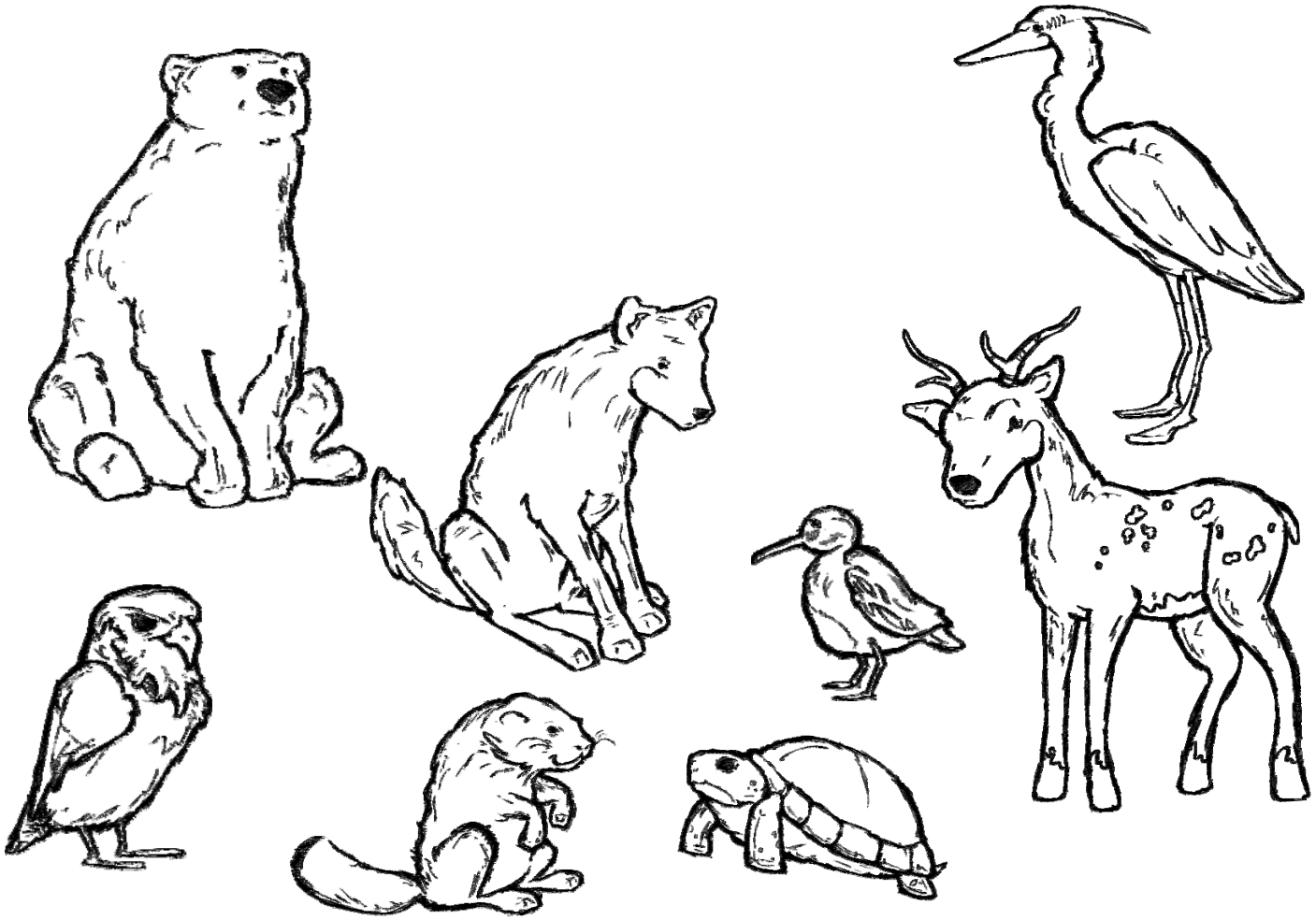
Teacher's Guide to

How the Children Learned to Save Water

Hadiksa'shö'öh Wadiyë'het
Denöhnegadë:nid



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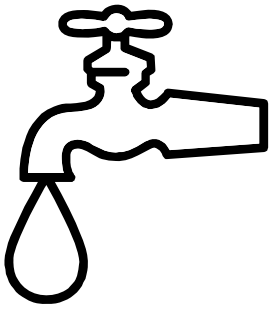
Why Is Water Conservation Important?

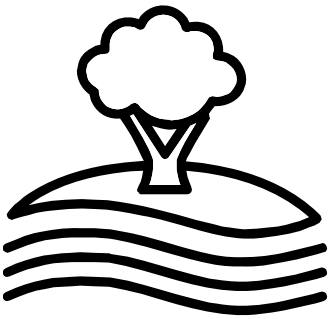
Water is a crucial natural resource. Without water, there would be no life on Earth. Water also affects our health, lifestyle, and economic well being.

The average American uses 100 gallons of water each day. Consider just a few of the many ways we use water:

- In and around our homes
  - To clean and prepare our food
  - To wash ourselves, our dishes, and our clothes
  - To clean our homes
  - For recreation, such as swimming, fishing, boating, and skating
  - To care for our pets
- In industry and agriculture
  - To transport goods
  - To create steam power
  - To raise animals and plants
  - To produce products, such as paper, wool, and cement
  - To treat sewage
  - To create electric power



Water covers about 75 percent of our planet, so it appears plentiful.



- However, 97 percent of that water is salty ocean water, which we cannot drink.
- Of the 3 percent that is fresh water, most is frozen in glaciers and polar ice caps.
- As a result, only 1 percent of the Earth's water may be available for drinking.

Moreover, the Earth's water supply is fixed: no new water is being made. The existing water supply is continuously recycled. Although the recycling process cleans water naturally, water can become contaminated—by microorganisms, metals, salts, chemicals, medical waste, and other substances—and can thus become unsafe for human use.

Preventing water pollution and conserving water will help to ensure an adequate supply of usable water for ourselves and for future generations. Using water wisely, as described in this book, helps to protect the quantity and quality of our water resources.

Wise water use can also help people to save money on water, sewer, and energy bills. It helps to reduce the demand on water treatment and wastewater facilities and to reduce the amount of waste put into rivers and streams.

About This Book

Learning Objectives

This activity book has been written to teach students about the importance of water conservation and practical ways of implementing its principles. It has been designed for use by classroom teachers in conjunction with other aspects of the curriculum, such as language arts, math, and science.

At the end of this program, students will be able to	Content
Recognize why water is important	Water is a gift from Mother Earth. We need water to live. • People and animals need water to drink • Plants need water to grow • Fish need water to live in • People need water to clean their bodies • People need water to stay healthy • Children need water to play in
State two principles of using water wisely	• Use only as much water as you need. • Never waste water.
List four sources of water	Sources include: • Rain • Snow • Lakes • Ponds • Streams • Rivers • Oceans • Springs
List five ways that people use water in and around their homes	Some examples of how people use water: • To drink • To grow and prepare food • To clean o Ourselves (bodies, hair, and teeth) o Dishes o Clothes o Cars and other vehicles o Homes • For recreation o Swimming o Fishing o Boating o Ice skating

At the end of this program, students will be able to	Content
Select five times when it is important to wash their hands	It is important to wash hands • Before and after eating • Before and after touching food or helping in the kitchen • After coming in from outside • After playing with or caring for animals • After using the bathroom • After sneezing, coughing, or blowing their noses • After touching anything dirty, like a trash can • Any time their hands look dirty
Sequence the nine steps to wash their hands without wasting water	The nine steps: 1. Wet hands with warm water. 2. Turn off the water. 3. Add soap. 4. Rub hands together to make bubbles. 5. Scrub between fingers and under fingernails. 6. Keep washing for a slow count of 20. 7. Rinse hands well with warm water. 8. Turn off the water, and make sure that it is completely off. 9. Dry hands with a clean towel or paper towel.
Identify three ways to save water in their kitchens and laundry rooms	Ways to save water include the following: • Turn off the water while washing hands. • Turn faucets all the way off when finished using water. • Tell adults about leaking faucets. • Defrost frozen foods in the refrigerator or microwave, not under running water. • Run the dishwasher only when it is full. • Run the washing machine only when it is full.
Identify three ways to save water in their bathrooms	Ways to save water include the following: • Turn off the water while brushing teeth. • Turn off the water while washing hands. • Tell adults about leaking faucets. • Take short showers (not long showers or baths). • Turn off the water while soaping up or shampooing during a shower. • Turn faucets all the way off when finished using water. • To dispose of trash, use a wastebasket, not a toilet.

At the end of this program, students will be able to	Content
Identify three ways to save water outside their homes	Ways to save water include the following: • To clean a deck or driveway, sweep with a broom instead of hosing it with water. • Water garden plants in the early morning or in the evening. • When washing a car, turn off the hose between rinses. • Tell adults about leaking faucets • Turn faucets all the way off when finished using water.

Note

This book includes an English/Seneca and Seneca/English glossary.

If you are teaching the Seneca language, you might have the following additional learning objective:

> At the end of this program, students will be able to recite the names of the clan animals in the Seneca language.

Activities in the Book

As the teacher, you know your class best and can make appropriate decisions concerning its use. This teacher's guide includes suggestions for you to consider, as well as activities to supplement the activity book.

Throughout this book, you may wish to read the story aloud to the students or have the students read, either individually (silently) or in one or more groups (aloud). You might also ask the children to act out the scenes after they have read the story through once.

Activities could be conducted in English and in Seneca if the students have the necessary skills in both languages.

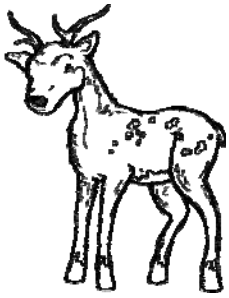
Pretest and Post-Test

This teacher's guide includes an optional pretest and post-test. If you wish to evaluate what your students learn from this program, have them complete the pretest before they begin reading the activity book. Repeat the test after they have completed the book and any supplementary activities you have chosen to conduct. Calculate and compare the scores on the presets and post-tests to learn how much knowledge the children have gained.

The Animals Talk about Water: pages 2-3

Wolf/*Otha:yö:nih*

Bear/*Nyag:wai´*



Deer/*Neogë´*

Turtle/*Ha´no:wa:h*

Beaver/*Nögönya´gö´*

Hawk/*Gaji´da:s*

Snipe/*Nö´jahgwë´*

Heron/*Joäshä´*

In this book, students learn how to use water wisely from the Seneca clan animals: Wolf, Bear, Deer, Turtle, Beaver, Snipe, Hawk, and Heron. When Snake, a troublemaker, tries to trick the children into wasting water, the clan animals emphasize that water is a valuable gift from Mother Earth. They provide good advice about conserving water as a way of showing respect for Mother Earth.

After reading this section, you might ask the students what they think about Snake. Ask them whether they think Snake will be successful in tricking the children in the story. Why or why not?

Using Water Wisely: pages 4-5

While the children are swimming, several clan animals introduce the rule for using water wisely. Two principles are associated with the rule:

1. Use only as much water as you need.
2. Never waste water.

You might ask the children if they can think of some examples of these principles, such as the following:

1. Someone fills a pot with just enough water to cook vegetables, but no extra water that will simply be poured down the drain.
2. Someone fixes a leaking faucet.

Why Water Is Important: pages 6-7

The clan animals explain why water is important: for humans and animals to drink, for plants to grow, for fish to live in, for washing, and for playing.

Turtle asks student whether they can think of other important uses for water. After students have written their answers, they can share them with the class. Possible answers include cleaning our homes (inside and outside) and cooking.

Bear's Word Search: page 8

Students can complete the word search individually or in small groups. You might wish to have a competition for the student or group that can complete the word search first.

The answer key is provided at the back of the activity book.

You might also ask the students to think of other words that describe what they do with water when they are thirsty, in English and in Seneca.

Possible English words include

taste	swig	consume
down	wet your whistle	lap up

You could build on this exercise to suggest other vocabulary games related to water, in English and in Seneca. For example, what words do students use to describe what they do with water when they are dirty?

Possible English words include

bathe	clean	rinse
scrub	shower	soak
wash		

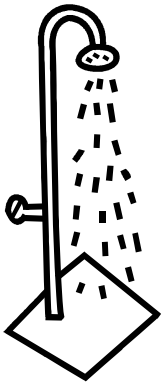
Students could then work individually or in small groups to make up their own word search games using some of the new words. Each student or group could later share the results with the other students.

Where Water Comes From: page 9

After reading this section, you might ask the students to write poems or songs about where water comes from. You could decide whether the poems or songs must rhyme or not.

You might ask the students to write in English or in Seneca if they have the appropriate skills in both languages.

After writing the poems or songs, the students could read them aloud or sing them to the entire group.



Getting Clean: pages 10-11

Before the students read this story, make sure that they know the meaning of the word *trustworthy* (someone who is *worthy* of *trust,* or who deserves to be trusted).

- Ask them to identify some words that have similar meaning
  - Examples: dependable, honest, responsible, truthful, and reliable
- Ask them to identify some words that have the opposite meaning
  - Examples: dishonest, irresponsible, lying, deceitful, false, and insincere
- If the students have appropriate skills, you might ask the same questions for the Seneca language.

The clan animals in the story are described as trustworthy. You might ask the students to name some people who are trustworthy.

You might ask the students what words they would use to describe Snake.

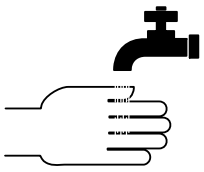
After reading the story of Snake trying to trick the children and of the clan animals offering good advice, you might ask the students to act out the story. You might

encourage them to improvise the dialogue, using their own words, in English or in Seneca.

For a home assignment, you might ask the students to have a family member record how much time their next shower takes. Ask them to report the answer.

- Ask whether they could shorten the shower time but still get clean.
- If so, how?
- Ask them to report in a few days whether they succeeded in shortening their shower time.

Washing Hands: pages 12-13



After reading this section, you might ask the students whether they can think of other times when it's important to wash their hands.

- Examples: before they put a bandage on their own cut; before they touch their eyes, nose, mouth, or face; after they change a baby's diaper; or after they take a paper from a person who has a cold.

The students could then practice actually washing their hands according to the directions. You or a student could read the directions aloud while students carry out the nine steps.

Brushing Teeth: page 14

You might ask the students when they brush their teeth. The American Dental Association recommends that people brush their teeth at least twice a day.

You might tell the students that snakes have teeth—small ones to hold their prey.

- Ask whether they think that Snake in the story brushes his teeth.
- Why or why not?
  - Since snakes don't have arms or hands, Snake would have to be creative to find a way to hold a toothbrush. Ask the students if they can think of ways for Snake to brush his teeth without hands or arms.
    - Example: maybe Snake could ask a friend to hold his toothbrush for him
  - Students could act out how Snake could brush his teeth.

Fixing Leaks: page 15

Children are not responsible for fixing leaks, but they can tell their parents or other adults when they notice a problem. In this story, Snake asks them to keep the leaking faucet a secret.

- You might ask the students why they think Snake told them to keep the leak a secret.
- You might ask the students if they know about any leaks around their own homes.
- You might ask them what they could say to adults about fixing leaks.

Turtle's Matching Game: page 16

Turtle has a list of possible jobs around the house that are associated with using water and that children might do. Ask the students to match each job with a way of saving water. Students might work on this matching game individually or in pairs.

You might ask the students if they can think of other water-related jobs around the house that they do and of the corresponding ways of saving water in those jobs.

Snake's Scrambled Message: page 17

Ask the students to unscramble the message that Snake has scrambled.

Ask the students to think of some people they can teach about the water conservation ideas they are learning. They can write the names of those people in the space provided.

You might ask the students what they would say to each person. What are the most important ideas they have learned?

What's Wrong with This Picture: pages 18-19

The picture shows common ways that people waste water. Students can work individually or in pairs to identify the nine ways that are illustrated:

- Inside
    - Mom is about to run a dishwasher that isn't full, instead of waiting to run it when it is full.
    - Water is running in the kitchen sink.
    - Water is running in the bathroom sink.
    - Mom is tossing a tissue into the toilet, instead of throwing it in a wastebasket.
    - Someone is about to take a bath in the tub, instead of taking a shower.
- Outside
    - Dad is watering the garden at noon, instead of watering it in the early morning or evening.
    - Water is spraying into the air, not on the plants in the garden.
    - The hose is leaking.
    - Dad is using the hose, instead of a broom, to clean the driveway.

You might ask the students if they can think of other ways that people waste water.

Ask the students to write a list of everything they can do in their own homes to save water.

Ask the students to draw pictures of ways to save water.

Follow the Maze to Save Water: pages 20-21

Students can do the maze individually or with partners.

Water Math: pages 22-23

Ask the students to complete the water quiz: individually, in pairs or small groups, or as a large group. Explain that you expect students to **guess** rather than know the answers—which have not yet been taught.

Students can discuss why various guesses seem reasonable and compare them with the correct answers, which are provided at the end of the book.

- Students can discuss whether their guesses were too high or too low.
- You might ask the students which answers most surprised them.

Water Journal: pages 24-25

Ask the students to fill out this journal to track how they use and save water for one week. Ask them to write down any new ideas they have for saving water.

At the end of the week, students can share their journals with partners or in small groups.

These journals are not intended to be graded.

Remember the Rule: page 26

The rule is: Use water wisely.

You might ask the students to draw a picture to illustrate this rule and its two principles: (1) use only as much water as you need and (2) never waste water.

Answer keys: pages 27-31

Additional activities

1. Traditional creation story

You might tell or remind the students of part of the traditional Seneca creation story. Point out the importance in this story of water at the beginning of our world.

> Long ago, before our world began, the Sky People lived happily on an island that floated like a cloud in the sky.
>
> One day, Sky Woman looked down through a hole in the island and saw deep water. Suddenly, she fell through the hole and dropped toward the water below.
>
> The birds and animals that lived on the water saw Sky Woman fall. They saw that Sky Woman could not live on the water, as they did, so they tried to help her. Ducks spread their wings and caught her as she fell. Knowing that Sky Woman needed land on which to live, water animals brought up earth from the bottom of the sea. They spread it on Turtle's back, where it grew and grew, until it became the land we know. Then Sky Woman stepped onto the land.
>
> Thus began the world that we know.

You might ask students to draw a picture to illustrate this story.

2. Use gallon jugs and cups to measure water

Bring in several clean, empty gallon jugs from milk or bottled water.

- Fill a jug and have the students weigh the gallon of water on a bathroom scale.
- Have the students fill plastic or sturdy paper cups carefully with tap water and, using a funnel to avoid spills, empty them into the jug. Then ask the students to count how many cups it takes to make one gallon.

When this activity is completed, ask the students how they can use the water in the jug wisely. Examples: watering any plants in the classroom, adding the water to a fish tank, or washing a chalkboard.

3. Discuss uses of water

Talk to the students about traveling by water. Explain that long ago, before people had cars and good roads, they often traveled in canoes and boats.

Write the following quotation on a chalkboard or whiteboard, and have the students discuss its meaning:

> "Wherever there is a channel for water, there is a road for the canoe."
> —Henry David Thoreau

Ask the students if they have ever traveled in a canoe or boat. If so, ask them to describe their experiences.

- What did the water feel like?
- What did the water look like?
- What sounds did the water make?
- How did the water smell?
- Did they see any animals (such as fish, tadpoles, frogs, ducks, and insects) in or on the water?

4. List other uses of water

Ask the students to brainstorm as many other uses of water as possible. Write their answers on a chalkboard or whiteboard.

- Examples: we use water to cook and to mix with clay to make pots

5. Think of other ways to save water

Ask the students to brainstorm other ways to save water. Write their answers on a chalkboard or whiteboard.

6. Poster or drawing

Ask the students to draw a picture or poster showing ways to save water.

An important note about water safety

Water that has been sitting around (in pipes, a hot water heater, or other plumbing) may contain **lead** that has leached from fixtures, fittings, pipes, and solder. Both old and new plumbing fixtures may contain lead.

Lead is a poison that is especially dangerous to young children, causing lifelong learning, behavior, and medical problems. It is very important to avoid lead in water that is used for making infant formula, for drinking, and for cooking.

For cold water: If water has been sitting around for a few hours (overnight, for example), run the tap water until it is as cold as it can get before you use it. Running the water will help to flush out any water that contains lead.

For hot water: Start with cold tap water and heat on the stove or in the microwave. Hot tap water is especially likely to leach lead from pipes, fixtures, fittings, and solder. Do not use hot tap water for making formula, drinking, or cooking.

Information for parents and other caregivers about using water wisely

Your child has been studying ways to use water wisely. Using water wisely helps to protect our water resources, improve our water quality, and reduce pollution. And it can help you save money on water, sewer, and energy bills.

Your child has learned some ways that he or she can use water wisely. Below are additional ways that adults can conserve water at home.

An important note about water safety

Water that has been sitting around (in pipes, a hot water heater, or other plumbing) may contain **lead** that has leached from fixtures, fittings, pipes, and solder. Both old and new plumbing fixtures may contain lead.

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For hot water: Start with cold tap water and heat on the stove or in the microwave. Hot tap water is especially likely to leach lead from pipes, fixtures, fittings, and solder. Do **not** use hot tap water for making formula, drinking, or cooking.

THROUGHOUT YOUR HOME (indoors and outdoors)

- Check for leaks in all faucets, hoses, connectors, and appliances that use water
  - Common sources of leaks include toilets, faucets, home water treatment units, and outdoor sprinkler systems
  - Often, you can fix a leak yourself by replacing the washer inside your faucet
  - For more complicated leaks, you may decide to call a plumber

Fixing even a small leak may save hundreds of gallons each month

- Install low-flow faucets if you don't already have them
- If you can't install low-flow faucets, install faucet aerators (devices that attach to a faucet head to restrict the flow of water)
  - Aerators are inexpensive and easy to install

Aerators may reduce water use as much as 60%

INDOORS

In the kitchen

Preparing food and cooking

- Thaw foods in the refrigerator overnight or in a microwave

Do not defrost frozen foods under running water

- Before you pour water down the drain, consider using it for other purposes, such as watering a plant or garden

Washing dishes

- If you are washing dishes by hand, soak dirty dishes in a basin and then rinse them

Save 15 gallons per sinkful

- If you are using a dishwasher, run only full loads

Save 15 gallons per dishwasher load

- When you need a new dishwasher, consider one with water-saving features

Newer dishwashers may use 20% less water than old models

In the bathroom

- Turn off the water when you are not using it
  - While brushing your teeth
  - While shaving (fill up the basin instead of running the water)
  - While soaping up or shampooing in the shower

Save 4 gallons each time you brush your teeth

Save 9 gallons each time you shave

- If the drain plug in the sink or bathtub leaks, replace it

Showers

- Take short showers (5 minutes) instead of baths
- Install a low-flow showerhead
  - Reduce water use while still providing good water flow

A low-flow showerhead may save 2-4 gallons per minute

Toilets

- Use the toilet only for its intended purpose
  - Don't use it in place of an ashtray or wastebasket
  - Put used tissues, trash, hair, and other debris in a wastebasket instead of flushing them

Save 5-7 gallons per flush for older toilets, 2 gallons per flush for newer toilets

- Check your toilet for leaks
  - Add several drops of food coloring to the tank and check the bowl in 30-60 minutes
  - If color appears in the bowl, the toilet is leaking

Repairing toilet leaks may save up to 50 gallons per day

- When you need a new toilet, consider low-flush models that use about 1½ gallons per flush

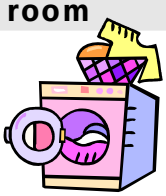
Low-flush toilets may save 7,000 gallons per year for each person

- If you don't have a low-flow toilet, fill a one-gallon plastic bottle with water and place it in the rear of the toilet tank.
  - A bottle takes up the same space as the tank water usually does, but the water inside the bottle won't go down the drain every time you flush.

Save 1 gallon per flush

In the laundry room

- Run full loads only
- When you need a new washing machine, consider water-saving models



Water-saving models may use 40% less water than others

OUTDOORS

Plants

- Water your lawn and garden in the early morning or evening to avoid losing water by evaporation
  - Water slowly at the roots, not on the leaves
  - Apply only as much water as the plants need
  - Water only the plants, not the driveway, sidewalk, or street
- When appropriate, use mulch, such as small wood chips or rocks, to keep water from evaporating and protect the soil
- Whenever you use a hose, use an automatic shutoff nozzle to control the water flow
  - When you are finished, turn off the hose at the spigot to prevent leaks
- When mowing the lawn, leave grass 2-4 inches high to provide shade and help keep water in the soil
- Use plants (including grasses, shrubs, and trees) that are native to your area and require less water

House and car

- When you wash your car, use a pail of soapy water and turn off the hose between rinses to save up to 150 gallons per wash
- Sweep your driveway, steps, sidewalks, and deck instead of hosing them off
- Don't buy water toys that require a constant stream of water

If you use a public water supply, water conservation can save on water and sewer fees and can lower your fuel bills. If you use well water, water conservation can reduce your energy costs, wear and tear on your system, and the amount of waste that goes into your septic system.

Additional Resources

For adults

California Urban Water Conservation Council. 2006. H_2ouse: Water Saver Home. http://www.h2ouse.org/

Earth911. 2007. Water conservation. http://www.earth911.org/

U.S. Department of Agriculture. Natural Resources Conservation Service. 2007. Water Conservation. http://www.waterconserve.info/

U.S. Environmental Protection Agency. Watersense. 2008. http://www.epa.gov/owm/water-efficiency/index.htm

———. American Indian Environmental Office. 2007. http://www.epa.gov/indian/

———.Office of Water. 2006. Ground Water and Drinking Water. http://www.epa.gov/safewater/

———.Office of Water. 1995. Cleaner Water through Conservation. http://www.epa.gov/water/you/intro.html

Water Conserve. Water Conservation Portal and Search Engine. 2007. http://www.waterconserve.info/

Water: Use It Wisely. 2007. Water: Use it wisely. http://www.wateruseitwisely.com/index.shtml

For children

U.S. Environmental Protection Agency. Watersense. 2008. A Day in the Life of a Drop. http://www.epa.gov/owm/water-efficiency/water/drop.htm

———. Watersense for Kids. http://www.epa.gov/watersense/kids/index.htm

———. Office of Ground Water and Drinking Water. 2006. Drinking Water & Ground Water Kids' Stuff. http://www.epa.gov/safewater/kids/index.html

———. Office of Water. 2006. Kids' Stuff. http://www.epa.gov/water/kids.html

———. New England (Region 1). 2007. Magnificent Groundwater Connection. http://www.epa.gov/ne/students/teacher/gndwater.html

———. Teaching Center. 2007. http://www.epa.gov/region5/teachers/water.htm

Pretest/Post-test

Student's name_____Date_____

1. Why is water important? Choose **all** the correct answers.
   - □ People and animals need water to drink
   - □ Plants need water to grow
   - □ Fish need water to live in
   - □ People need water to clean and cook with
   - □ People need water to stay healthy
   - □ People need to send water to Mars for the Martians to swim in

2. Fill in the blanks below to state two important ideas about using water wisely:
   - □ Use only as much water as you _ _ _ _.
   - □ Never _ _ _ _ _ water.

3. List four sources of water
   - □
   - □
   - □
   - □

4. List five ways that people use water in and around their homes.
   - □
   - □
   - □
   - □
   - □

5. From the list below, select **five** times when it is important to wash your hands.
   - □ After coming in from outside
   - □ After playing with or caring for animals
   - □ After using the bathroom
   - □ Before sneezing, coughing, or blowing your nose
   - □ Before and after eating
   - □ Before touching anything dirty, like a trash can
   - □ Before and after touching food or helping in the kitchen
   - □ While you are eating

6. Below are the nine steps for washing your hands without wasting water. They are out of order. Put them in the right order by numbering them correctly.
   __ Turn off the water.
   __ Add soap.
   __ Turn off the water, and make sure that it is completely off.
   __ Wet hands with warm water.
   __ Rub hands together to make bubbles.
   __ Dry hands with a clean towel or paper towel.
   __ Keep washing for a slow count of 20.
   __ Rinse hands well with warm water.
   __ Scrub between fingers and under fingernails.

7. What are some ways to save water in your kitchen and laundry room? Choose **all** the correct answers.
   - □ Defrost frozen foods in the refrigerator or microwave
   - □ Run the dishwasher half full
   - □ Wash your hands under running water
   - □ Let water drip slowly from the faucet after you finish washing your hands
   - □ Run the washing machine only when it is full

8. What are some ways to save water in your bathroom? Choose **all** the correct answers.
   - □ Take a short bath
   - □ Don't use the toilet as a wastebasket
   - □ Ask adults to fix a leaking faucet
   - □ Turn off the water while you brush your teeth
   - □ Keep the water running while you shampoo your hair

9. What are some ways to save water outside your home? Choose **all** the correct answers.
   - □ Water garden plants in the early morning or in the evening
   - □ Use a hose to clean the deck and driveway
   - □ Turn off the hose between rinses when you wash a car
   - □ Turn the faucet all the way off when you are finished using water

Pretest/Post-test Answer Key

The answers in **bold** are correct.

1. Why is water important? Choose **all** the correct answers.
    - □ **People and animals need water to drink**
    - □ **Plants need water to grow**
    - □ **Fish need water to live in**
    - □ **People need water to clean and cook with**
    - □ **People need water to stay healthy**
    - □ People need to send water to Mars for the Martians to swim in

2. Fill in the blanks below to state two important ideas about using water wisely:
    - □ Use only as much water as you **need.**
    - □ Never **waste** water.

3. List four sources of water [students may list any four of the following]
    - □ **Rain**
    - □ **Snow**
    - □ **Lakes**
    - □ **Ponds**
    - □ **Streams**
    - □ **Rivers**
    - □ **Oceans**
    - □ **Springs**

4. List five ways that people use water in and around their homes. Possible correct answers include
    - □ **To drink**
    - □ **To grow and prepare food**
    - □ **To clean**
        - □ **Ourselves (bodies, hair, and teeth)**
        - □ **Dishes**
        - □ **Clothes**
        - □ **Cars and other vehicles**
        - □ **Homes**
    - □ **For recreation**
        - □ **Swimming**
        - □ **Fishing**
        - □ **Boating**
        - □ **Ice skating**

5. From the list below, select **five** times when it is important to wash your hands.
   - □ **After coming in from outside**
   - □ **After playing with or caring for animals**
   - □ **After using the bathroom**
   - □ Before sneezing, coughing, or blowing your nose
   - □ **Before and after eating**
   - □ Before touching anything dirty, like a trash can
   - □ **Before and after touching food or helping in the kitchen**
   - □ While you are eating

6. Below are the nine steps for washing your hands without wasting water. The correct numbering is shown:
   2 Turn off the water.
   3 Add soap.
   8 Turn off the water, and make sure that it is completely off.
   1 Wet hands with warm water.
   4 Rub hands together to make bubbles.
   9 Dry hands with a clean towel or paper towel.
   6 Keep washing for a slow count of 20.
   7 Rinse hands well with warm water.
   5 Scrub between fingers and under fingernails.

7. What are some ways to save water in your kitchen and laundry room? Choose **all** the correct answers.
   - □ **Defrost frozen foods in the refrigerator or microwave**
   - □ Run the dishwasher half full
   - □ Wash your hands under running water
   - □ Let water drip slowly from the faucet after you finish washing your hands
   - □ **Run the washing machine only when it is full**

8. What are some ways to save water in your bathroom? Choose **all** the correct answers.
   - □ Take a short bath
   - □ **Don't use the toilet as a wastebasket**
   - □ **Ask adults to fix a leaking faucet**
   - □ **Turn off the water while you brush your teeth**
   - □ Keep the water running while you shampoo your hair

9. What are some ways to save water outside your home? Choose **all** the correct answers.
   - □ **Water garden plants in the early morning or in the evening**
   - □ Use a hose to clean the deck and driveway
   - □ **Turn off the hose between rinses when you wash a car**
   - □ **Turn the faucet all the way off when you are finished using water**