

# Fantastik'eau

I love water. I take care of it!



.....  
**THE FANTASTIK'EAU EDUCATIONAL PACKAGE (2<sup>ND</sup> EDITION)  
COMPLETE GUIDE: CYCLE 2**  
.....

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Fantastik'eau I love water. I take care of it!

The Fantastik'eau educational package: Complete Guide, 2<sup>nd</sup> edition

This educational package was created by the CENTRE D'INTERPRÉTATION DE L'EAU

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#### **CREDITS**

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The full list of people who contributed to the project (employees, volunteers, contract workers) is displayed on the C.I.EAU's website.

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## CURRENT SITUATION\*

In 2018, the water distributed in Québec amounted to 1 345 million cubic metres per year, which is the equivalent of 358 667 Olympic swimming pools! Québeckers are among the people who consume the most drinking water in the world, even though their way of life is similar to that of many other countries, particularly in Europe, where water is used sparingly.

Water may seem overabundant on our planet, but treating it is more complicated than it seems. The vast majority of the Earth's water (the oceans, for instance) is salty, making it very difficult and costly to use as drinking water.

The Québec Ministry of Municipal Affairs and Housing estimates that, in 2018, the average distribution of drinking water in a city of Québec amounted to 536 litres of water per capita per day. Half of this water is dedicated to commercial, industrial and institutional uses or is lost to leaks in the water supply system. Citizens, however, can have a significant impact on half the volume of this colossal consumption of water.

Currently, over 40% of Québec's water distribution network suffers from a high or very high level of leaks while the levels of moderate and low leakage account for 26% and 31% respectively. In general, Québec's leakage level is high, which significantly increases its distribution of drinkable water.

Bottled water represents another major problem. Not only does bottled water cost consumers 1 000 times more money, but 25% of the bottled water on the market is regular tap water. Producing a bottle of water requires even more water than it carries. Therefore, drinking bottled water is not a viable long-term solution.

The quality of Québec's drinking water is excellent. Several of the province's drinking water treatment plants exceed government standards in terms of water quality. Without a doubt, this resource is the blue gold of Québec.

The Québec government's goals for 2019–2025: reduce the amount of water distributed per capita by at least 20% compared to 2015, and reach moderate or low leakage levels throughout the province.

For more information on water and the issues affecting it, visit C.I.EAU's website at [www.cieau.org](http://www.cieau.org).

\*To learn more about the sources of this documentation, please refer to the Bibliography and Webography at the end of this document.

## FOREWORD

The Centre d'interprétation de l'eau (C.I.EAU) is pleased to present this second edition of the Fantastik'eau activity package. The materials and the slogan "I love water. I take care of it!" aim to raise awareness about a very valuable resource: water.

Fantastik'eau is an educational package that includes eight scientific missions. These missions describe fun and instructional learning situations for elementary students in all three cycles. The package was designed to offer connections with the curriculum of the Québec Education Program (QEP).

Two of the missions were designed to be done in a classroom environment. The six other missions are intended for families at home or to deepen students' learning at school. Each of these eight missions includes a short video featuring Jérémie Larouche, a comedian, host, and scientific popularizer.

This package is intended to provoke questions and a sense of wonder about the omnipresence of water in our daily lives. Its ultimate goal is to instill a desire to protect it and manage it more effectively.

From a young age, children today have a strong awareness of environmental issues, along with a willingness to play an active role in society. Therefore, it is important to provide these future agents of change with opportunities to develop their burgeoning sense of civic responsibility.

Schools provide an ideal environment to raise or strengthen awareness about the wasting of our most precious resource.

**Together, we can make a difference!**

# FANTASTIK'EAU ACTIVITIES



Cycle 1

## AQUA-RESPONSIBLE BEHAVIOURS

This activity invites students to think about different habits they can adopt regarding water. What are the impacts of these habits? Which ones are ideal, and why?



Cycle 1

## THE WATER EXPERTS' INVESTIGATION

Your class will embark on an investigative adventure to find out where drinking water is used at school. Students will offer suggestions to improve water consumption by completing the "Water experts' report."



Cycle 2

Cycle 3

## WHERE DOES DRINKING WATER COME FROM?

This first mission explains where drinking water comes from. Students learn about the source from which a drinking water treatment plant draws its water and how it is treated. A problem arises at the drinking water treatment plant, and students must therefore make their own "water filter" and calculate the proportions of water they can filter using it.



Cycle 2

Cycle 3

## SAVING DRINKING WATER

During this second and main mission, your students will dive into the action by learning how a water-saving device works (scientific method). All the materials you need are easy to find at home! This mission offers fun ways to approach problem-solving, to calculate surface areas, and to determine drinking water savings in percentage values.



Cycle 1

Cycle 2

Cycle 3

## WATER'S PATH, WHAT A MAZE!

### THE WATER TOWER

### ALERT! THERE'S A LEAK!

### THE SONOSCOPE IS LISTENING!

### IN HOT WATER

## QUIZ: HOW WATER-CONSCIOUS ARE YOU?

Your students are thirsty for more? No problem! We have a list of short missions that can be done in the classroom or at home to deepen their learning in mathematics and in science and technology. From experiments to games and quizzes, there's something for everyone!

## THE FANTASTIK'EAU WEBSITE

To view and download all of the Fantastik'eau content, visit the C.I.EAU's website at [www.cieau.org/fantastikeau](http://www.cieau.org/fantastikeau)

## THE FANTASTIK'EAU VIDEO SERIES

Our extra missions are all accompanied by a video featuring Jérémie Larouche, who invites students to experiment with him. Check them out on our website or YouTube channel!



## EDUCATIONAL OBJECTIVES

### LEARNING OBJECTIVES



Each activity is put into a fun and practical context with inspiring characters, all while focusing on learning.



Through these activities, your students will learn:

1. How to use certain objects and simple scientific principles to save drinking water on a daily basis.
2. How to calculate water savings achieved by adopting environmentally responsible behaviours.
3. Where the water that goes through the urban water cycle comes from.

### CONNECTIONS WITH THE CURRICULUM OF THE QUÉBEC EDUCATION PROGRAM (QEP)

- **Ethics and Religious Culture** (Cycle 1): Give examples of actions that can foster the well-being of living beings; Give examples of actions that are harmful to living beings.
- **Mathematics** (Cycles 2 and 3): Measurement units; Decimals; Perimeter; Estimating surface areas; Proportions; Percentages.
- **Science and technology** (Cycles 2 and 3): Technological design; Scientific method; Impact of the quality of water on living beings; Water cycle.

At the end of this adventure, everything will be crystal clear... like a glass of fresh water!



### INTERACTIVE WHITEBOARD

To facilitate classroom activities, some assignments are available in **IWB** formats.

**Mini-Activity A:** Aqua-Responsible Behaviours

**Mini-Activity B:** The Water Expert's Report

**Mission 01:** Crystal Clear

**Mission 02:** Saving Drinking Water

**Extra Mission 03:** Water's Path, What a Maze!

**Extra Mission 08:** Quiz: How Water-Conscious Are You?

Find and download the **IWB** formats for these activities on our website at [www.cieau.org/fantastikeau](http://www.cieau.org/fantastikeau)

# THE FANTASTIK'EAU EDUCATIONAL PACKAGE

## MEET THE FANTASTIK'EAU CREW!

Join **Wasteful Wally** and **Conscious Charlie** in their misadventures, while experiencing science and technology. These two characters do their best to protect our precious blue gold ... but despite their best intentions, they always seem to be treading water! You and your students must come up with inventive solutions to help them out.

The **Fantastik'eau crew** will help you succeed in this mission.

Young, curious and meticulous, **Aqua-Mary** is eager to know how everything works. She's also a swimming athlete. Her discipline is ... unwavering, which is especially helpful in mathematics and in science and technology!

**Walter** was born in Québec, but his parents are from India, a country struggling with a drinking water crisis. Potable water is becoming increasingly difficult to source in his parents' home country. He understands that it is a very precious resource indeed, and he has a ton of clever ideas to conserve it.

**Jérémie**, **Aqua-Mary** and **Walter** are joined by **Crystal Clearwater**, a water treatment expert who helps them deepen their knowledge of water.



Wasteful Wally



Conscious Charlie



Jérémie



Aqua-Mary



Walter



Crystal Clearwater



### JÉRÉMIE LAROUCHE:

A comedian who has won several awards, Jérémie also runs a YouTube channel with his daughters, hosts a podcast, and collaborates on a number of television shows. Among other projects, he is the host of several programs for young viewers. Jérémie dived into the Fantastik'eau experience by tackling the extra missions.



MISSION

01

# Fantastik'eau

I love water. I take care of it!

## CRYSTAL CLEAR



## CYCLE 2

MISSION

01

# Fantastik'eau

I love water. I take care of it!

## CRYSTAL CLEAR



TEACHER'S GUIDE  
CYCLE 2

**IWB**

ACTIVITY ALSO  
AVAILABLE IN  
INTERACTIVE  
WHITEBOARD  
FORMAT!

[cieau.org/fantastikeau](http://cieau.org/fantastikeau)

## MISSION 01: CRYSTAL CLEAR



### GOAL OF THE ACTIVITY

Build a water filter to “fix” a section of the drinking water treatment plant.



### DURATION

45 MINUTES



### CONNECTIONS WITH THE CURRICULUM OF THE QEP

#### MATHEMATICS:

- Volume conversions

#### SCIENCE AND TECHNOLOGY:

- Technological design
- Using simple measuring instruments
- Measuring quantities



**CRYSTAL CLEARWATER:** There are 995 municipal drinking water treatment facilities in Québec, which get their water from surface or groundwater sources, and 7 000 certified water treatment operators—people like me!



**JÉRÉMIE:** The plate will be used to support the plastic glass. The size of the hole in the plate must be slightly smaller than the opening of the glass in order for the rim of the glass to be able to rest on the plate.

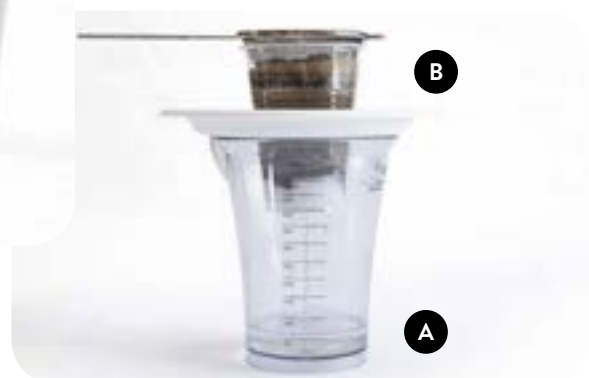


**WALTER :** Check out the filter I made! You can show it to your students if they need some inspiration.

I used a coffee filter, some cat litter, gravel, cotton balls, and a strainer. I lose a lot of water when filtering ... your students can surely do better!

### MATERIALS FOR EACH TEAM OF 2-3 STUDENTS

- 1 large nail, 1 pushpin or a sharp screwdriver **!**
- 2 glasses made of clear, flexible plastic that each hold 250 millilitres of liquid
- 1 paper or aluminum plate with a six centimetres diameter hole in the middle (diameter of the base of the 250 millilitres glass)
- Earth and leaves to cloud the water that will be filtered by the water filter. The water must be brown, but not muddy, in order for the students to see a difference.
  - e.g. 1 cup (250 millilitres) of water + 1 tablespoon of earth, leaves, branches or debris, as desired.
- Students' choice of the following to filter **B** :
  - A paper coffee filter
  - Sifted sand
  - Gravel or aquarium gravel
  - Funnels or strainers
  - Cotton balls
  - Sponges
  - Cat litter (non-clumping)
  - Cardboard, paper
  - Whatever you find in the recycling bin, whether or not it works!
- 1 measuring cup **A**
- Scissors and a pencil
- Water and a bin or tray to hold the water
- A time measuring device (clock, watch, stopwatch)



### WARNING

It is recommended to have an adult use a drill, a hole puncher or another tool to pierce a hole.

## BACKGROUND

Still half asleep, Conscious Charlie trudges towards the shower, with a towel around his neck. Wasteful Wally dashes past him and slams the shower door shut.



He opens the faucet of the shower ... but hardly any water comes out! Outraged, Wasteful Wally is eventually joined by Conscious Charlie. Together, they open the faucet, look inside the showerhead, and listen for the sound of water in the wall. It's no use: the water still won't run!

Our two companions head to the source of the problem: the drinking water treatment plant. They are welcomed by Crystal Clearwater, who tells them the problem is caused by the filters. Normally, they are changed one by one, every 25 to 30 years. Exceptionally, they must now be changed all at the same time! That explains why Mini-Town's water flow has been significantly reduced. If only a team of people could build new filters, the water flow could be restored much sooner!



THIS IS A JOB FOR  
**THE FANTASTIK'EAU CREW!**



# BUILDING A BASIC WATER FILTER

## INSTRUCTIONS FOR CYCLE 2 ELEMENTARY STUDENTS

### 1. YOUR TASK

Build a filter that clarifies water and also allows it to flow well.

### 2. INVESTIGATING AND IDENTIFYING POSSIBLE SOLUTIONS (FREE PROTOTYPING)

Show the students the materials they can choose from, and invite them to identify what might be useful to build a filter. Next, they must draw up the plans of their filter and get to work! Each team creates a prototype (step 3). The results are then shared to determine which ones work best. Lastly, the students calculate the gains they have achieved (step 4).



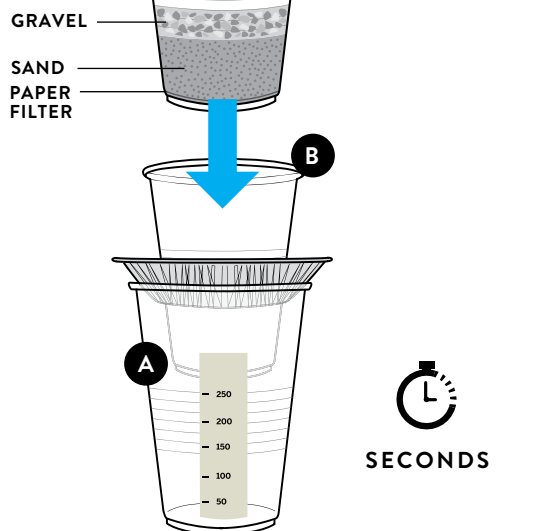
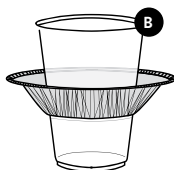
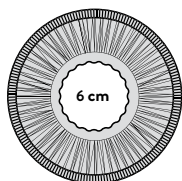
#### CRYSTAL CLEARWATER:

If your students have difficulty building a filter, a standard model can be made by putting a paper filter in the bottom of the glass, then adding sand and gravel. But first, invite them to explore the materials, to choose the medium (or media) they intend to use to filter the water, and to explain their choices.

### 3. DESIGNING THE PROTOTYPE

- Your students will use a 250 millilitres **B** glass in which they will punch six holes using a pushpin or a sharp screwdriver. **!**
- Next, your students will enlarge the holes using a large nail. You can also make the holes in advance if you prefer, or use a funnel. **!**
- Lastly, your students will choose the medium (or media) they will use to filter the water.

Note: the chosen medium (or media) must all fit into the glass!



#### JÉRÉMIE:

A similar design will be used in Mission 02! You can use a clear plastic glass to allow your students to see how the filtering media are superimposed in the glass.

### 4. OBSERVATIONS : CALCULATING THE VOLUME OF WATER LOST

Up until now, everything could be done without getting wet! At this stage, we add the use of water. You can do the filtration tests in a plastic bin or tray, or ask the teams to proceed one at a time in the sink to avoid spills.

Alternatively, you can make a hole with a six centimetres diameter (or with the same diameter as the glass) in a thick paper plate, insert your glass with the filter, and place everything on a measuring cup **A**. Afterwards, all you need to do is stir and pour the cloudy water over the filter. Your students can also simply hold the glass over a measuring cup.

Ask your students to calculate the volume of water lost during the filtration (see the student workbook).



#### WARNING

It is recommended to have an adult use a drill, a hole puncher or another tool to pierce a hole.

## CONCLUSIONS

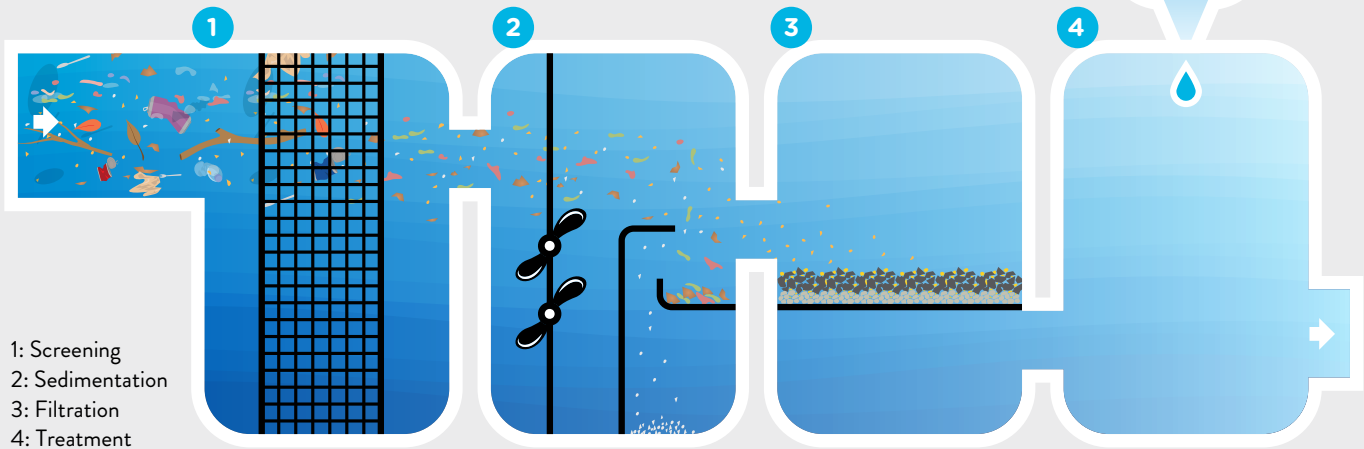
### CONCLUSIONS

How did it go? What could your students do to improve their prototypes?



## THE FANTASTIK'EAU CREW'S EXPLANATIONS

### THE FOUR STAGES OF THE DRINKING WATER TREATMENT PROCESS

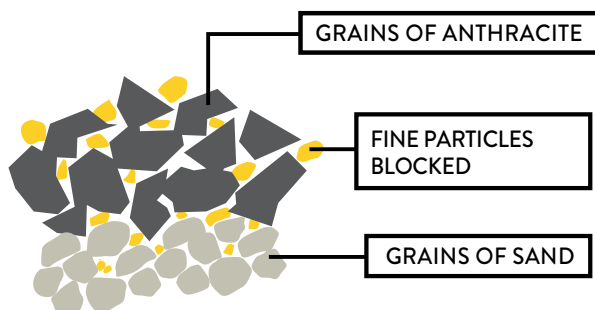


### WHAT IS HAPPENING AND WHY IS IT IMPORTANT?

Great job! Thanks to you, water is now flowing freely once again. The way your filter works is very similar to some of the stages that take place at the drinking water treatment plant. First, to clarify the water coming in from the source, the largest solids are removed from it. This stage is called screening (1). If these larger solids were not removed, they could damage or block the filter used at a later stage in the process. In your own mission, this step could be done using a strainer, for instance.

Once the water is in the treatment plant, it is left to stand until the largest particles of suspended matter fall to the bottom. This stage is called sedimentation (2). Notice how the water on top gradually becomes clearer.

Lastly, the smallest particles remaining in the water are filtered (3), which can be done using sand, like in your experiment! Several water treatment plants have an additional layer in their filters, which is made of larger grains of anthracite (a sedimentary rock which is part of the coal family). Anthracite holds in the larger particles and prevents the sand from clogging too quickly. In drinking water treatment plants, the bottoms of the filters retain the grains of sand from the filter medium while letting the water flow. This is the equivalent of the coffee filter in your project!



#### CRYSTAL CLEARWATER:

Important: your students cannot drink this water! At a water treatment plant, there is a fourth stage, which consists of treating the water using chemicals like ozone—yes, that same gas found high up in the sky's ozone layer. When the water leaves the treatment plant, a small amount of chlorine is also added to it. That's right, the same disinfectant found in swimming pools! Don't worry: once the water reaches your home, it hardly contains any more chlorine. It is totally fit for consumption.

## DIVING DEEPER: THE WATER CYCLE

During the **EVAPORATION** stage, the water from streams, lakes and oceans is exposed to the sun, which makes it evaporate. Transpiration refers to all the water that is rejected by plants, as well as animals and humans (through sweat, for instance). Both processes are combined in the word evapotranspiration!

**CONDENSATION**, is when fine droplets of water vapour found in the air (in the form of clouds, for example) agglomerate to form drops of water.



### JÉRÉMIE:

While Wasteful Wally and Conscious Charlie go back home to finally take their showers, explore how water makes its way to their homes—and yours—by doing The Water Tower activity (mission 04)!

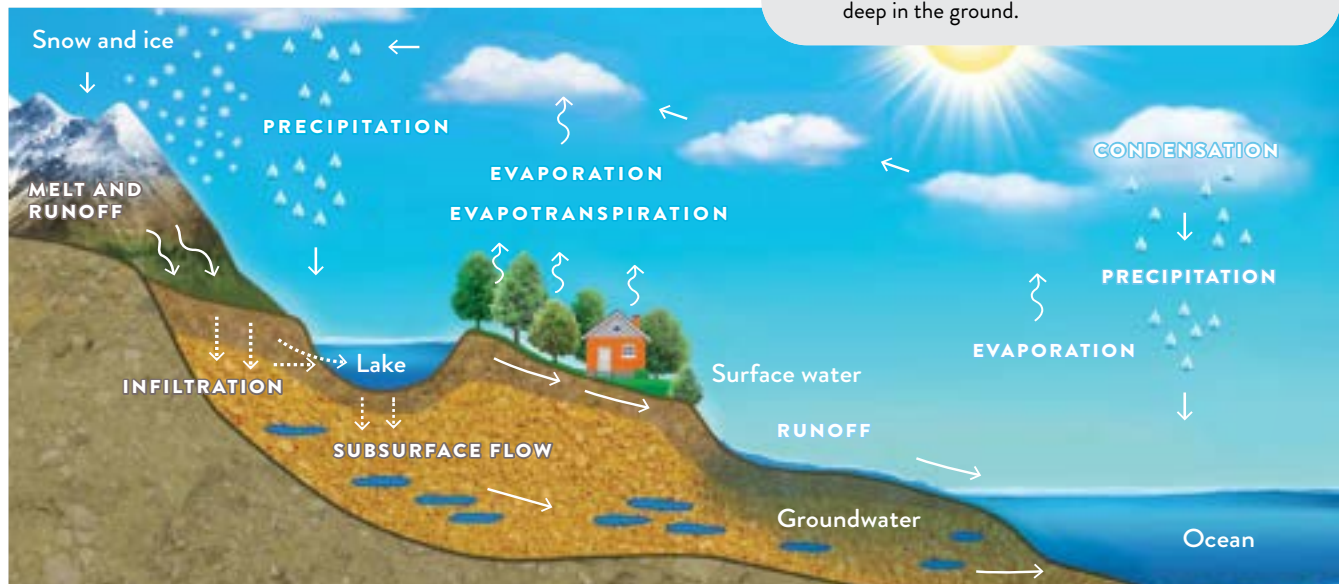


### AQUA-MARY:

Water is purified by humans—and also by nature!



**CRYSTAL CLEARWATER:** Yes, like the filters in a drinking water treatment plant, the soil filters part of the rainwater until it reaches the water tables, which contain valuable drinking water reserves that are deep in the ground.



**PRECIPITATION** is how water appears after condensation. This is what creates rain, snow, and hail.

**RUNOFF** is simply when water flows on the ground. For example, water may flow from the top of a mountain down to a plain, then reach the streams, rivers, lakes, and oceans. Along the way, the water will come into contact with certain substances (e.g. salt), which it will dissolve and carry with it.

**INFILTRATION** is when the water penetrates the soil, either by travelling through the soil or through natural cracks in rocks. This is how the water reaches the water tables, which are underground water reserves. Surface water (e.g. the water from a lake) and glacier water are also water reserves.

The **WATER TABLE** is the underground area where water that infiltrates the soil moves more slowly than on the surface. Water leaves the water table when a passage, such as a well, allows it to come outside.

The water **FLOWS** towards the ocean, through the rivers and lakes, or through the soil. And then the cycle starts all over again...



MISSION

01

# Fantastik'eau

I love water. I take care of it!

## CRYSTAL CLEAR



STUDENT WORKBOOK  
CYCLE 2

MISSION  
01**BACKGROUND**

Still half asleep, Conscious Charlie trudges towards the shower, with a towel around his neck. Wasteful Wally dashes past him and slams the shower door shut.



He opens the faucet of the shower ... but nothing comes out! Outraged, Wasteful Wally is eventually joined by Conscious Charlie. Together, they open the faucet, look inside the shower head, and listen for the sound of water in the wall. It's no use: the water just won't run!

Our two companions head to the source of the problem: the drinking water treatment plant. They are welcomed by Crystal Clearwater, who tells them the problem is caused by the filters. Normally, they are changed one by one, every 25 to 30 years. Exceptionally, they must now be changed all at the same time! That explains why Mini-Town's water flow has been significantly reduced. If only a team of people could build new filters, the water flow could be restored much sooner!

**DO THIS ACTIVITY  
WITH JÉRÉMIE**

Watch the short video featuring Jérémie, and do the activity with him! All of the Fantastik'eau content and videos are available on the C.I.EAU's website at:

[www.cieau.org/fantastikeau](http://www.cieau.org/fantastikeau)

THIS IS A JOB FOR  
**THE  
FANTASTIK'EAU  
CREW!**



MISSION 01

YOUR TASK

Build a filter that clarifies water and also allows it to flow well.

CHOOSING THE MATERIALS, FILTERING MEDIA AND SOLUTION

Which materials and filtering media seem useful to filter water? Why?

Four horizontal lines for writing answers.

Important: After going through the filter, the water will be clearer than when it is poured, but it will not be drinkable. At a water treatment plant, the water goes through additional stages to become drinkable!

DESIGNING AND TESTING THE PROTOTYPE BUILDING A FILTER FOR THE CLOUDY WATER

- Pierce six holes under the 250 millilitres glass using a pushpin.
• Enlarge the holes using a large nail.
• Use the materials at your disposal to build the best filter possible.
• When you are ready, pour some murky water over your filter, and use the measuring cup to determine how much water went through your filter.

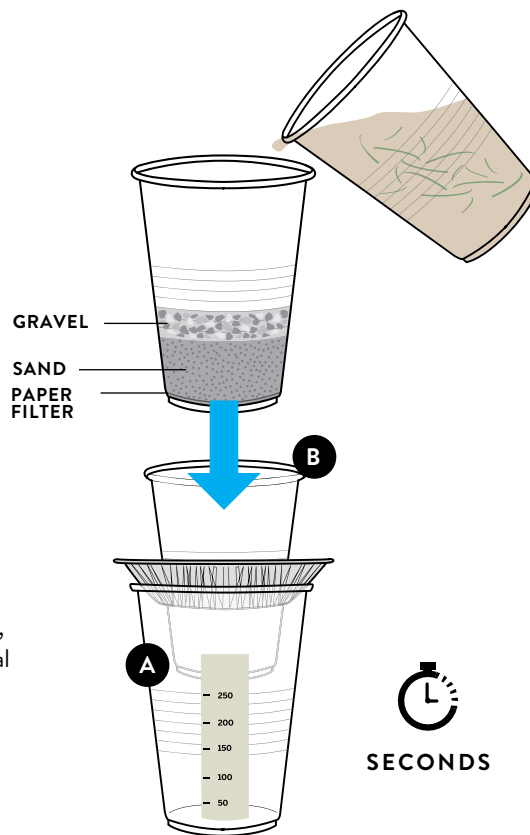


DIAGRAM OF YOUR FILTER

A large empty rectangular box for drawing a diagram of the filter.



WARNING

It is recommended to have an adult use a drill, a hole puncher or another tool to pierce a hole.



### OBSERVATIONS: CALCULATING THE VOLUME OF WATER LOST IN YOUR FILTER

What volume of water did you lose using your filtering device ? To find the answer, **use the following equation:**

Volume of water lost = volume of water you had before filtering – volume of water filtered:

---

### CONCLUSIONS

Does your prototype work well? How could you improve your filter to lose less water? \_\_\_\_\_

---

### TEST YOUR SKILLS!

At what speed (flow rate) is water filtered using your device?

**Use the following equation:** Flow rate = Volume of water filtered / time in seconds:

---

### STUDENT EVALUATION GRID—MISSION 1: COMPETENCY 1 IN SCIENCE AND TECHNOLOGY

Name : \_\_\_\_\_ Group : \_\_\_\_\_ Date : \_\_\_\_\_

	Exceeds expectations (4-5)	Meets expectations (3)	Does not meet expectations (0-2)
Diagram of the filter			
Building the prototype and following the directions of the task.			
Reporting the results			
Calculating the proportion of water filtered			
Conclusions			

MISSION

02

# Fantastik'eau

I love water. I take care of it!

## SAVING DRINKING WATER



CYCLE 2

MISSION

02

# Fantastik'eau

I love water. I take care of it!

## SAVING DRINKING WATER



TEACHER'S GUIDE  
CYCLE 2

**IWB**

ACTIVITY ALSO  
AVAILABLE IN  
INTERACTIVE  
WHITEBOARD  
FORMAT!

[cieau.org/fantastikeau](http://cieau.org/fantastikeau)



## MISSION 02 : SAVING DRINKING WATER



### GOAL OF THE ACTIVITY

Test the operation of a water-saving device for a showerhead.



### DURATION

45 MINUTES



### CONNECTIONS WITH THE CURRICULUM OF THE QEP

#### MATHEMATICS:

- Volume conversions

#### SCIENCE AND TECHNOLOGY:

- Scientific method
- Using simple measuring instruments
- Measuring quantities

### MATERIALS FOR EACH TEAM OF 2-3 STUDENTS

- 1 pushpin !
- 1 small nail !
- 1 large nail !
- 2 measuring cups **A**
- 2 glasses made of clear, flexible plastic that each hold 250 millilitres of liquid **B** et **C**.
- 1 paper or aluminum plate with a hole having a six centimetres diameter. This plate will be used to support one of the glasses.
- Pencils and scissors
- Whatever you can find in the recycling bin to hold the bottle upside down!
- Water
- A bin to hold the water
- A time measuring device (clock, watch, stopwatch)



### WARNINGS

It is recommended to have an adult use a drill, a hole puncher or another tool to make holes.

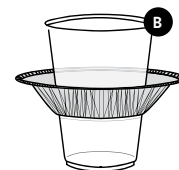
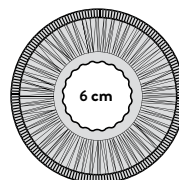
Make sure an adult is there to make holes in the glasses and manipulate the aluminum plate.



**AQUA-MARY:** If your chosen tool allows it, you can punch holes in several glasses at once by sliding one inside the other, to speed up the process. Choose glasses made of clear and flexible plastic, since they allow students to see and better understand the final setup.



**NOTE:** The plate will be used to support the plastic glass. The size of the hole in the plate must be slightly smaller than the opening of the glass in order for the rim of the glass to be able to rest on the plate.



**WALTER:** Here is a real aerator to reduce the flow of a tap or showerhead. Aerators usually have a small opening and a screen that reduces the flow of water. You could bring one from home to observe it!



**BACKGROUND**

Back at home, Wasteful Wally pretends to be an opera singer under the shower, while Conscious Charlie is left waiting for his turn to wash on the other side of the door. When he finally finishes, Wasteful Wally opens the door, and the bathroom is filled with water! Conscious Charlie is aggravated by all this wasted water, but Wasteful Wally tells him it isn't his fault: the showerhead is uncontrollable! Conscious Charlie is discouraged and unsure what to do...



THIS IS A JOB FOR  
**THE FANTASTIK'EAU CREW!**



## TEST THE WATER-SAVING DEVICE TO SEE IF IT WORKS

### SCIENTIFIC METHOD: CALCULATING THE FLOW OF WATER

#### Hypothesis:

Guide your students' hypotheses towards :  
- The size of the holes OR the number of holes.



#### CRYSTAL CLEARWATER:

Ideally, the hypotheses should come from the students. Here is some guidance you can give them if they have difficulty coming up with solutions:

- 1 -It is better to make big holes (with the big nail) than small holes.
- 2 -X holes can reduce the flow while still allowing people to wash themselves properly.

### MATERIALS AND METHOD: MAKING THE WATER-SAVING DEVICE

Punch holes in glasses **B** and **C** . Start by taking the pushpin to make the holes, then use the nail to enlarge them. Afterwards, ask the students to think about how they are going to measure the water saved.

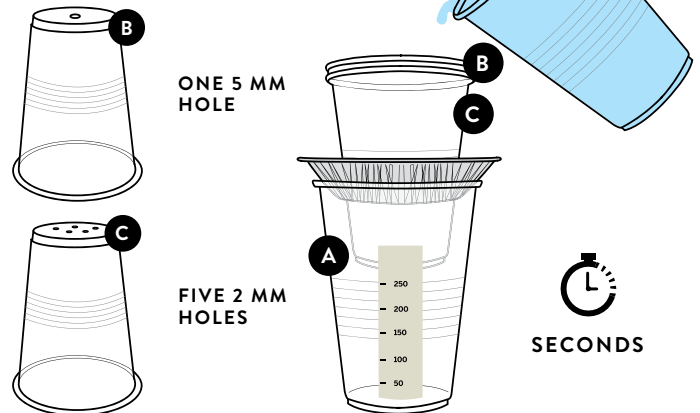


#### AQUA-MARY:

Ideally, you should give two glasses to each team. This way, the teams can test their hypotheses by changing the number of holes OR the size of the holes between glasses **B** and **C** .

### EXTRA: ESTIMATE THE TOTAL AREA OF THE HOLES

The students can draw and estimate the surface area of their holes to find out what works best. They can draw the holes side by side to scale in the student workbook. You can help them add the areas and play with the units of measurement (see student workbook).



### MANIPULATIONS

Up until now, everything could be done without getting wet! At this stage, we add the use of water. You can test the water-saving devices in a plastic bin or tray, or ask the teams to proceed one at a time in a sink to avoid spills.

Alternatively, you can make a hole with a six centimetres diameter (or with the same diameter as the glass) in a thick paper plate, insert your glass with the hole in it, and place everything on a measuring cup. Afterwards, all you need to do is pour the water into the water-saving device. Your students can also simply hold the glass over a measuring cup. **A**

The students calculate the volume of water lost in the filter.



#### JÉRÉMIE :

If your students are having difficulty doing the activity on their own, you can follow these steps.

1. Slowly pour water from a glass or a tap, as if it were coming from a showerhead without a water-saving device.
2. Calculate the volume of water poured in 20 seconds.
3. Repeat the same steps using the water-saving device they built.
  - Make sure the glass is full of water before beginning the test.
4. Note the volume of water saved in 20 seconds using the second measuring cup.

The more the glass is full, the greater the water pressure will be. Therefore, it's important for the glass to be as full as possible during the test in order to maintain pressure at the level of the holes. For more details on this subject, you can also do The Water Tower mission at Fantastik'eau cycle 3 complete guide.

## CONCLUSIONS

### RESULTS AND CALCULATIONS

See student workbook.

### ANALYSIS: KEY POINTS TO REMEMBER, AND WHY WATER-SAVING DEVICES ARE IMPORTANT

Water will encounter more resistance when it must flow through several small holes instead of one larger hole. That's how water-saving devices help you save more water. And the more holes you make, the quicker the water comes out! But if your holes are too small, the water simply won't come out!

Water-saving devices are super useful to minimize water waste. They give you the sensation of a strong water flow, even if a smaller amount of water comes out of your faucet or showerhead.

In the end, the best way to save water is to keep your showers as short as possible, like Conscious Charlie, whose shower only lasted 5 minutes!



DIVING  
DEEPER



**CRYSTAL CLEARWATER:**

Where, in your home, could you easily install a water-saving device like the one you just made?

Kitchen faucet (sink), bathroom faucets (sink and shower), basement faucet (laundry sink), outdoor hose.

You can also try using a spray bottle whose water output you can control. What's more, you might find that you need a very small amount of water to wash your hands.



**AQUA-MARY:**

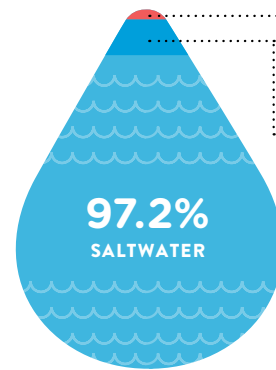
To save water, we can install water-saving devices, such as faucet aerators and low-flow showerheads. How do these devices give the sensation of a strong water flow?

These devices introduce air in the water, which offers the sensation of a strong water flow even if a smaller quantity of water comes out of the faucet. This principle makes it possible to save a greater amount of water. The water-saving devices that are available on the market perform better than the one you made with your class!



**CRYSTAL CLEARWATER:**

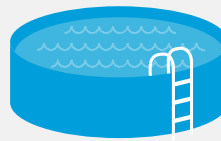
Using what you have learned, try to make a water-saving device that's even more effective!



**0.028%**

Only a very small amount of the Earth's water can be used for human consumption. Whether we drink it or use it to put out fires, to have fun or to keep our industries running, all this water is extremely precious!

In comparison:



If all of the Earth's water were equal to one swimming pool ...



Snow and glaciers



Groundwater



Lakes and rivers



Atmosphere

MISSION

02

# Fantastik'eau

I love water. I take care of it!

## SAVING DRINKING WATER



STUDENT WORKBOOK  
CYCLE 2

MISSION  
02**BACKGROUND**

Back at home, Wasteful Wally pretends to be an opera singer under the shower, while Conscious Charlie is left waiting for his turn to wash on the other side of the door. When he finally finishes, Wasteful Wally opens the door, and the bathroom is filled with water! Conscious Charlie is angered by all this wasted water, but Wasteful Wally tells him it isn't his fault: the shower head is uncontrollable! Conscious Charlie is discouraged and unsure what to do ...



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MISSION  
**02**

**ANSWER ONE OF THE FOLLOWING TWO QUESTIONS TO FORMULATE YOUR HYPOTHESIS**

To reduce the water flow rate using your water-saving device, is it preferable to:

1. Make large holes using the large nail or make small holes using the pushpin? \_\_\_\_\_

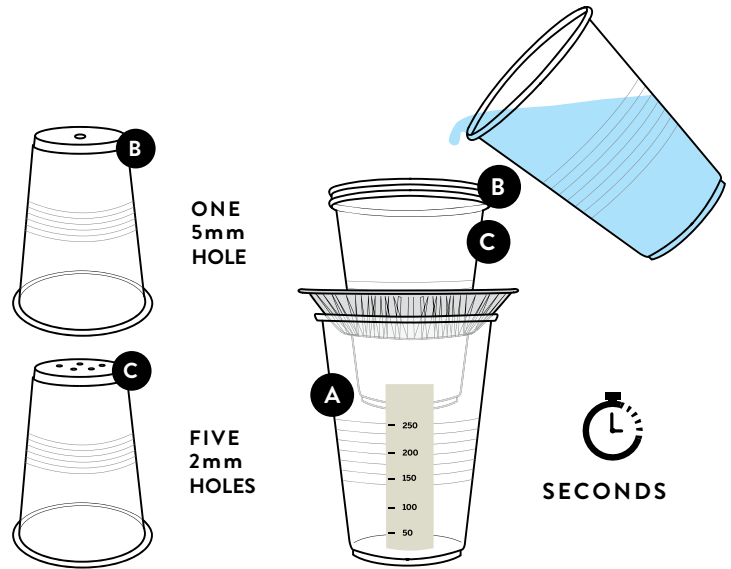
Or

2. Make five holes or a single hole? \_\_\_\_\_

What combination of holes should you use for your water-saving device? \_\_\_\_\_

**FOLLOW THESE STEPS:**

- Measure, cut out, and remove the bottom of the plate. You will use this holed plate to support the 250 millilitres glass **B** on the rim of the measuring cup.
- Pierce one 5 mm hole in a 250 millilitres glass **B** and five 2 mm holes in a 250 millilitres glass **C**. **!**
- Place the glasses over a measuring cup, using the holed plate to support them.
- Gently pour water in the measuring cup **A**, as if it were flowing out of a shower head.
- Calculate the flow rate, i.e. the volume of water over a certain period of time.
- Write down the time required to collect a certain volume of water in the measuring cup.
- Try different combinations of glasses and holes to find the most effective water-saving device !



**DIAGRAM OF YOUR WATER-SAVING DEVICE**

Draw the size of the holes in your water-saving device to scale.



**CRYSTAL CLEARWATER :**

An actual shower with a low-flow shower head can save more than eight litres of water per minute—that's a 60% saving in potable water! And that's not counting the energy saved thanks to the unused hot water !



**WARNING**

It is recommended to have an adult use a drill, a hole puncher or another tool to pierce a hole.

MISSION  
**02**

**RESULTS**

Volume collected without water-saving device: \_\_\_\_\_ ml in \_\_\_\_\_ seconds

Volume collected with water-saving device **B** : \_\_\_\_\_ ml in \_\_\_\_\_ seconds

Volume collected with water-saving device **C** : \_\_\_\_\_ ml in \_\_\_\_\_ seconds

BONUS: With the new showerhead installed, Conscious Charlie takes a short 5-minute shower.  
How much water does he save with your water-saving device? \_\_\_\_\_

**ANALYSIS**

If all the holes are of the same size:  
does the water flow faster with more holes or fewer holes? \_\_\_\_\_

If the number of holes remains the same:  
does the water flow faster with larger holes or smaller holes? \_\_\_\_\_

**CONCLUSION**

Explain how a water-saving device should be designed to be as effective as possible: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**STUDENT EVALUATION GRID—MISSION 2**

Name : \_\_\_\_\_ Group : \_\_\_\_\_ Date : \_\_\_\_\_

	Exceeds expectations (4-5)	Meets expectations (3)	Does not meet expectations (0-2)
Hypotheses			
Materials, filtering media and protocol			
Process for measuring the results			
Reporting the results			
Flow rate calculations			
Analysis			



EXTRA  
MISSION

05

# Fantastik'eau

I love water. I take care of it!

ALERT! THERE'S A LEAK!



CYCLE 2



EXTRA  
MISSION

05

# Fantastik'eau

I love water. I take care of it!

## ALERT! THERE'S A LEAK!



STUDENT WORKBOOK  
CYCLE 2

EXTRA  
MISSION  
05**BACKGROUND**

Conscious Charlie and Wasteful Wally are late for a visit at the aquarium! Wasteful Wally leaves the house in a hurry, carrying Conscious Charlie on his back. He locks the door and rushes out. Walter, who happened to be passing by, notices the two companions forgot to fully turn off the tap of the kitchen sink, and it's slightly dripping! Conscious Charlie and Wasteful Wally are lucky that Walter happened to be there! Since he regularly waters their plants, Walter knew where they kept their spare key. He was able to get inside and close the tap. But what would have happened if no one had been there to turn the water off?



THIS IS A JOB FOR  
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CREW!**

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EXTRA  
MISSION  
05**YOUR MISSION**

Simulate a water leak and measure the amount of water wasted.

**DIRECTIONS**

If a leaking faucet lets out one drop of water per second for an entire day (24 hours), how much water is wasted?

**SUGGESTED MATERIALS, WITH ADULT SUPERVISION**

- One 1 000 millilitres (1 litre) measuring cup
- One 250 millilitres glass made of clear and flexible plastic
- Scissors
- 1 cookie of your choice

**METHOD**

Do you have a leaky faucet at home? If so, it would give you the perfect opportunity to do this activity!

You can also simulate a leak by turning on the faucet of your sink very slightly, until only one drop per second comes out.

Place a measuring cup under the leak, and observe how much time it takes to fill it with 200 millilitres of water.

Before you get started, try to guess how much time it will take to reach 200 millilitres of water. It might be a lot quicker than you think!

**WHAT'S THE COOKIE FOR?**

If you want to make this activity even funnier, you can make a bet with a friend or family member. Place the cookie on a little stand you can make by cutting a plastic glass. Make sure this stand is the same height as the 200 millilitres line of your measuring cup.

Make two slits on the sides of your stand. This will allow the water to circulate and prevent the stand from tipping over.

The person whose estimation of how much time it takes the water to reach 200 millilitres is the furthest from the actual result must drink the glass of water containing a wet cookie!



**AQUA-MARY** : Did you know that leaks can waste a lot of water? That's why it's important to detect and fix them as soon as possible.



**WALTER** : 1 000 litres = 1 cubic metre. That's the volume occupied by a regular-sized fridge.





You surely noticed that the time it takes to reach 200 millilitres of water, in the measuring cup with the cookie, can vary greatly from one experiment to another. The time it takes depends on the speed at which each drop of water falls.

### CALCULATIONS

How do you calculate the amount of water wasted by a single leak?

Let's use the experiment you just did to calculate the amount of water wasted by an imaginary leak (but one that could be real!). Let's say we lose one drop of water per second and the water reaches the 200 millilitres line in 10 minutes:

How much water would be wasted in 1 minute (litres)? \_\_\_\_\_

How much water would be wasted in 1 hour (litres)? \_\_\_\_\_

How much water would be wasted in 1 day (litres)? \_\_\_\_\_

How much water would be wasted in 1 year (litres)? \_\_\_\_\_

Use the hints below to make your calculations.

#### HINT TO CALCULATE THE VOLUMES

1 000 ml = 1 L

#### HINTS TO CALCULATE THE TIME

1 minute = 60 seconds

1 day = 24 hours

1 hour = 60 minutes

1 year = 365 days

### YOUR CALCULATIONS

Use this space to show how you made your calculations.



## CONCLUSION

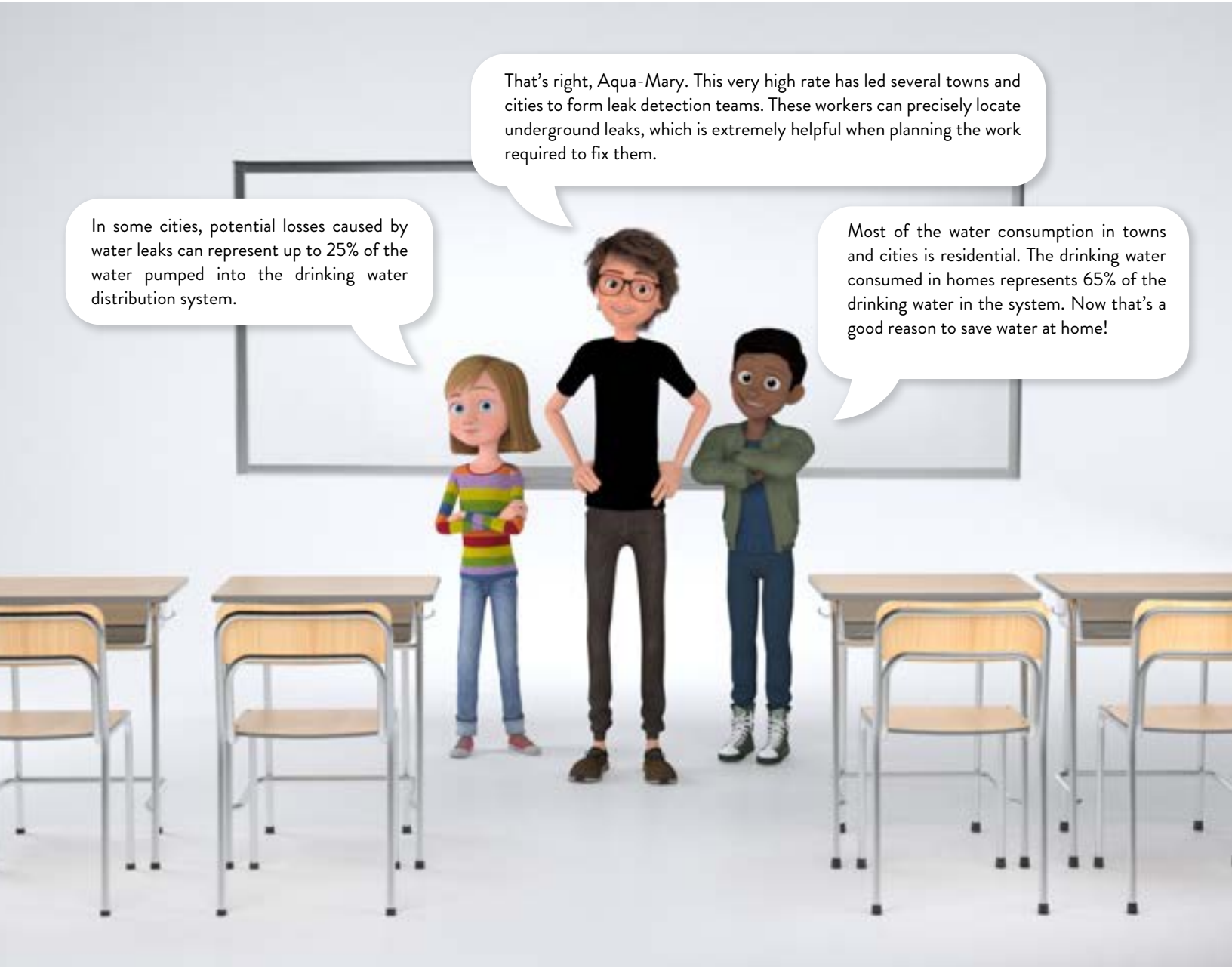
At home, you won't always have someone to check that the faucets are properly turned off. Make sure you do it after using them!

## USEFUL TO KNOW

In some cities, potential losses caused by water leaks can represent up to 25% of the water pumped into the drinking water distribution system.

That's right, Aqua-Mary. This very high rate has led several towns and cities to form leak detection teams. These workers can precisely locate underground leaks, which is extremely helpful when planning the work required to fix them.

Most of the water consumption in towns and cities is residential. The drinking water consumed in homes represents 65% of the drinking water in the system. Now that's a good reason to save water at home!



EXTRA  
MISSION

05

# Fantastik'eau

I love water. I take care of it!

## ALERT! THERE'S A LEAK!



ANSWER KEY  
CYCLE 2





## ANSWER KEY

Your students probably noticed that the time it takes to reach 200 millilitres of water, in a measuring cup with a cookie, can vary from one experiment to another. Depending on the speed at which each drop of water falls, the time required may vary!

## CALCULATIONS

How do you calculate the amount of water wasted by a single leak?

Let's use the experiment you just did to calculate the amount of water wasted by an imaginary leak (but one that could be real!). Let's say we lose one drop of water per second and the water reaches the 200 millilitres line in 10 minutes:

*To simplify calculations, we start by finding the quantity of water wasted per minute, then convert it into litres. We also calculate the time using decimal values. Once this is done, we must always go back to the answer of the previous question to make the following calculation:*

### Amount of water wasted in one minute (litres)

Calculations:

- Find the volume of water wasted in millilitres:  
 $200 \text{ ml of water} \div 10 \text{ minutes} = 20 \text{ ml of water per minute.}$
- Calculate the volume in litres:  
 $[20 \text{ ml of water} \div 1\,000 \text{ ml} \times 1 \text{ L}] = 0.02 \text{ L in 1 minute.}$

## ANSWERS

### Quantity of water wasted in 1 hour (litres)

[Quantity of water wasted in 1 minute] X 60 minutes

**Answer: 0.02 L x 60 minutes = 1.2 L per hour**

### Quantity of water wasted in 1 day (litres)

[Quantity of water wasted in 1 hour] X 24 hours

**Answer: 1.2 L x 24 hours = 28.8 L of water per day**

### Quantity of water wasted in 1 year (litres)

[Quantity of water wasted in 1 day] X 365 days

**Answer: 28.8 L x 365 days = 10 512 L of water per year**

EXTRA  
MISSION

06

# Fantastik'eau

I love water. I take care of it!

## THE SONOSCOPE IS LISTENING



CYCLE 2



EXTRA  
MISSION

06

# Fantastik'eau

I love water. I take care of it!

## THE SONOSCOPE IS LISTENING



STUDENT WORKBOOK  
CYCLE 2

EXTRA  
MISSION  
**06****BACKGROUND**

Conscious Charlie is worried about the tap that has been leaking because of Wasteful Wally's careless behaviour. He suspects that there are other leaks in the house. But how to discover them? Aqua-Mary has an idea, but she needs your help to make it happen!



THIS IS A JOB FOR  
**THE  
FANTASTIK'EAU  
CREW!**

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WITH JÉRÉMIE**

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EXTRA  
MISSION  
06**YOUR MISSION**

Make a sonoscope to listen to the water flowing through the pipes and detect any leaks.

**DURATION**

45 minutes

**SUGGESTED MATERIALS, WITH ADULT SUPERVISION**

- 1 pushpin to pierce holes and 1 nail to enlarge them !
- 2 glasses made of clear, flexible plastic that each hold 250 millilitres of liquid
- 1 nail that is 10 centimetres long !
- 1 aluminum plate whose bottom has a diameter of about 6 centimetres
- Hot glue gun (or adhesive putty)
- Adhesive tape

**GOALS OF THE ACTIVITY**

- Recognize the distinctive sound that water makes when a leak is present.
- Learn how certain devices, such as the sonoscope, amplify sound and therefore help to detect water leaks.

**WARNING**

It is recommended to have an adult use a drill, a hole puncher or another tool to pierce a hole.

Make sure an adult is present when piercing holes in the glasses, handling the aluminum plate, and/or using the hot glue gun. The edges of the aluminum plate can become sharp.

If the sonoscope must be brought home, take some adhesive tape and wrap it around the edge of the nail several times.

To minimize the risk of injuries, you can slightly blunt the end of the nail using a file.

**OPTIONS AND TIPS**

Make holes in several glasses at once by sliding them one inside the other (if the chosen tool allows it) to speed things up.

Choose glasses made of flexible and clear plastic because they will allow you to see and better understand the final setup.

Make sure the nail tip touching the tube is very thin to help the sound spread as effectively as possible.



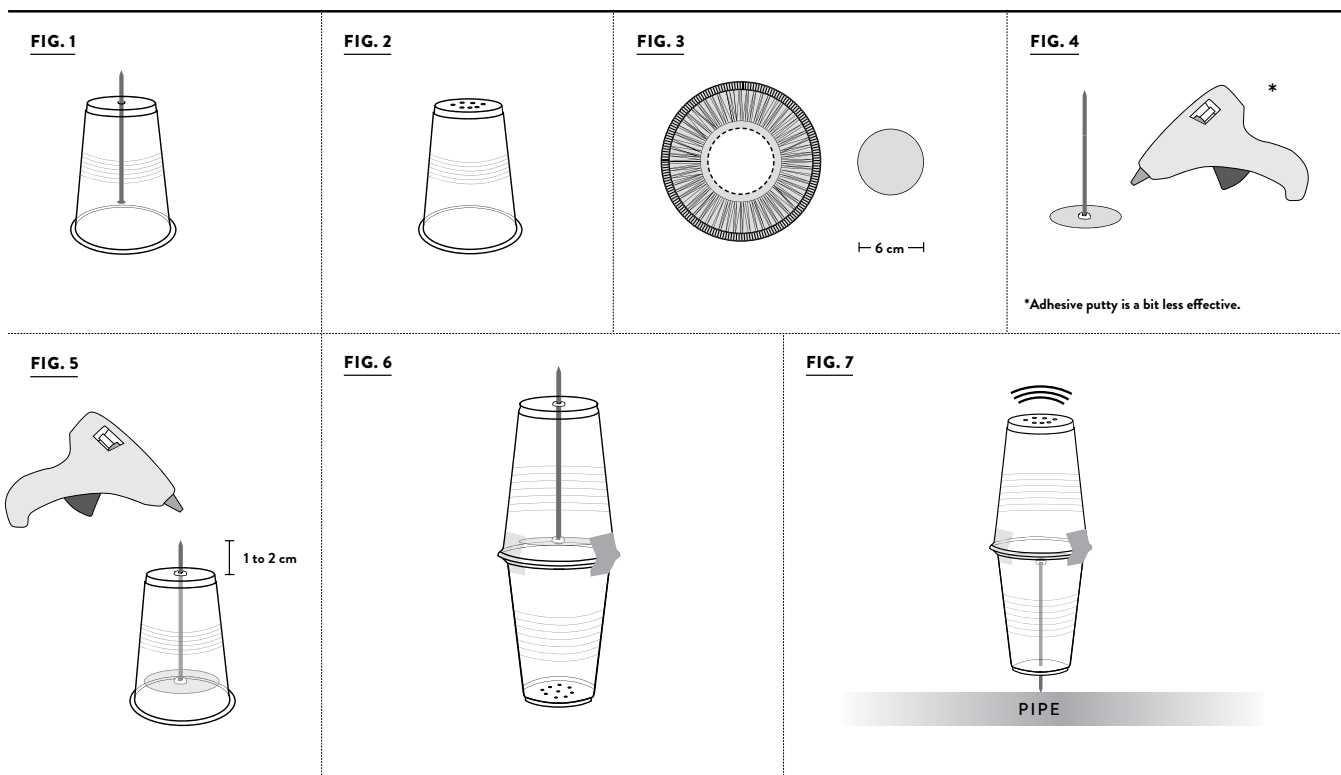
**CRYSTAL CLEARWATER** : Sound is in fact a vibration that can travel wherever there is matter. For instance, it travels through the air by making air molecules vibrate from the source of the sound to your ears. Sound can also travel through solid objects, such as a nail, by causing the particles that form this object to vibrate. With this sonoscope, the sound will be louder if it travels through a solid object then through a gas such as air. The sound will travel through the nail and then be amplified in the empty glass.



### DESIGNING THE PROTOTYPE OF THE SONOSCOPE

- In one of the glasses, pierce a hole using the pushpin in order to help insert a nail in it. (1) !
- In the bottom of the other glass, pierce 8 to 12 holes using the pushpin. (2) !
- In the bottom of the plate, cut out a circle with a 6 centimetres diameter. (3)
- Using a few drops of hot glue (we strongly recommend you ask an adult for help with the glue gun) or adhesive putty, stick the nail head in the centre of the circle you just cut out. (4)
- Insert the nail in the bottom of the glass (you should see about 1 to 2 centimetres of it sticking out from under the glass), and stick it into place (the aluminum plate must not touch the edges of the glass). (5)
- Using adhesive tape, stick the other glass to your device. It will be used as a resonator. (6)
- Place the tip of the nail on a water pipe. The pipe doesn't have to be close to a tap.
- Place your ear at the other end of the device, as if you were listening to a telephone.

### FIGURES



### WARNING

It is recommended to have an adult use a drill, a hole puncher or another tool to pierce a hole.

### CONCLUSION

Why use a metal nail instead of a plastic or wooden tip?

---

Why do cities try to detect water leaks in pipes?

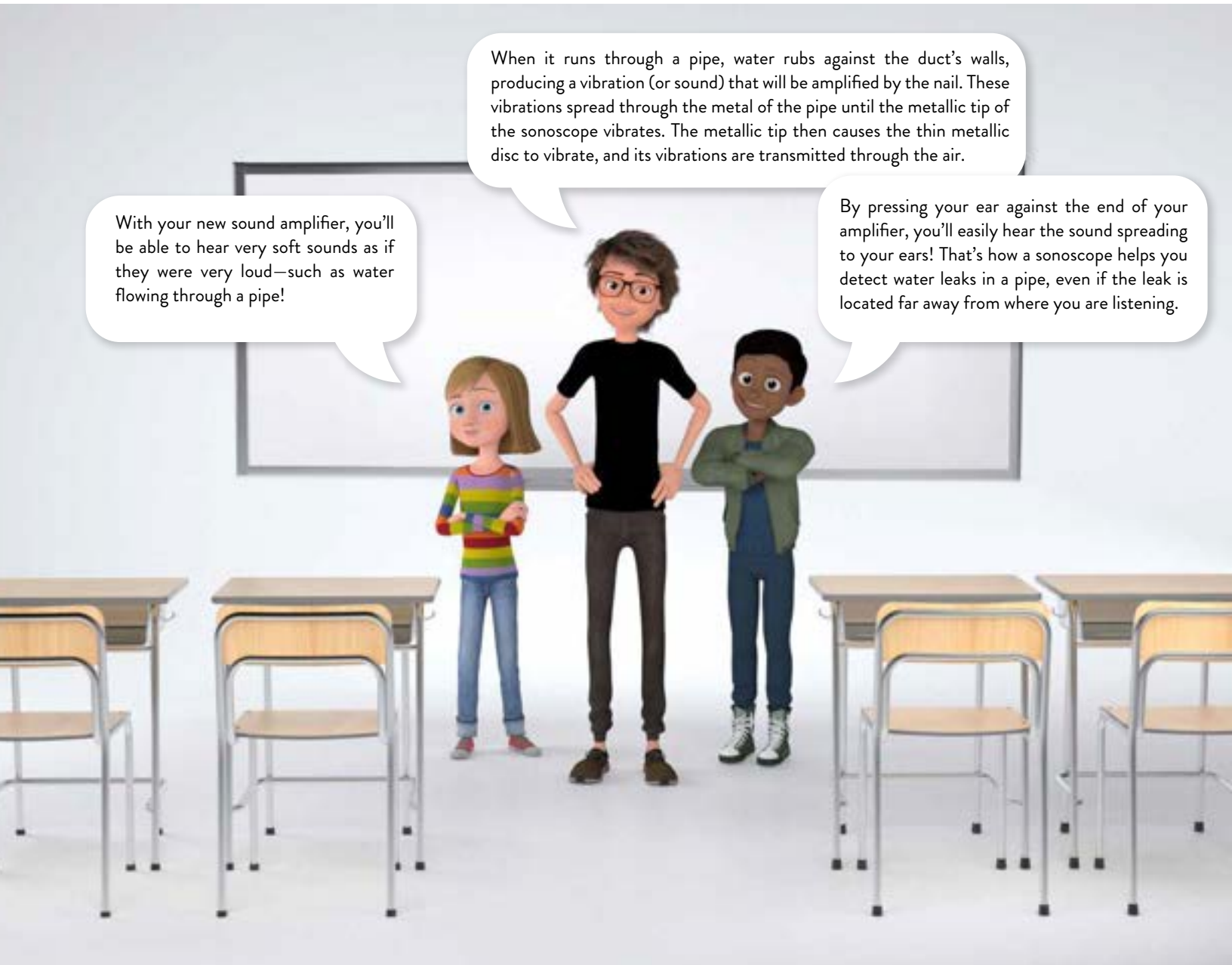
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### USEFUL TO KNOW

With your new sound amplifier, you'll be able to hear very soft sounds as if they were very loud—such as water flowing through a pipe!

When it runs through a pipe, water rubs against the duct's walls, producing a vibration (or sound) that will be amplified by the nail. These vibrations spread through the metal of the pipe until the metallic tip of the sonoscope vibrates. The metallic tip then causes the thin metallic disc to vibrate, and its vibrations are transmitted through the air.

By pressing your ear against the end of your amplifier, you'll easily hear the sound spreading to your ears! That's how a sonoscope helps you detect water leaks in a pipe, even if the leak is located far away from where you are listening.





EXTRA  
MISSION

06

# Fantastik'eau

I love water. I take care of it!

## THE SONOSCOPE IS LISTENING



ANSWER KEY  
CYCLE 2





### ANSWER KEY

**Why use a metal nail instead of a plastic or wooden tip?**

Metal vibrates better than plastic or wood, which allows the sound to travel better.

**Why do cities try to detect water leaks in pipes?**

Because leaks in distribution systems are invisible, but they contribute in a major way to the water waste generated by drinking water treatment plants.

EXTRA  
MISSION

07

# Fantastik'eau

I love water. I take care of it!

## IN HOT WATER



CYCLE 2

EXTRA  
MISSION

07

# Fantastik'eau

I love water. I take care of it!

## IN HOT WATER



STUDENT WORKBOOK  
CYCLE 2

**BACKGROUND**

Wasteful Wally steps under the shower and turns on the tap. Woah! The water is much too cold! He moves away and waits for the water to heat up. Conscious Charlie wonders how much water is wasted each time we want hot water. Do you know how to calculate it? Aqua-Mary might have an idea ...



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EXTRA MISSION  
07



**YOUR MISSION**

Let's calculate how much water we waste every time we leave it running until it becomes hot.

**INSTRUCTIONS**

Take a large bucket. Put it under a tap in your home, for instance, in the kitchen. Turn on the hot water, and collect all the water that falls into the bucket until the water is hot. You can test this in different rooms of your home or at school.

**OBSERVATIONS**

What volume of water did you collect with the different taps you tested?

ROOM	VOLUME OF WATER WASTED
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



**WARNING**

Hot tap water can cause burns. The risk of burns depends on the water temperature, the settings of the hot water tank, the duration of the exposure, and the skin's resistance to heat.



**CRYSTAL CLEARWATER** : To calculate the water's temperature from one room to another, use a thermometer. To better compare your data, make sure you reach the same temperature each time.

You can set a limit at 37 °C (98 °F), which is equal to the average temperature of the human body.

Be careful with the heat of the water!



Kitchen



Shower



Bathroom



Bathtub



Half bathroom



Garage



## CONCLUSION

In what room of the house do you waste the most water before it becomes hot? Why is that, in your opinion?

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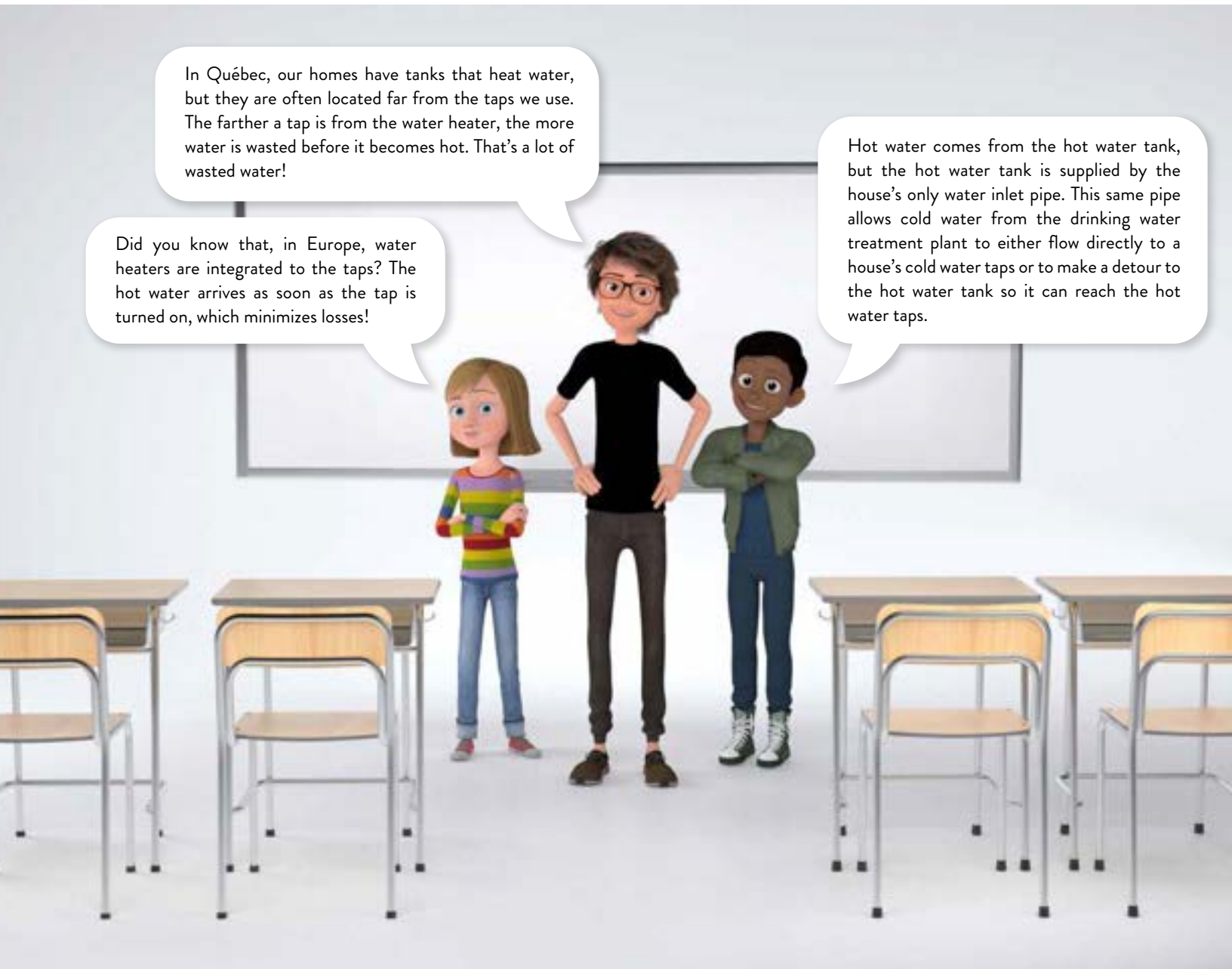
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## USEFUL TO KNOW

In Québec, our homes have tanks that heat water, but they are often located far from the taps we use. The farther a tap is from the water heater, the more water is wasted before it becomes hot. That's a lot of wasted water!

Did you know that, in Europe, water heaters are integrated to the taps? The hot water arrives as soon as the tap is turned on, which minimizes losses!

Hot water comes from the hot water tank, but the hot water tank is supplied by the house's only water inlet pipe. This same pipe allows cold water from the drinking water treatment plant to either flow directly to a house's cold water taps or to make a detour to the hot water tank so it can reach the hot water taps.







## DIVING DEEPER

We just calculated how much water is lost each time we leave it running until it gets hot. Now, the Fantastik'eau Crew invites you to launch an investigation into your family's general water consumption. Fill out the Water Expert's Report and make recommendations! Can you and your family follow them for an entire year?

### DIRECTIONS

Fill out the Water Expert's Report using the "Average Amount of Water Consumed Based on Uses" table, which is found on page 146. You will find a list of the various actions that require the <sup>54</sup> of drinking water on a daily basis.

Before calculating your family's actual water consumption, form an hypothesis. How many liters of water do you assume your family consumes everyday?

**DAY 1 :** Calculate your family's actual daily water consumption.

To do so, find the activity in the "Average Amount of Water Consumed Based on Uses" table.

Determine whether the water use was regular or economical during the activity.

Write down the number of litres per use for this activity in the "average consumption (L)" column of your Water Expert's Report.

In the "frequency" column, indicate how many times the activity takes place during the day.

Afterwards, multiply the "average consumption (L)" required to do the activity by the "frequency." Enter this value in the "Partial Total" column.

Add the partial totals; this global total is your family's actual daily water consumption.



**JÉRÉMIE :** If you identify an action that is not found in the "Average Amount of Water Consumed Based on Uses" table, you can estimate the amount of water consumed based on other similar actions.

**DAY 2 :** Recalculate your family's water consumption after behaviours have been changed according to your recommendations.

**WATER SAVINGS ACHIEVED :** To calculate the water saved, subtract the total water consumption of Day 2 from the total water consumption of Day 1.



**CRYSTAL CLEARWATER :** Every person only needs two litres of water a day to properly hydrate his or her body. However, we need much more water to meet what we consider to be our daily needs.



**WALTER :** Our drinking water is so easily accessible that we rarely pay attention to the amount we consume. That's why we waste so much of it! Elsewhere in the world, many people only have a few litres of water a day to meet their needs.



**CRYSTAL CLEARWATER :** In Québec, the average residential consumption of water is 268 litres per person per day. That's huge! It's even more than the Canadian average, which is estimated at 235 litres per person per day.



**AQUA-MARY :** Did you know that some Europeans consume a lot less water than here in Québec? And yet, their quality of life is similar to ours. They waste less water because they must pay for their water based on the quantity they consume. Water meters also have their disadvantages, but they do avoid waste!



**WATER EXPERT'S REPORT**

My consumption of drinking water

**DAY 1**

Changes made to my consumption

**DAY 2**

**WATER SAVED (L)**

ACTION	frequency	average consumption (L)	PARTIAL TOTAL (L)
<b>BATHROOM</b>			
Washing		Bath	
		15-minute shower	
		5-minute shower	
Brushing teeth		Tap on while brushing	
		Tap off while brushing	
Washing hands		Tap on	
		Tap off while lathering	
Using the toilet		Flushing	
<b>KITCHEN</b>			
Drinking cold water from the tap		Letting water run until it's cold	
		From a pitcher in the fridge	
Preparing meals		Washing vegetables	
Washing dishes		Dishwasher half-full	
		Dishwasher full	
		Handwashing	
<b>ELSEWHERE IN THE HOUSE</b>			
Washing clothes	2x	Half-full load	87 L
		Very full load	174 L
Leak		Toilet leak found	
		Tap leak found	
<b>OUTDOORS</b>			
Washing car	2x	With a hose	375 L
		With a bucket and sponges	750 L
Watering grass		Automatic watering system	
		Hose with gun	
		Watering done by hand	
<b>OTHER INDOOR USES</b>			
<b>OTHER OUTDOOR USES</b>			
<b>TOTAL</b>			

frequency	average consumption (L)	PARTIAL TOTAL (L)	
			<b>TOTAL DAY 1</b>
			<b>TOTAL DAY 2</b>
			<b>SAVINGS</b>
			174 - 87 = 87 L
1x	87 L	87 L	
			750 - 48 = 702 L
2x	24 L	48 L	
<b>TOTAL</b>			



## AVERAGE AMOUNT OF WATER CONSUMED BASED ON USES

ACTION	Means	REGULAR USE		ECONOMICAL USE	
		Description	Number of LITRES (L) per use	Description	Number of LITRES (L) per use
<b>BATHROOM</b>					
Washing	Bath	Tub quite full	150	Tub 1/3 full	50
	15-minute shower	Regular shower head	210	Low-flow shower head	85
	5-minute shower	Regular shower head	70	Low-flow shower head	30
Brushing teeth	Tap on while brushing	Without faucet aerator	17	With faucet aerator	9
	Tap off while brushing	Without faucet aerator	4	With faucet aerator	2
Washing hands	Tap on	Without faucet aerator	8	With faucet aerator	4
	Tap off while lathering	Without faucet aerator	5	With faucet aerator	3
Using the toilet	Flushing	Traditional toilet	13	Recent toilet	6 or 4,8
<b>KITCHEN</b>					
Drinking cold water	From the tap	Letting water run until cold	4	Pitcher in fridge	1
Preparing meals	Washing vegetables	Under running water	5	In a bowl of water	2
Washing dishes	Dishwasher	Regular cycle	38	Eco cycle	16
	Handwashing	Under running water	45	In a bin	30
<b>ELSEWHERE IN THE HOUSE</b>					
Washing clothes	Washer (washing machine)	Traditional washing machine	87	Front load (or water efficient) washer	57
Leak	Toilet leak	Active leak, one day	550	Leak repaired	0
	Tap leak	Active leak, one day	50	Leak repaired	0
<b>OUTDOORS</b>					
Washing car	With a hose	Traditional hose	375	Pressure washer	120
	With a bucket and wash mitts	Rinsing with hose	70	Rinsing with bucket	24
Watering grass	Automatic watering system	For one hour	500	For 15 minutes	125
	Hose with gun	For 30 minutes	250	Only on flowers/fruits/vegetables	100
	Manually, with watering can	Ten loads (5 L)	50	From a barrel of rainwater	0

**Note :** These consumption values are approximate. They will vary greatly based on the hypotheses advanced or the methods used. Some values were also rounded to simplify your calculations.

EXTRA  
MISSION

08

# Fantastik'eau

I love water. I take care of it!

## QUIZ: HOW WATER-CONSCIOUS ARE YOU?



CYCLE 2

**IWB**

ACTIVITY ALSO  
AVAILABLE IN  
INTERACTIVE  
WHITEBOARD  
FORMAT!

[cieau.org/fantastikeau](http://cieau.org/fantastikeau)

EXTRA  
MISSION

08

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I love water. I take care of it!

## QUIZ: HOW WATER-CONSCIOUS ARE YOU?



STUDENT WORKBOOK  
CYCLE 2

EXTRA MISSION  
**08**

**BACKGROUND**

**Walter :** Alright, the low-flow shower head is almost installed!

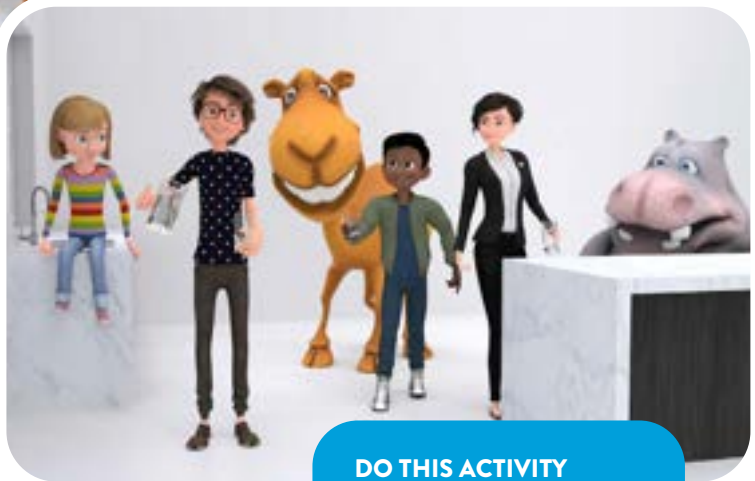
**Wasteful Wally :** Thanks a lot, Walter!



**Aqua-Mary :** The watering hose is now protected because it's properly stored!



**Jérémie :** Friends, I think you're ready for our "water-rific" quiz! Show me your stuff!



**DO THIS ACTIVITY WITH JÉRÉMIE**

Watch the short video featuring Jérémie, and do the activity with him! All of the Fantastik'eau content and videos are available on the C.I.EAU's website at:

[www.cieau.org/fantastikeau](http://www.cieau.org/fantastikeau)

THIS IS A JOB FOR  
**THE FANTASTIK'EAU CREW!**





**QUESTION 1**

**What's the best way to obtain hot water for grandma's tea?**

- A Only put the amount of water needed in a kettle.
- B Fill a large pot of water and boil it on the stovetop.
- C Let the hot water run in the shower and collect it in a cup.

**QUESTION 2**

**What's the best way to get cold drinking water?**

- A Fill a pitcher or water bottle and keep it in the fridge.
- B Let the tap water run until it gets nice and cold.
- C Buy bottled water and keep it in the fridge.

**QUESTION 3**

**You wash the dishes in the sink. Which of the following methods will you use to consume the smallest amount of water possible?**

- A Fill a bin with soapy water and rinse the dishes beside the bin.
- B Pour a bit of soapy water in the bottom of a bin and rinse the dishes over it.
- C Put some soap on a sponge and wash all the dishes under running water.

**QUESTION 4**

**You have a dishwasher. How do you avoid wasting water as much as possible when using it?**

- A Fill the dishwasher to full capacity before starting it.
- B Start the dishwasher after every meal.
- C Fill the dishwasher with just the dishes, then start it. Afterwards, fill it with just the utensils and start it again.



**QUESTION 5**

**What happens when paper tissues get thrown into the toilet instead of the garbage?**

- A No negative or positive effect. It changes absolutely nothing.
- B Positive effect. Paper tissues help to clean out the pipes of the house.
- C Negative effect. Paper tissues must absolutely be thrown in the garbage, otherwise it's simply a waste of water.

**QUESTION 6**

**What should you do with hair that has just been cut?**

- A Throw it in the toilet.
- B Throw it in the garbage.
- C Compost it.

**QUESTION 7**

**Which of the following is preferable when brushing your teeth?**

- A Letting the water run and singing very loudly so that nobody hears it.
- B Only using water to rinse your toothbrush and your mouth.
- C Brushing your teeth without using water, wiping them carefully with a paper towel, and throwing the paper towel in the toilet.

**QUESTION 8**

**Which of the following is preferable when washing clothes?**

- A Accumulating dirty laundry to make large loads.
- B Only putting a small amount of laundry in the washer to make several small loads.
- C Adding clean clothes to your dirty laundry to make the loads bigger.



**QUESTION 9****What's the best way to thaw out food?**

- A Place the food package in a bowl of boiling water.
- B Run warm water over it.
- C Put the frozen foods in the fridge.

**QUESTION 10****What should you do if the toilet isn't completely cleaned after you've flushed?**

- A Flush the toilet several times until all the residue is cleared from the toilet bowl.
- B Put a small amount of water in a glass and pour it gently over the residue.
- C Scrub the bowl using a toilet brush.

**QUESTION 11****What's the best way to detect a toilet leak, at home?**

- A Check if the water level rises in the toilet bowl.
- B Pour a few drops of food colouring in the toilet tank and observe the water in the toilet bowl.
- C Place a bar of soap in the toilet tank and smell the water in the toilet bowl.

**QUESTION 12****What should you do when a tap is leaking?**

- A Take a picture of it, post it on the Internet, and wait for advice.
- B Fix the leak as soon as possible.
- C Collect the leaking water in a container made of recyclable plastic.



**QUESTION 13**

Which of the following usually requires the least amount of water?

- A A bath.
- B A shower that lasts five minutes or less.
- C A shower that lasts ten to fifteen minutes.

**QUESTION 14**

What's the best way to wash the car at home?

- A Spray the car with a hose until all the dirt is gone, without using soap.
- B Wet the car using a hose with no gun, use a car wash mitt to lather it with soap, then rinse it using the hose.
- C Lather up the car using a bucket of water and a car wash mitt, then rinse it using a hose with a gun.

**QUESTION 15**

What's the best way to remove dust and dirt from the driveway of a home?

- A Use a broom made for sweeping outdoors and your muscle strength.
- B Fill a bucket with water and pour it forcefully on the dust. Repeat a few times.
- C Spray the driveway using a hose with a strong jet.



EXTRA  
MISSION

08

# Fantastik'eau

I love water. I take care of it!

## QUIZ: HOW WATER-CONSCIOUS ARE YOU?



ANSWER KEY  
CYCLE 2



## ANSWER KEY

**Question 1: A. Explanation:** Using a kettle saves a lot of water (and electricity) because you only use the amount needed to prepare a hot drink each time. The pot on the stove can also be a good option, as long as you only pour the amount of water you need in it.

**Question 2: A. Explanation:** It's wise to keep a pitcher of water in the refrigerator at all times. That way, you'll always have cold water on hand. Letting the tap water run wastes several litres of water. As for bottled water, the company who produced it needed several litres of water just to manufacture and ship the empty plastic bottle, so even just buying bottled water is wasteful!

**Question 3: B. Explanation:** You can wash the dishes using a small amount of soapy water in the bottom of a bin or sink. And if you rinse your dishes and utensils over the bin, it will slowly be filled with your rinsing water. This way, all of the running water is used. At some point, the water may start to look dirty, but your soap will continue to do its work, so all of your dishes can be washed in this water.

**Question 4: A. Explanation:** Dishwashers are designed to work efficiently when they're full. Therefore, it's useless to start the dishwasher if there is still room for some dishes. By loading the dishwasher to full capacity, you save about 7% of the water used for this task because the machine works at full capacity—and is used less frequently! Newer washing machines are even more efficient: some use as little as 16 litres of water—that's less than half the water consumed by older models, which typically use 38 litres! Remind your parents of this when it's time to replace that old dishwasher!

**Question 5: C. Explanation:** Paper tissues, cotton swabs, paper towels, wet wipes—none of these should be thrown in the toilet! Doing so wastes water and can even clog the toilet! Do you really need to waste 3 to 20 litres of water (depending on the toilet) just to get rid of one tissue?

Only toilet paper can be thrown in the toilet. It's designed specifically for this use and it decomposes easily. Also, make sure you only use the necessary amount—no need to go through half a roll each time!

**Question 6: B or C. Explanation:** Throw it in the garbage ... or compost it! Yes, believe it or not, hair is compostable! Throwing hair in the toilet or sink is a bad idea because it will damage the equipment used in wastewater treatment plants and clog pipes. You can also put your hair outside so that birds can use it to make their nests.

**Question 7: B. Explanation:** Brushing your teeth should be as simple as a smile: brush, rinse, brush again, rinse again and you're done! Turning off the tap while brushing is a simple gesture that saves about eight litres of water each time you brush—that's 16 litres of water that can easily be saved each day! Why would you let that water run, anyway? To create the soothing sounds of a babbling brook? It's really not a good idea.

As for the paper towel option: 1) it could clog the toilet, and 2) it would waste even more water!

**Question 8: A. Explanation:** By doing large loads of laundry, you'll save a lot of water and use less soap than if you do several small loads. Front-loading washers use half the amount of water that top-loading washers consume. That's worth keeping in mind when it's time to replace your old washing machine! When you decide to do your laundry, ask the other members of your family if they have clothes to wash—dirty clothes, of course! Washing clothes that are already clean is obviously a waste of water. Also be mindful of microplastics; synthetic fiber clothing should be avoided.

**Question 9: C. Explanation:** Frozen foods will be fully thawed in the refrigerator within one or two days. It's just a matter of remembering to take them out of the freezer a day or two before cooking them. Using tap water to thaw out food wastes time and a lot of water! Placing wrapped foods in boiling water is obviously not recommended, since some packages can't withstand the heat. Besides, this water will have to be thrown out afterwards.



**ANSWER KEY**

**Question 10: B. Explanation:** Pouring water from a glass over any remaining residue requires very little water, and it's really effective, even if the residue is underneath the water in the bowl. Your toilet brush is useful, but you have to wash it afterwards if anything stays stuck to it, for hygiene reasons. As for flushing several times, this option carelessly wastes dozens of litres of water! A pro tip to save even more water: add a container in your toilet tank to reduce its water consumption, or choose a water-efficient model for your next purchase.

**Question 11: B. Explanation:** Colouring the water in the tank is the way to go. If there's a leak, the water in the bowl will be coloured, even without flushing. The leak will be trapped! Afterwards, it's a matter of finding out if the leak comes from the flapper or the tank's refill mechanism. It's often easy to fix a toilet leak, and it saves so much water!

You can also detect a leak by listening for the sound of water flowing: simply press your ear against the tank. Lastly, if you see water constantly "quivering" in the toilet bowl, that's also a sign you have a leak.

**Question 12: B. Explanation:** It is very important to fix the tap as soon as possible. A single leaking faucet can waste several hundred litres of water each day! Found a leak in your house? Fixing a tap with your parents can be a fun task—as long as you don't forget to turn off the water supply before unscrewing the tap!

**Question 13: B. Explanation:** Taking a shower instead of a bath can save up to 100 litres of water each time. That's on the condition you keep it short, of course! A long shower (ten minutes and more) can sometimes require more water than a full bathtub. The best way to save water is to close the tap when soaping yourself. Installing a low-flow shower head is also a great idea—and it's so easy to do!

**Question 14: C. Explanation:** A water hose isn't an effective tool to remove dirt from the car without first soaping it: you have to water the car for a very long time, which wastes an enormous amount of water. The best—and most fun—way to wash a car is to fill a bucket with soapy water and scrub the vehicle using a car wash mitt (or a sponge). With this method, the water from the hose is only used to rinse the car, which can be done quickly and easily. Using a gun allows you to stop watering when the hose is placed on the ground, which avoids unnecessary waste. Only a few litres of water are needed for a sparkling clean car and a quality moment with your family!

**Question 15: A. Explanation:** There's nothing like getting some exercise! Using a broom is the fastest and most water-conscious way to clean an asphalt driveway—and it's also great to stay in shape! As for the water hose, ideally you should only use it to make flowers and vegetables grow. Does anyone really believe that asphalt can grow?

The following is a list of books, websites, pages, and publications dealing directly with the subjects covered in the Fantastik'eau educational package.

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[www.education.gouv.qc.ca/en/teachers/programs-of-study](http://www.education.gouv.qc.ca/en/teachers/programs-of-study)

Québec Ministry of Sustainable Development, Environment, and Fight Against Climate Change.

Directory of drinking water distribution systems, groundwater supplied (French only):

[www.environnement.gouv.qc.ca/eau/potable/production/index\\_st.asp](http://www.environnement.gouv.qc.ca/eau/potable/production/index_st.asp)

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# Fantastik'eau

I love water. I take care of it!



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## **SPECIAL THANKS**

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