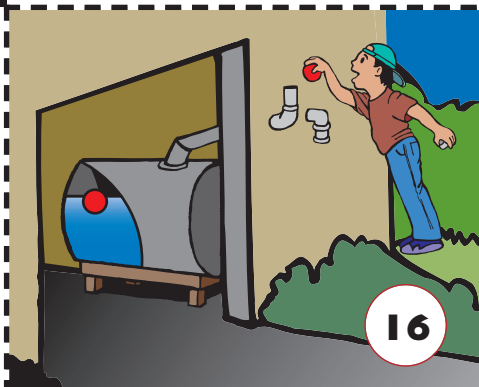
Draw Splash and Bubbles next to the action that is best for water and the environment. Then colour the picture.



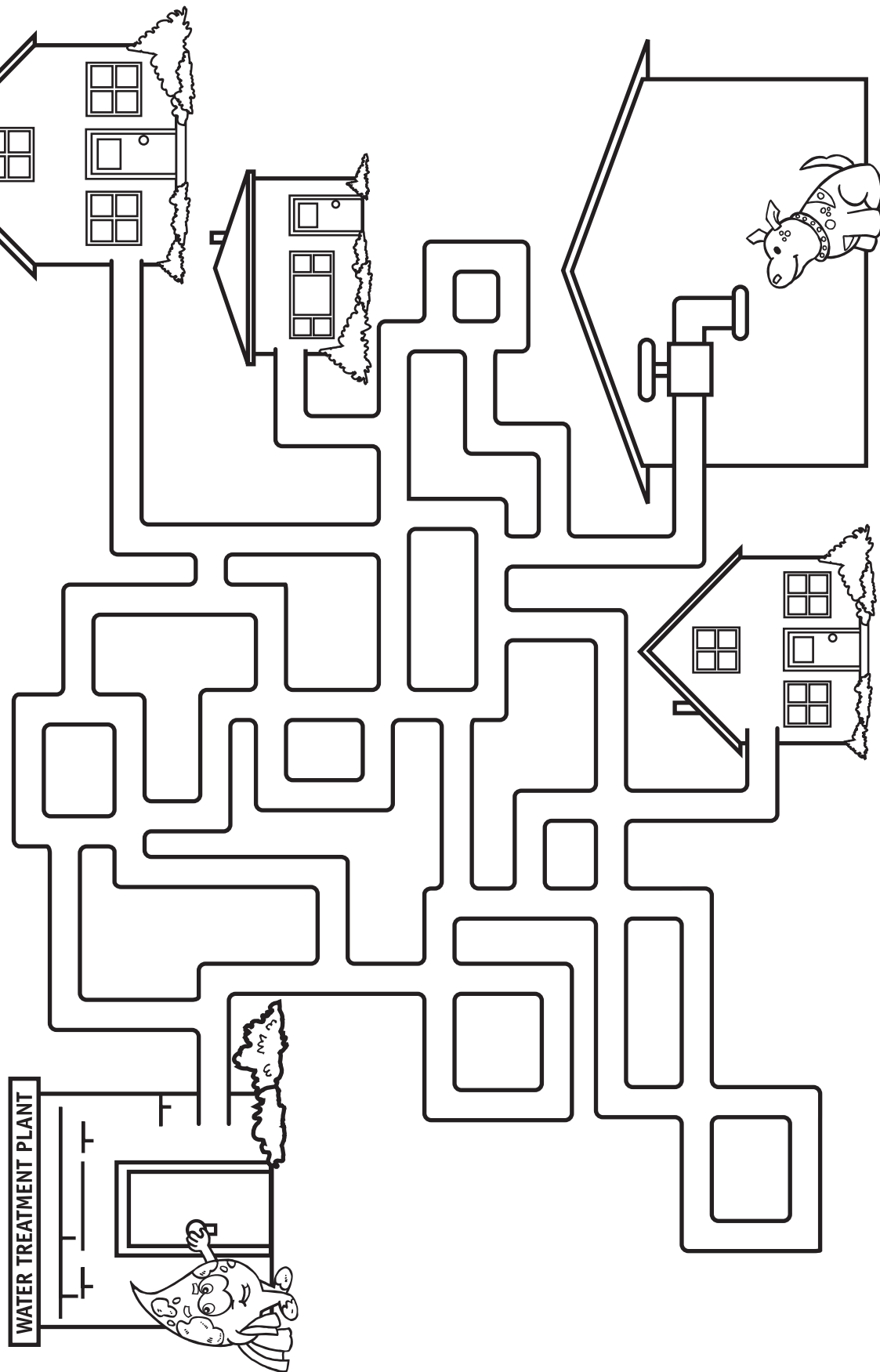
Draw Splash and Bubbles next to the action that is best for water and the environment. Then colour the picture.

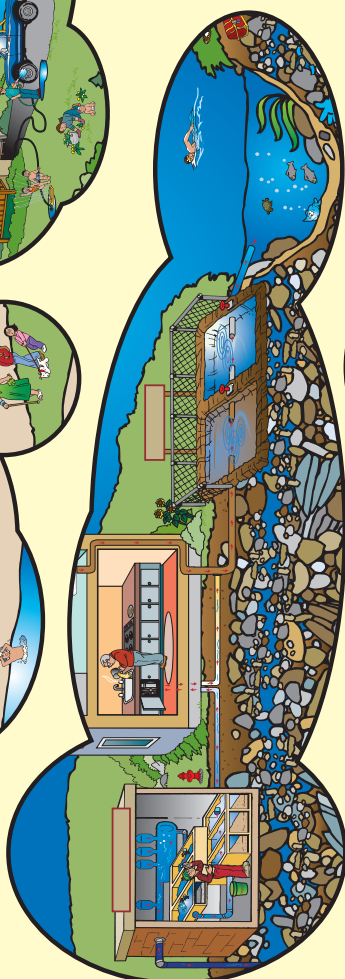
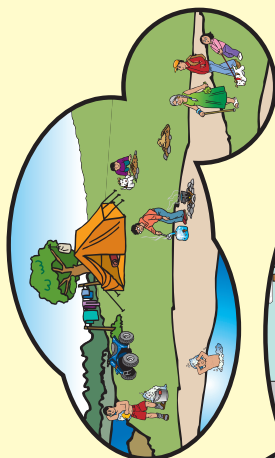
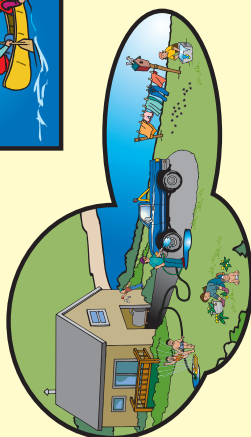






Splash has gone to the water treatment plant to get clean.
Help **Splash** find a way through the pipes and
back to **Bubbles**.





- water • garbage • stream • lake • river • waste
- protect • sediment • pollution • filter • sun • rain
- evaporation • bacteria • ground water • water cycle
- cistern • conservation • cloud • well • chlorine
- wastewater • sewage lagoon • rain barrel • Environmental Health Officer
- water treatment plant • water treatment operator
- community-based water monitor



**Tell me a story using any of these pictures
and as many of these words as you can!**



If I'm thirsty should I drink out of the lake?

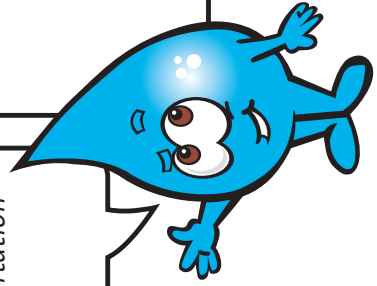


Design a symbol that shows how important clean water is to us and to all living things (animals, plants, water life).

Years ago people drank lake water and river water. Now we know that water taken directly from lakes, rivers and streams is not safe to drink.

Clean water has always been important. Towns and villages are often located near a water source and rivers can be used as water highways. The problem today is that water can be full of pollution and tiny organisms that you cannot see and that can make you sick.

Water is a treasure and it is important to keep it clean. Think of the different ways you use water. We drink water and we use it for growing food, cooking, transportation and washing.



Science Activity 1: Making Polluted Water

Purpose: To demonstrate what happens to water when garbage is dumped in it.
This activity teaches what not to do to water.

Materials: Five jars with lids
Salt
Sugar
Cooking oil
Dish soap
Leftover food

Method:

- 1) Label each jar: #1-Salt, #2-Sugar, #3-Oil, #4-Soap, #5-Food.
- 2) Put some salt in jar #1, sugar in jar #2, cooking oil in jar #3, dish soap in jar #4, and leftover food in jar #5.
- 3) Add water and place lids on jars. Let them sit for a few days.
- 4) Count how many days have passed and open the jars.
- 5) Create the following table:

	JAR #1	JAR #2	JAR #3	JAR #4	JAR #5
LOOK					
SMELL					
TOUCH					

- 6) LOOK at what's inside. Does it look clean? Write down your observations for each jar.
- 7) SMELL what's inside. Does it smell clean? Write down your observations for each jar.
- 8) TOUCH what's inside. How does it feel? **WASH YOUR HANDS WITH WATER AND SOAP.**
Write down your observations for each jar.

Observations:

- Do you think this happens to our lakes and rivers when people put their garbage in them or if people bathe in them?
- Is the water in the jars still clean and drinkable?
- How can we remove the pollution? Will we be able to remove all of it?

DON'T DRINK THE WATER USED IN THIS ACTIVITY!!!!

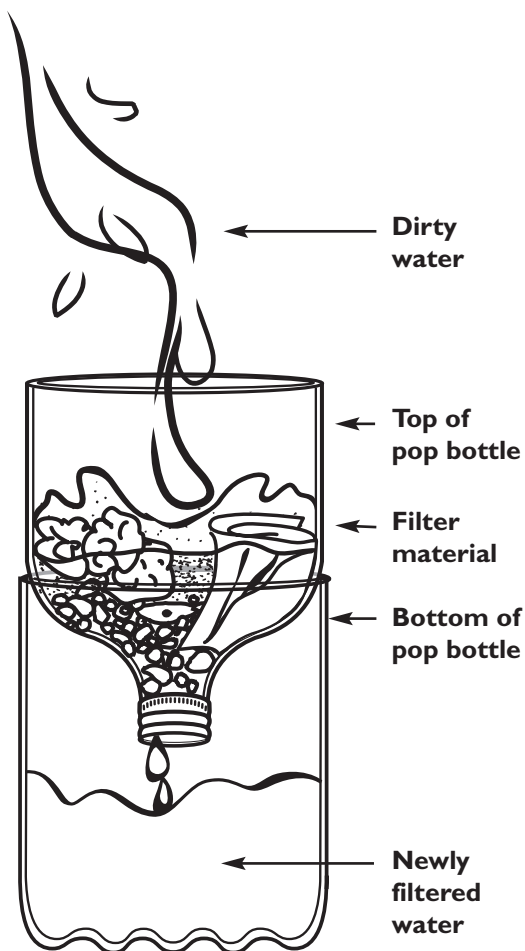
Science Activity 2: Water Filter

Purpose: To clean dirty water by creating a water filter.

Materials: A two-litre plastic pop bottle cut in half (your teacher will do this for you)
 Napkins or paper towel
 Gravel
 Sand
 Cotton balls
 Dirty water (may be water from *Science Activity 1*)

Method:

- 1) Put the top half of the plastic pop bottle into the bottom half so it acts as a funnel.
- 2) Layer filter materials (napkins, gravel, sand, cotton balls) inside the top half in any order you like.
- 3) Pour in dirty water and wait for it to filter through to the bottom. What does the filtered water look like? How does the filtered water compare to the dirty water? Write down your observations.
- 4) Take your filter apart and examine the different layers. What do they look like? What is trapped in there?
- 5) Wipe bottle clean and start again using different layers.



Observations:

- Which order of filter materials worked best?
- Did the water get completely cleaned? If not, what was left behind?
- How does this system work in nature?

DON'T DRINK THE WATER USED IN THIS ACTIVITY!!!!

Science Activity 3: Solar Still

Purpose: To show how to filter water using evaporation and condensation in the water cycle.

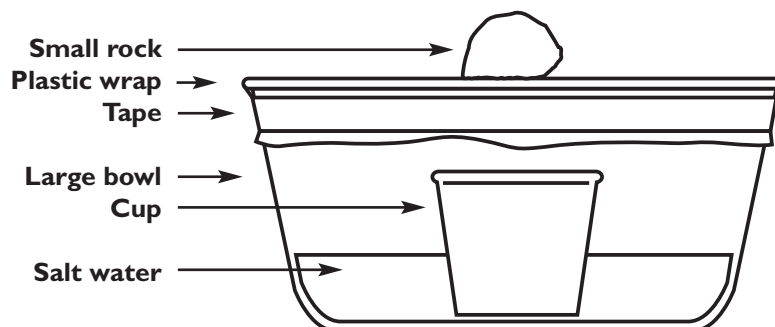
Materials: Large bowl
Cup
Tape
Plastic wrap
Small rock
Pitcher of water
Salt
Spoon for stirring

Method:

- 1) Add salt to the pitcher of water. Stir water with spoon until all of the salt is dissolved.
- 2) Pour 1 to 2 inches of water in large bowl.
- 3) Place cup in the bowl. The top of the cup should be shorter than the top of the bowl and higher than the salt water.
- 4) Place plastic wrap over the bowl and seal with tape.
- 5) Put the small rock on top of the plastic wrap over the cup.
- 6) Congratulations you have just made a solar still.
- 7) Place your still outside overnight or longer.
- 8) When you are ready, take the plastic wrap off your still and examine the water that has collected. Taste it. Is it salty? Write down your observations.

Observations:

- Where did the salt go?
- Where did the water go?



Science Activity 4: Water Cycle Activity

Purpose: To watch the water cycle at work.

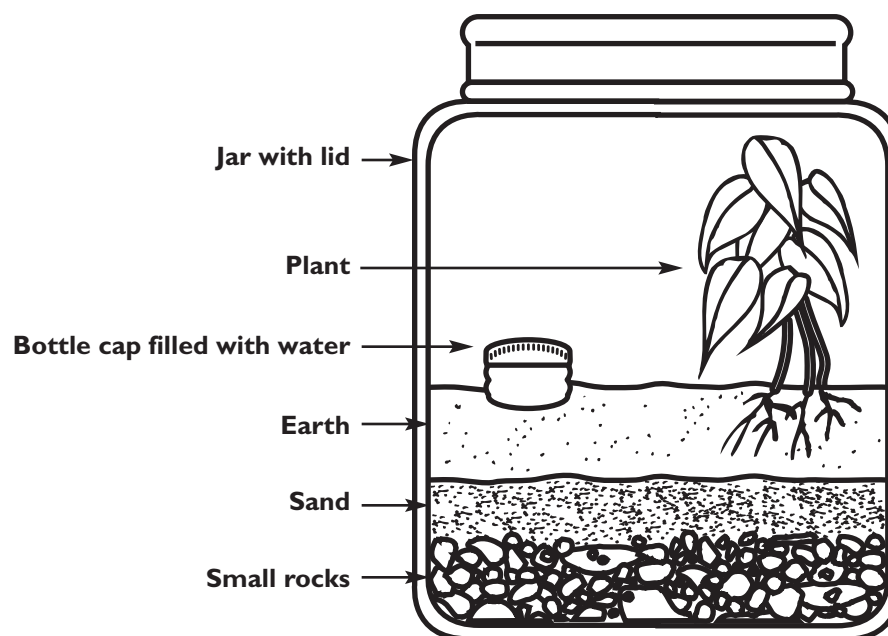
Materials: Jar
Plants
Bottle cap filled with water
Soil
Sand
Small rocks

Method:

- 1) Fill the bottom of the jar with small rocks; then add sand and soil.
- 2) Plant your plant on one side of the jar and place the bottle cap on the other. Make sure your bottle cap filled with water is face up like a cup.
- 3) Put the lid on the jar and place it in a sunny spot.
- 4) Check your jar every day. Write down your observations for each day.

Observations:

- What does the soil/sand/layer of rock look like?
- What does the plant look like?
- What does the jar look like?
- Is there anything in the bottle cap?





How much water is used to make a car?

- a) 1,480 L
- b) 14,800 L
- c) 148,000 L

Answer: c) 148,000. It takes 148,000 L of water to make a new car, including the tires. The volume of ALL of that water equals the volume of about 148 cars!

It is okay to leave water running when you are:

- a) washing dishes
- b) washing fruit and vegetables
- c) trying to get a really cold drink of water
- d) none of the above

Answer: d) none of the above. Leaving water running uses a lot more water than is needed. Try and remember to turn the tap off when you are not using it!



Which of the following foods is 95% water?

- a) a tomato
- b) a pear
- c) a turnip

Answer: a) A tomato is 95% water.

About how much of the human body is water?

- a) 55%
- b) 65%
- c) 75%

Answer: a) 55%. About 55% of your body is water.



How much water is used in a five-minute shower?

- a) 1 L
- b) 10 L
- c) 100 L

Answer: c) 100 L of water is used during a five-minute shower with a standard shower head. But did you know that a five-minute shower with a low-flow shower head uses less than 50 L of water!

If you leave the tap running, how much water is used to brush your teeth?

- a) 5 L
- b) 10 L
- c) 15 L

Answer: b) 10 L. In only two minutes, the same amount of water as five large milk cartons is used to brush your teeth. Imagine how much water you could save by turning the tap off and using a cup of water instead!



How much of the water in your home is used in the bathroom?

- a) 10%
- b) 30%
- c) 65%

Answer: c) 65% of the water used in your home is used in the bathroom. Another 25% is used for cleaning and laundry, and ONLY 10% is used for drinking and cooking.

True or False: Leaky taps lose more water than is needed for cooking and drinking.

True: A leak of one drop per second wastes 10,000 L of water in one year! That's enough water to fill 20 refrigerators. Remember, it's not the little leak that wastes water; it is the little leak that keeps on leaking that wastes water.





True or False: It is safe to drink a glass of water if the water looks clean and clear?

False: Water may look clean and clear but may still be unsafe to drink. That is why drinking water is treated and tested to make sure it is safe to drink.



How much of the Earth is covered in water?

- a) 25%
- b) 50%
- c) 70%

Answer: c) 70% of the Earth is covered in water.



Who needs water to live?

- a) humans
- b) animals
- c) plants
- d) all of the above

Answer: d) all of the above.
Humans, animals and plants all need water to survive.



How much water do you NEED each day?

- a) 1 L
- b) 2 L
- c) 4 L

Answer: b) 2 L. It is recommended that you drink two to three litres of fluid every day. That's about the same as drinking eight glasses of water!



How much of the Earth's water is available as a source for drinking water?

- a) less than 1%
- b) about 2%
- c) about 10%

Answer: a) less than 1%. It is like being given three really big bottles of pop, but you can only drink a capful.



Is it safe to drink water from:

- a) lakes and rivers
- b) the ocean
- c) rain barrels
- d) none of the above

Answer: d) none of the above. Water can be full of bacteria, so it must be treated before it is safe to drink. Water treatments include chlorinating water and boiling water.



Who is the person working every day to treat water so it is safe to drink?

- a) the chief
- b) the Environmental Health Officer
- c) the water treatment operator
- d) the community-based water monitor

Answer: c) The water treatment operator works every day to make sure your drinking water is clean and safe to drink. It is also important for all community members to protect water at its source, keeping it clean.



Up to how much water can one drop of oil contaminate?

- a) 250 L of water
- b) 25 L of water
- c) 2 L of water

Answer: b) 25 L or 100 juice boxes can be contaminated by only one drop of oil.



True or False: Never use the toilet as a garbage can.

True: It is important to never flush any garbage down your toilet.
The wastewater treatment plants cannot treat garbage, such as paint, oil and medicine.



True or False: Motor boats can pollute water with gasoline leaks and spills.

True: When using a power boat make sure the engine is not leaking any oil or gasoline. Fill the gas tank and do any repairs on land away from the water's edge.



True or False: When you are camping, it is okay to wash with soap in the lake or river.

False: Washing in lakes and rivers pollutes the water. Instead, fill a bucket and wash at least 10 metres away from the water.



True or False: More than one half of the world's animals and plants live in the water.

True: Most plants and animals live in water.



True or False: Rain barrels are a good way to conserve water.

True: You can use the collected rain water in your garden! For safety and health reasons, make sure you keep your rain barrel covered at all times.



True or False: The addition of chlorine to drinking water is good for you.

True: Adding chlorine to drinking water greatly reduces the risk of waterborne diseases.



True or False: You can survive a month without water.

False: You can survive about a month without food but only five to seven days without water.



True or False: In Canada, there is more water underground than on the surface.

True: Even though 9% of Canada is covered in freshwater, there is even more water than that below the surface!

Feedback Form

We recognize how precious your time is and would be very appreciative of your feedback.

Thank you for taking the time to fill out the evaluation.

Please use the attached envelope and send it to the address on the envelope.

Please rate the following questions on a scale of 1 to 5, 1 being strongly disagree and 5 being strongly agree.

The kit was easy to use.	1	2	3	4	5
The purpose of the kit was clear and understandable.	1	2	3	4	5
The students enjoyed the activities.	1	2	3	4	5
You were satisfied with the content of the kit.	1	2	3	4	5
You would recommend the kit to your peers.	1	2	3	4	5
The students liked the mascots Splash and Bubbles.	1	2	3	4	5
The references to First Nations were appropriate for your community.	1	2	3	4	5
This kit will influence positive behaviour toward protecting your community's water.	1	2	3	4	5

Please list which activities from the kit you used:

Do you intend to use these activities in the future: YES NO

Additional Comments:

OPTIONAL

Name of your school:

Grades taught:

School address:

School phone number:

