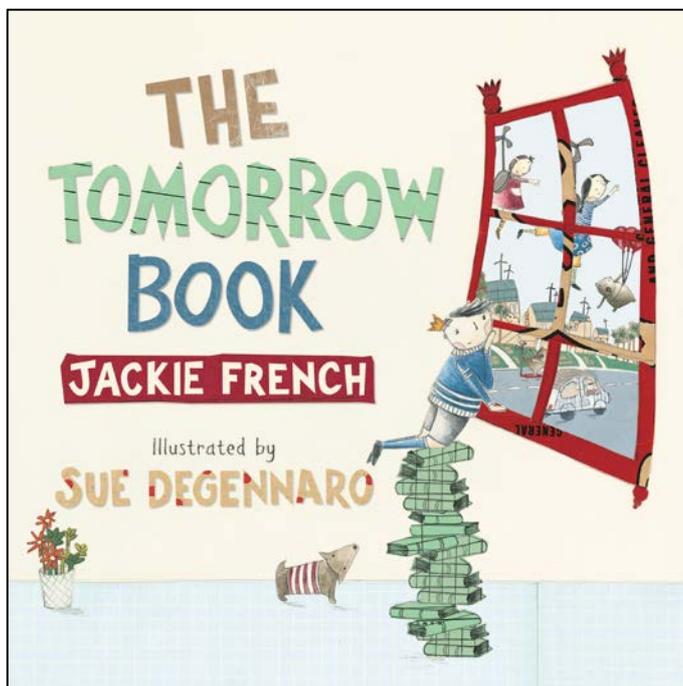


The Tomorrow Book

By Jackie French

Illustrated by Sue deGennaro



Book Summary:

A timely picture book about a young prince and the kingdom's children, who with the help of the palace library create a country where the future is filled with environmental hope, and solutions that are both fun and funny. This book shows children both the major environmental problems of today, as well how they can be solved. Lively, fun and positive, this book will expand children's horizons and encourage them to dream about even greater inventions and ways to create a better future. Illustrated using recycled paper products to reflect the message within, this is a beautiful book.

Curriculum Areas and Key Learning Outcomes:

Literature, SOSE

Appropriate Ages: 4-10

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Updated by Jacqui Barton

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This book shows children both the major environmental problems of today, as well how they can be solved. Lively, fun and positive, this book will expand children's horizons and encourage them to dream about even greater inventions and ways to create a better future. Illustrated using recycled paper products to reflect the message within, this is a beautiful book.

Jackie French

Jackie French's writing career spans eighteen years, 47 wombats, over 130 books and translations into twenty three languages. Jackie's picture books have proved outstandingly successful. *Diary of a Wombat*, published in 2002, gained numerous awards, both in Australia and internationally. *Josephine Wants to Dance* won the ABIA Picture Book of the Year in 2007. It was shortlisted for the CBCA Awards in that year, and was followed by the *Shaggy Gully Times* which appeared on the shortlist in 2008. Jackie is one of the few writers to win both literary and children's choice awards, with her historical fiction appearing

consistently on the shortlists for the Children's Book Council of Australia Awards. *Pharaoh* was included in 2008's shortlist for Older Readers. *Hitler's Daughter* won the CBCA Award for younger readers in 2000. Jackie's ground breaking work in natural pest and weed control back in the 1980's was the foundation for modern integrated pest control, and she first coined the term 'Backyard Self Sufficiency' in one of her many books and articles on the subject. Jackie's award-winning non-fiction includes the account of the Australian involvement in the Apollo 11 moon landing *To the Moon and Back* won the CBCA's Eve Pownall Award for Information in 2005. Her Three of her titles, *A Rose for the Anzac Boys*, *The Camel Who Crossed Australia* and *How High Can a Kangaroo Hop?* were featured in the 2009 CBCA Awards list.

Jackie lives near Braidwood in the Araluen Valley, NSW. Her home was built from local materials; they generate their own photovoltaic power, collect their household water and recycle water and sewerage. Their gardens and orchards are designed to need no artificial fertilisers, pesticides or herbicides. They harvest their own water from the air as well, to demonstrate that growing food can also be wildlife friendly.

Sue deGennaro

Sue deGennaro found that drawing as a child filled in all the spaces left behind by having no television. Part of her love of drawing is due to the fact that art class ended up being the only class she never wagged in high school. From school, Sue completed an arts degree in film, travelled and then enrolled in art school where she learnt to draw and weld. But after a year, she dropped out and moved to Sydney where she learnt trapeze. And for the next ten years Sue trained as an aerialist and performance artist. Sue now has two children and she draws full time on a long bench and a wobbly stool, with her feet firmly on the ground. She has illustrated books including *The Princess & the Packet of Frozen Peas* (2009).

Note to teachers

This book is suitable for use with children from kindergarten to Year 6. The activities provided below are for a range of ages and can be modified to suit your class. There are an enormous number of questions on the themes contained in this book. Teachers should focus on and choose from the questions and activities that are best suited to the age of the children in your group. Group projects can work very well in multi-age classes or with children of the same age working together to share ideas, answer questions and complete tasks.

Before Reading

With the children providing suggestions, discuss the title and the cover illustrations and speculate as to the book's themes and content. Discuss what they know about the author and illustrator. Ask the children if they think they would like to live in the world on the last pages of the book. If not, what would they like their new world to be like? Read the background 'Author's Notes' to the book, so that you can see how the world might be changed in big ways to make a better future, and where these inventions are already being used. Notes are available on the Publisher's website:

<http://www.harpercollins.com.au/resources/teachers.aspx>

Themes

- What the future might be like
- Water
- Sustainability
- Conservation – animals and the environment
- Food
- Transport
- Power and its sources
- Pollution
- Houses
- Global warming
- Change and how it affects us
- Space
- Hope, awareness and action

After Reading

Questions for discussion – recalling the story

- Why do you think the author has called the book 'a story of hope and ideas'?
- What do you think the world will be like in twenty years time? What would you like it to be like?

- How has the world and the way we live changed in the past twenty years? What inventions do you think have made the most difference?
- Both the author and illustrator are referred to as environmentalists - what are some of the beliefs of an environmentalist?
- Why do you think the author starts by saying, 'Once upon a time – or maybe just tomorrow'?
- How does the little prince change after he crawls into the library?
- The little prince loved books, but how was the world outside the palace windows different from the one he imagined as he read?
- What are the main features of the world outside the palace windows? How does this image differ from the one on the front cover?
- How did the butler respond when the prince asked him about the difference between the world outside and the one he imagined?
- What was the little prince's response when that butler said: 'That's real life, your highness.'?
- Why was the little prince left in charge of the palace? What would happen or how would you feel if you were left in charge? Do you think there will ever be a time when you - and your friends - can be part of ruling the world too? How?
- For what kinds of things did the visitors want the prince's help?
 - How did the little prince go about finding answers to the children's concerns about the lack of water for their vegetable gardens, their baths and swimming pools?
 - What did the little prince suggest when other children complained that they needed better ways to get around?
- What other ways, besides using cars, are there to get around?

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- When the animals visited the little prince, what was their concern and how did the prince respond?

What kind of world is the one presented by the illustrations at the end of the story?

Questions, Research Projects and Issues to debate

Note: There are an enormous number of ideas and questions on the following pages, and these are only a starting point. They have been grouped according to theme.

What the Future might be like

Read the author's and illustrator's notes at the back of the book and discuss. •

Why are the issues presented in the book important for the future of our world?

- What sort of future would you like? What inventions are needed to make it happen? Brainstorm the sorts of things you can do to improve the future of our world, its people, animals, environment and the preservation and responsible use of our resources.
- Think about the tomorrow you'd like to see and research and write a poem about one resource or aspect that you think would help improve our world. You could do an acrostic poem using the word or words you have chosen as a starting point: e.g. water, trees etc.
- Topics for individual or paired research projects might include: solar and other alternative power sources, water recycling, pollution, home-based food production, rubbish recycling etc.
- Count the number of inventions in this book, then check New Scientist magazine to find out if they are already available. How many inventions can you

find? Who can find the most? Who can find the most AND explain how they work?

Water

- Where does the water come from for your home and your school? How far has it travelled till it reaches you? Do you think any animals or birds or other people suffer when the water is taken from their area for people in cities to use? How would you go about proving this.

- What happens to the water in your home and school after you have used it? Is it used again? Where would you go to find out this information?

- What sorts of things do you do at home to help recycle water or any other resources?

- Find out about the water cycle.

<http://www.enchantedlearning.com/geology/label/watercycle/index.shtml>

<http://www.enchantedlearning.com/classroom/quiz/watercycle.shtml>

- Investigate the role that water plays in different cultures.

- Create a poster showing the ways to save, recycle and re-use the water that flows down the drain either at home and school. It could be drinking water, rainwater, and storm water or water that ends up at the sewerage treatment plants — how can we recycle and reuse it? Posters could show ideas to minimize water loss and water capture ideas.

- Have each child conduct a survey to determine which room in the house uses the most water? E.g. As a class, you could create questions and then after conducting the survey at home, write up the results comparing earlier guesses with the actual results. Sample questions: How many sinks are in your house?

How many toilets? How many bathrooms? Do you have a washing machine and/or dishwasher? Find out how much water these appliances use.

- What uses most water in your house? Could that water be reused?
- How much water does flushing a toilet use? Research waterless composting toilets. Has anyone in your class used one?
- Draw up a chart that shows bathroom water saving tips.
- Do a water leak survey around your home or school and list all the places where you see water leaking. E.g. dripping taps, leaking toilets etc. and then discuss ways to fix and prevent the leaks.
- Research the 'space garden' designs where all water is recycled, then design garden for your school that wouldn't need watering
- Go to Jackie's web site www.jackiefrench.com to see how her garden captures water from the air.
- Look up 'solar water condensers' on the internet and see how water can be 'condensed' out of the air. Could this provide water for a house or garden? 8

Sustainability

- Do a survey amongst the class or teachers and then create a pie graph to represent the following: How many people have: a vegetable garden, fruit trees, a water tank, solar heating, solar or wind electricity, chooks, a compost bin, shop at farmer's markets, a half-flush toilet, a composting toilet, an electric car, a wildlife friendly garden, grey water recycling, plant trees, and any other suggestions from children.
- Look up 'sustainable' houses, like those of Michael Mobbs in Sydney www.sustainablehouse.com.au/ (or others you can read about in Earth Garden

Magazine and Green technology (see links below). How many can you find? •
What ideas from those houses do you think would work in your house or your school?

Animal conservation

- Identify and list Australian native animals that are classified as endangered or vulnerable. Does farming take away their land?
- Find out about 'wild life' friendly farms, and ways that we can grow food but still have room for wildlife.
- What wild animals could live on tops of buildings or on 'green floors' in multistorey buildings? How would they get from building to building?
- What animals already live in your garden, school or suburb? Find out ways to make your garden a better place for animals to live.
- Find out what some Australian native animals eat. Make a booklet listing each selected animal and their diet in the wild.
- Make a 'What am I?' puzzle about the native animals in your local area for others to read and solve.
- What are some ways to protect native animals from cats and dogs?
- What animals and birds are native to your area? What do they like to eat? Can you plant anything to provide them with more food?
- How do wild animals and birds in your area find water? Can you help them?

Food

- Imagine what a suburb would be like that grew all its own food, generated all its power, collected its own water, recycled its own sewerage. How could this be done? Do any communities do any of these already?
- What are 'urban farms'? Are there any in your area, like The Ceres project in Melbourne?
- What is a 'food forest'? Design a food forest for your home, or school, or park, or footpath.
- Choose a food you had for lunch. How was it grown? How far had it travelled?
- Make a list of all the foods that can be grown in your area. How many of them are grown there now?
- How could your area grow more food? Could you grow more at home? At school? On the footpaths?
- How can you grow tropical foods in cold climates?
- What are your favourite foods? How are they grown and made? Could you grow the ingredients at home?
- What fruit trees could be planted down your footpaths? What would they need to survive?
- What is the solar oven mentioned in this book? (Note: older children with adult supervision can make one). Transport
- How did you come to school today? What other ways could you have come to school?
- If you were going to invent a new way to come to school, what would it be?

- If you were going to invent a new way for your family to go on holiday, what would it be?
- How many ways to get around have been used in Australia? See who can find the most methods of transport.
- Look up the Author's Background Notes find other ways to get around. Are there any that you like?
- Research electric bicycles. Would you like to ride one? Do you think you could make one from an ordinary bike?
- Research solar powered or electric skateboards. Would you use one? Do you think they would work in cities or cause too many problems?

Research Zeppelins. Why did they stop making them in the 1930s. What new safe models of Zeppelins can you find? Draw a Zeppelin.

- Magic carpets come from fairy tales. Work out how you might make a flying carpet that really works.
- Research solar challenges: solar car races and solar boat races. Have any of your local schools put in entries?
- Research electric and biodiesel cars. Which ones are the most efficient? Which ones are the cheapest? Look up Earth Garden magazine to learn about companies that convert ordinary cars to electric ones.www.earthgarden.com.au/

Power and its sources

- Where does the power come from for your home or school? Does it cause pollution?
- How many different ways to generate power can you find? What is good and bad about them?
- What is the difference between solar hot water panels and solar electric panels?
- Are there any houses in your area that are run on solar or wind power? Can you find any on the web?
- Look up the internet to see if there are communities in Australia or elsewhere in the world that are run solely on 'alternative power'?
- How can houses be designed so they need less power?
- Buy a solar dolls house kit from an alternative power shop and build a tiny solar-powered house, or use one of the other commercial solar education kits to build other solar-powered projects

Pollution

- Is there any pollution in your neighbourhood? How can it affect you?
- Where are the most polluted places in the world? How might they be changed?
- What substances pollute the most? What can we use instead of them?
- How is rubbish treated in your area? What materials are recycled? Are there any problems with too much rubbish?
- Work out what things your family or school has thrown out in the past year. Could any of them have been mended, recycled or given to other people?

Choose an electrical gadget and find out how it's made, transported and how it is disposed of when it's broken. Do any of those cause pollution? How could any problems be solved?

Houses

- What is your house made of? How many materials can you discover that have been used to make houses?
- Draw the sort of house you would most like to live in
- Research cobb houses, free-form concrete houses, straw bale, mud brick and other 'alternative' house building materials. Would you like to live in houses made from any of these? Find pictures of houses in Australia that use these materials.
- Draw a house that grows its own food, has chooks, collects water, recycles water and sewerage, and generates its own power.
- What ways can a house be cooled or heated without using air-conditioning and electric, oil or gas heaters?
- Find examples of homes like that in your area, or other places in Australia
- Find examples of underground houses.
- Find examples of houses that are bushfire proof, flood or cyclone proof. Why might these be a good idea?
- Think of other ways to make a house safe from bushfire, flood or cyclones.
- Choose one of the alternative building methods and build a model house using those materials.

Global Warming

- What is 'global warming'?
- What causes global warming?
- What areas will be affected most?
- What can we do instead of the things that cause global warming?
- Research what the Netherlands Government is doing to help their country cope with global warming. Do you think these ideas would make life more fun or more boring?

Change

- Look at the way your great-grandparents, grandparents and parents lived when they were young. Look at the way people lived 500 years ago. Work out the good and bad parts of the way people lived then. Are there any good parts we have lost? Is there any way we could get those bits back?
- How has the world changed in the past year?
- What are the best inventions of the past ten years?
- What are the best inventions still to be invented? Why?
- Research the hole in the ozone layer. How did the combined nations of the world improve the situation? What would have happened to life on earth if it had worsened?
- What big disasters have human beings faced in the past? How have we survived?

Space

- Why should we travel to other planets?
- Are there any ways to get away from earth's gravity without using lots of rocket fuel?
- How can we move spaceships without rocket fuel?
- What is a 'generation ship'?

Hope, awareness and action

- In small groups, children read, talk and research one of the themes covered in the book.
- What do you think are the main things wrong with the world? Traffic jams? Boring TV? (Be honest). How could these things be changed?
- Talk about the future you want to see and how it might happen. Don't be afraid to make it a very different future, where you can fly or run on superspeeded legs. The world can change quickly - and it can also change the way you'd like it to.
- Using one of the following topics, find out about practical ways to change the world – sustainable housing, bushfire protection, alternative fuels and modes of transport, water conservation and reuse, wildlife and the maintenance of their habitat, and finding new habitats for them too, rubbish disposal and recycling, and food production.

Think of something that you'd like very much. Investigate how much it costs, not just in money, but how much energy is used to produce it, and transport it. Will it pollute the world to make it? Can it be recycled? Will it pollute the world if it goes into a rubbish dump?

- Make a list of twenty things that are fun but don't cost the earth, like a picnic, a dance, eating home-grown apricots, talking with friends.
- Think of the last week, and what you enjoyed most. Is there any way to make your favourite things more environmentally friendly?
- As a class, list as many things you can think of that will help create a sustainable future. Here are a few ideas to get you started: pick up your rubbish and recycle or reuse appropriately (composting, making new things from old, paper recycling etc); build a vegie patch and grow vegies and fruit trees and cook with your produce; when you go camping, put out your fire properly; have a compost bin and put your organic waste in it; turn off the lights when they are not needed; avoid long showers; walk or ride instead of driving.
- Have a Recycling Day: bring in any clothes or books or other things you no longer want, but someone else might like, and swap them.
- See what new things you can make from old. Can you design new clothes from old ones? Can faded clothes be dyed with natural dyes?
- What has your family thrown out in the past week? What else could you do with the things thrown out?
- Visit one of the gardens in the Open Garden Scheme to see how individuals are tackling the future of our environment. For a fabulous example of a sustainable urban garden, see Mark Dymiotis's garden in Hampton, Victoria.

<http://www.opengarden.org.au/>

Visit Environment Centres like Ceres in Melbourne to see how changes can be made to the way we live. www.ceres.org.au/

Issues to debate

- What should the future be like?
- What is the best world you can think of? What is the worst world?
- Is change good or bad?
- How can we make change happen?

Should native animals be kept in captivity?

- Should Australia's old-growth forests be logged? What is the wood used for? What else could be used instead?

- Should there be a curfew on cats and dogs to protect native wildlife?
- How can people buy their fresh food from farmers' markets?
- Is it better to repair things than throw them away? The Arts

Below is a list of all the items used by the illustrator to create the collage illustrations for this book:

PAGE NUMBER	ITEM	SOURCE MATERIAL
Page 6	Window frame	Steelwool packet
Page 8	Books	Teledex card
Page 9	Suitcases	Old diary
Pages 12 – 13	Gardens ,chickens	Brown envelope pages of an old book
Pages 16 – 17	Aircraft	Freeway bill

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	Helmets	Poppadum packet
	Roof	Atlas
	Red bikes	Top of a shoe box
Pages 18 – 19	Window	Rubber band box
	Car	Flour packet
Pages 20 – 21	Grass	Drawn by the illustrator
	Vacuum cleaner	Old calendar
	Factory	Envelope from Ceres
Page 22 - 23	the spotted bath the swimmers on the animals	Vintage iron-on transfer paper US Mail envelopes and advertising
Pages 24 – 25	Roofs	Page from atlas
	Pears	Envelopes
Pages 28 – 29	Blue stripey flowers	Airmail envelope
	Yellow flowers	US Mail envelope
	Space craft	Telstra bill
	Red flowers	Red Heads matchbox, newspaper
	Parachute	Telstra bill
	Green leaves	Tea bag box, junk mail

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- Discuss the illustrator's work and the collage materials she used to create the images in the book. Some of the items used include old envelopes (gardens), pages from an atlas and diary (suitcases and the roof), a steelwool packet (the window frame on the front cover), the top of a shoebox (red bikes) and junk mail catalogues (green leaves). Using found materials, ask the children to create a collage of a scene from the story or their own interpretation of a sustainable future.
- The book is made using recycled paper. Make paper in the classroom and talk about what happens to all the paper products that we recycle. A recipe for making recycled paper can be found here:

<http://www.make-stuff.com/recycling/paper.html>

- Using collage materials, make a class mural that reflects all the things the class would like to see in the world of the future.
- Construct a diorama of an Australian animal in its habitat.
- Improvise in drama: take on the role of an Australian animal you have researched and imagine that you are to go to a zoo in another country. The animal must tell the zookeepers what sort of habitat and food it requires in order to stay healthy.
- Model an Australian animal in clay or play dough. Make a habitat for your animal, making sure it provides the animal with all its basic needs such as shelter, food, water and protection.
- Decorate a cloth bag with environmental messages that can be used for shopping, library books, as a beach bag etc.
- Design a garden that could provide your family with enough food (including fruit trees and vegetables, chooks etc.)

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- Using glass paint, create illustrations on the classroom windows of images that you believe will help to make a better world.
- Make a rainstick - a ceremonial musical instruments used to invoke the rain spirits. (They are traditionally made from dead cactus tubes with cactus spines hammered into the tube.) To make one you will need a paper towel tube, aluminum foil, small dried beans such as un-popped popcorn or rice, glue, scissors and markers. Seal one end of the tube, place long pieces of twisted aluminum into the tube along with the dried beans or popcorn. The tube should only be 1/10th full. (Note that different beans will give a different sound.) Cover the other end of the tube and then decorate with markers or coloured paper.
- Using clay or another type of modelling medium create a miniature garden that includes all the fruits and vegetables that you love and that you would like to grow at home.

Make a giant mural for your classroom of the world you would like to live in

- Make a giant mural of the best school in the universe

Further reading

Picture books

- Window by Jeannie Baker
- Belonging by Jeannie Baker
- Where the Forest Meets the Sea by Jeannie Baker
- One World by Michael Foreman
- The Giving Tree by Shel Silverstein
- The Short and Incredibly Happy Life of Riley by Colin Thompson
- The Wonder Thing by Libby Hathorn with Peter Gouldthorpe
- The Fisherman and the Theefysprayt by Paul Jennings with Jane Tanner
- The Swamp Monster by Jill McDougal

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- Goanna by Jenny Wagner
- Murgatroyd's Garden by Judy Zavos, illustrated by Drahos Zac

Non-fiction books

- Leaf Litter by Rachel Tonkin
- How to Guzzle Your Garden, by Jackie French
- Stamp Stomp Whomp and other interesting ways to get rid of pests, by Jackie French
- Backyard Selfsufficiency, by Jackie French
- The Earthgardener's Companion, by Jackie French
- The Chook Book, by Jackie French
- The House That Jackie Built, by Jackie French
- The Drop In My Drink: The Story Of Water On Our Planet by Meredith Hooper and Chris Coady
- Make it! Don't Throw it Away – create something amazing by Jane Bull
- Endangered: 10 play Scripts and Drama Springboards by Jill Morris & Lynne Muir
- Earth Matters: An Encyclopedia of Ecology by David De Rothschild
- Look after your Planet- Charlie & Lola by Lauren Child
- Water – See for yourself Dorling Kindersley
- Ten Things I Can Do to Help My World by Melanie Walsh
- You are the Earth by David Suzuki with Kathy Vanderlinden

For more books for children on conservation, follow the links below:

<http://www.thebookgarden.com.au/book-categories/children-sbooks/science-andnature/conservation>

html?SID=fe7b62d72c905c03975943cd093b58ed

<http://www.readings.com.au/collection/green-kids1>

Magazines with new inventions or environmental projects that kids can make.

New Scientist www.newscientist.com/

Australasian Science

www.australasianscience.com.au/ Earthgarden magazine

www.earthgarden.com.au/ Green Technology www.green-technology.org/

Owner Builder www.theownerbuilder.com.au/

Some Useful Web Links

Ceres www.ceres.org.au/

Birragai centre for Environmental Education in the ACT

www.birrigai.act.edu.au/

(Note: This is just one example – most capital cities have environmental centres that you can search for on the web.)

Sydney Water

<http://www.sydneywater.com.au/Education/PrimaryStudents/>

<http://www.sydneywater.com.au/Education/PrimaryStudents/Getinvolved/>

Saving Water Partnerships

<http://www.savingwater.org/kids/>

Growing Up Green

http://growingupgreen.com.au/?page_id=114

Yarra Valley Water activities The water Cycle Puzzle

<http://www.yvw.com.au/waterschool/juniors/thingstodo/activities4a.html>

Water Conservation activity

<http://www.yvw.com.au/waterschool/juniors/thingstodo/activities8.html>

Pipe Puzzle

<http://www.yvw.com.au/waterschool/juniors/thingstodo/activities15.html>

Jackie's website has many links to growing food, natural pest and weed control, wildlife friendly gardening and many more eco topics. www.jackiefrench.com.au

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WRITING ACTIVITIES and WORKSHEETS

Write a story describing the world of the future that you dream about. Use the plan below to help you get started and remember to use the following stages to construct your story.

Prewriting

1. Share your ideas with a friend.
2. Maybe do some research in the library about ways that can help lead to a sustainable future. Think about the practical things that you and your friends and family can do or already do to make a better world.
3. Make a list of all the ideas you want to include in your story.
4. Write a draft including an introduction, the body of the story and then a conclusion.

Writing

1. Now use all the ideas you have jotted down to write a rough draft of your story.

Revising

1. Read over your story and consider anything that might improve it such as changing some words, avoiding repetition, adding anything you've forgotten or any new ideas you've thought about.
2. Ask a friend to read your story and provide some constructive criticism.

Editing

1. Rewrite your story, correcting any errors you've made in spelling and grammar as well as adding any new ideas or removing ones that might not work so well.

Illustrating

1. Add illustrations to your story (consider using collage or another interesting method of illustration).

Publishing

1. Now present your story to others, sharing it with friends or family.

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A REBUS STORY

Choose one of the words below to complete the sentences but use illustrations instead of words. Alternatively children could write and illustrate their own rebus stories.

REBUS KEY

Campervan, prince, vegies, water, sun, car, house, animals, trees

1. Once upon a time, a little _____ crawled into the library.
2. One day, the king and queen packed up the royal _____ and left the prince in charge.
3. You can collect the _____ from your roof, use it over and over again inside and then clean it to grow _____.
4. You can run your _____ and your whole _____ by using the _____ or wind.
5. We must find houses for _____, with lots of _____, and safe ways for them to move around.

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Conduct a home bathroom survey with other members of your class.

QUESTION	ANSWER
1. How many showers does your family take in a day?	
2. About how long is each shower?	
3. Multiply the number of showers by the time of each to find the total minutes of shower usage each day.	
4. How many toilets do you have?	
5. Are the toilets single or double flush?	
6. How many baths are in your home?	
7. How many basins for hand washing and brushing teeth?	
8. What happens to the water from all these appliances? Now compare your results with your classmates and create a graph with your teacher to represent the results.	

Now compare your results with your classmates and create a graph with your teacher to represent the results.