

# **Grade 8**

## **All About Treatment**

**Environmental Education**  
**Website: [peelregion.ca/enviroed](http://peelregion.ca/enviroed)**





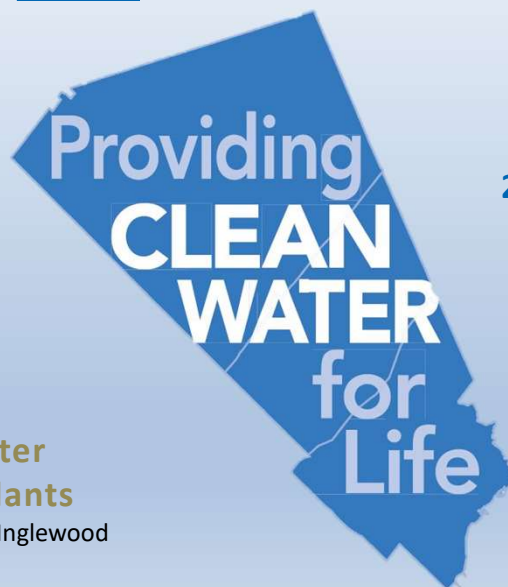
Town of Caledon  
City of Brampton  
City of Mississauga



**1.51 million**  
residents



**3 wastewater  
treatment plants**  
GE Booth, Clarkson & Inglewood



**2 water treatment plants**  
Arthur P. Kennedy & Lorne Park



**15 wells**  
(Municipal)

#### Teacher Note:

- **(Click-1)** Ask students – what city or town do they live in?
  - Let students know the city or town they mentioned is part of a larger area that is called the Region of Peel
  - **(Click-2)** Region of Peel includes the Town of Caledon and 2 cities – City of Brampton and City of Mississauga
  - The Region of Peel is a level of municipal government and some of the programs and services that the Region of Peel provides to our communities includes:
    - Recycling and Waste collections and disposal
    - Maintenance of regional roads, including snowploughing in the winter and paving in the summer
    - Health services
    - Ambulance services
    - Peel Regional Police and services and
    - **Peel Region also provides you with clean, safe drinking water and wastewater treatment**
- **(Click-3)** Peel has a population of 1.51 million people, who make up this vibrant community where people live, work and play
  - Town of Caledon's population is 86,000 people
  - City of Brampton's population is 676,000 people

- City of Mississauga's population is 748,000 people
- **(Click-4)** Region of Peel has 2 water treatment plants, in Mississauga and **(Click-5)** 3 wastewater treatment plants, 2 for South Peel and 1 in Inglewood, and **(Click-6)** 15 municipal wells that treat water that we use daily
  - Most of these plants are located in Mississauga, close to Lake Ontario as it allows the Region to treat and clean water faster and more efficiently

**Discussion Questions:**

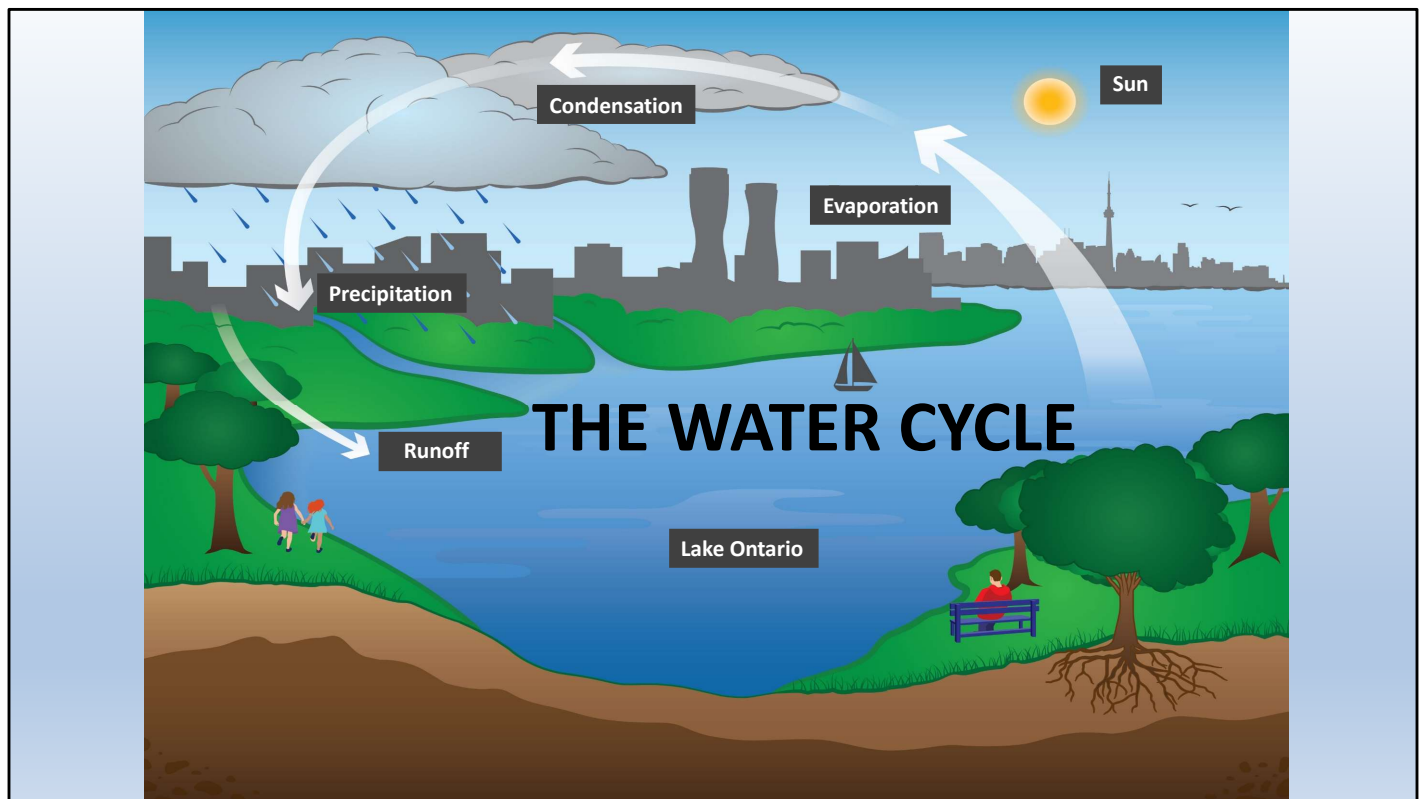
- Think about how we use water in our every day lives
- Water footprint – what do you think this term means?
  - Have students discuss their ideas in groups or in a classroom discussion
  - This will be covered later in the lesson



## Investing in our Water

### Teacher Note:

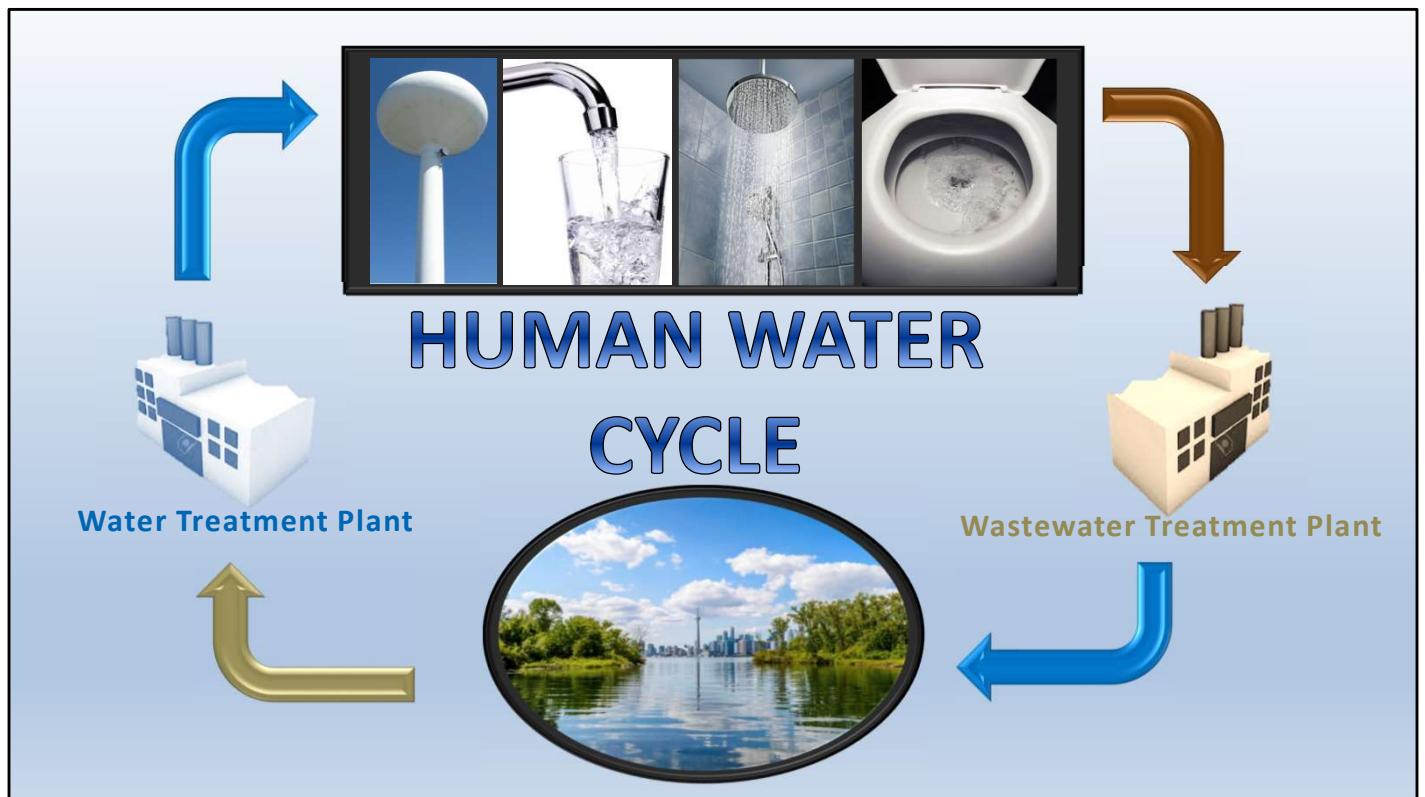
- Watch video: 'Investing in our Water'
- <https://www.youtube.com/watch?v=XMr0JqGOX0A>
- To play video
  - Press the Play button
- Share information from the video – have students share interesting facts they heard from the video
- **Did you know?**
- Did you know that we have over 200 staff in the Region of Peel who treat and maintain our water to make sure every time you turn on the tap, the water is fresh and healthy to drink?
- And every time you flush your toilets, or take a bath, these dedicated staff also work to make sure that dirty water gets cleaned before putting it back to the lake
  - They work to make sure all our water gets treated for everyone, 1.51 million people living and working in Peel
  - Every day the Region of Peel treats 570 million litres of water
  - That's enough to fill 228 Olympic sized swimming pools



**Teacher Note:**

Review the water cycle with students

- Where do we in the Region of Peel get our water from?
  - Brampton, Mississauga and Bolton get water from the Lake. Other people who live in Caledon get water from wells, either on their own property, or municipal wells that are owned by the Region
  - Water from Lake Ontario is fresh, which means that the water is not salty like the water in oceans and seas
- The water cycle is a continuous circulation of water from rivers, lakes and oceans into the atmosphere onto the land and back
  - **(CLICK-1) Sun:** the source of energy that drives the whole cycle
  - **(CLICK-2) Lake Ontario:** this is our water source
  - **(CLICK-3) Evaporation:** the sun heats up the water in lakes, rivers and oceans and turns it onto vapour
  - **(CLICK-4) Condensation:** water vapour in the air gets cold and changes back into liquid form
  - **(CLICK-5) Precipitation:** the clouds get heavy and water falls back to the earth in the form of rain, hail, sleet or snow
  - **(CLICK-6) Runoff:** moves water across land and makes its way to the nearest body of water such as a lake



**Teacher Note:**

- **(Click-1)** Has anyone ever heard about the human water cycle? What could this be all about?
  - Have students share their thoughts
- What happens when we use water to brush our teeth, shower, go the bathroom – where does it go?
- **(Click-2)** Do we send it directly to the Lake?
  - **Answer:** NO
- If I was thirsty, can I go down to Lake Ontario and take a cup of water directly from the lake and drink it?
  - **Answer:** NO
  - Why not? (have students share their thoughts)
  - **(Click 3)** The water in Lake Ontario might have bacteria, viruses, and germs in it. All those things could make us very sick if not treated.
  - **(Click 4+5)** That is why we have to send the water to get treated so it can be cleaned and made safe for us to drink. The dirty water travels through underground pipes and gets treated again at our wastewater plant before we return it back to Lake Ontario

The next few slides will cover how we treat water and wastewater



**Peel's tap water from the Arthur P. Kennedy water treatment plant**

**Teacher Note:**

- This short video will show footage of the Arthur P. Kennedy water treatment plant
- Watch video: 'Peel's tap water from the Arthur P. Kennedy water treatment plant'
  - <https://www.youtube.com/watch?v=J9wY-qMrqZg>
  - To play video, click the Play button
- Before watching the short video, discuss with students
  - What is the purpose of a water treatment plant?

**Did you know?**

- That Arthur P. Kennedy Plant can treat up to 1.2 billion litres per day
- Every day the Region of Peel treats 570 million litres per day
- In the year, 2041 another 21 years from now, it is estimated that almost 2 million people will live in Peel. That means we will have to continue treating water for even more people in Peel, a task that the Region takes great pride in doing.

**Discussion Questions:**

- Do you think the Region of Peel can treat water for 2 million people?
- Explain your reasoning?
  - **Answer:** Yes, the Region of Peel can treat up to 1.2 billion litres per day. There's always room for more capacity to treat water per day. Forecasting for future population growth is something that the Region of Peel plans for
- Region of Peel is committed to providing safe and reliable drinking water to everyone

# Water Treatment



**Teacher Note:**

- Schematic of water treatment that covers the stages of treatment

**Worksheet:** All About Treatment

- Have students complete the worksheet while learning about the stages of water treatment





## Barry's Water Treatment Tour

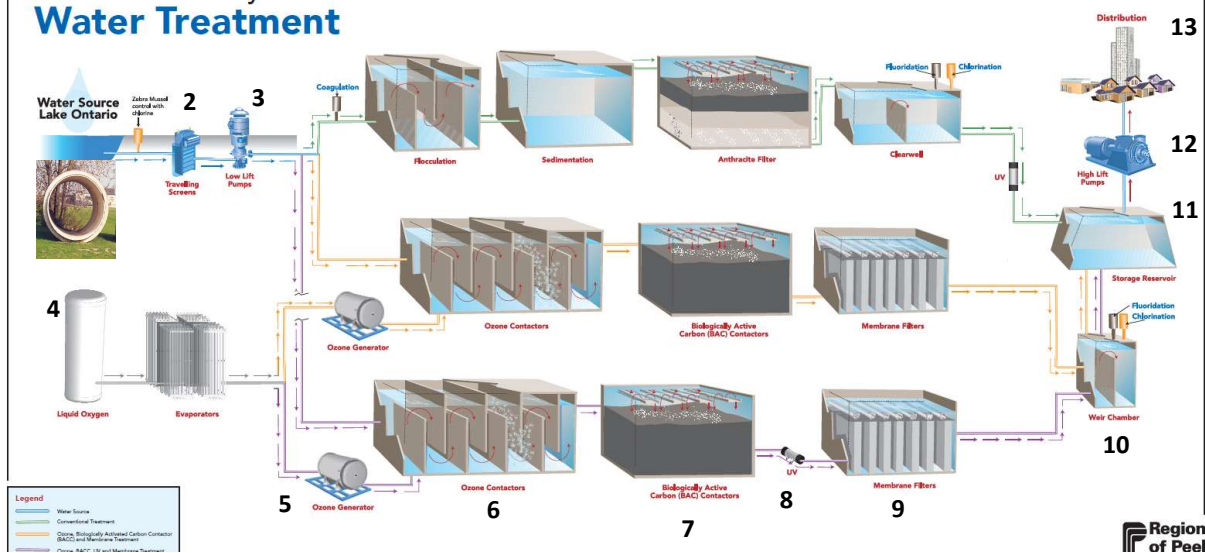
### Teacher Note:

- Watch the video: 'Barry's Water Treatment Tour'
  - <https://www.youtube.com/watch?v=xc4zoS9EgY4>
  - To play video, click the Play button

### Did you know?

- The Region of Peel treats 518 million litres of wastewater per day
- That's enough water to fill 200 Olympic sized swimming pools

## Arthur P. Kennedy Water Treatment



### Teacher Note:

- **OPTIONAL SLIDE** for Reviewing Water Treatment
  - If you wish not to proceed with this slide, please right click the slide and select 'Hide Slide' before the lesson

Go over the stages of water treatment:

- At Arthur P. Kennedy Water Treatment Plant, there are 3 separate and different water treatment plants (Conventional, OBM and OBM2, but we will focus on OMB2)

**(Click-1) 1. Water source is Lake Ontario:** A large intake pipe extends 2km out into Lake Ontario. The intake pipe is so big, you could drive an SUV inside it. This is how we get water from the Lake to get treated.

**(Click-2) 2. Travelling Screens:** Large rotating mechanical screens remove materials such as branches, fish, garbage, and zebra mussels

**(Click-3) 3. Low Lift Pumps:** brings water into the facility from the Lake to begin the stages of treating water

**(Click-4) 4. Liquid Oxygen:** Ozone is used to disinfect the water. Ozone gas is unstable and therefore cannot be transported, so Ozone is generated on site from liquid oxygen and electricity

**(Click-5) 5. Ozone Generator:** we use a process called electrolysis to convert  $O_2$  to  $O_3$  where an electrical current is passed through the oxygen to create ozone gas.

**(Click-6) 6. Ozone Contactors:** The ozone is bubbled through the water in ozone contactors. Ozone kills the bacteria and breaks down large particles

**(Click-7) 7. BACC – Biologically Activated Carbon:** after ozone, the water passes through the BACC. Here removal of organic materials from water takes place

**(Click-8) 8. UV – Ultraviolet Light:** is where filtered water passes through a lighting unit which uses the UV rays to inactivate microorganisms like bacteria, so they can't make people sick, or be able to reproduce their DNA

**(Click-9) 9. Membrane Filters:** is an ultra-filtration membrane system. During this stage, removal of small particles and microorganisms takes place

**(Click-10) 10. Weir Chamber:** Filtered water is directed to the weir box where water is stored and is also the location where chlorine and fluoride are added. Chlorine is used to disinfect bacteria and Fluoride is added for dental health

**(Click-11) 11. Storage Reservoir:** treated water flows by gravity into the water storage reservoirs

**(Click-12) 12. High Lift Pumps:** treated water leaves the reservoir by way of high lift pumps and enters the distribution system.

**(Click-13) 13. Distribution System:** before treated water reaches our homes, schools and businesses in Peel, water is sampled from various stages of the treatment process. Water is sampled 4 times a day, for over 150 parameters and sent to an independent laboratory for testing. These laboratories must be certified by the Ministry of Environment. Treated water flows by gravity into the water storage reservoir. Total time for water treatment is 2-3 hours.



## How the Region of Peel cleans your wastewater

### Teacher Note:

- Watch the video: 'How the Region of Peel cleans your wastewater'
  - <https://www.youtube.com/watch?v=4uxYZdnxuz8&feature=youtu.be>
  - To play video, click the Play button

### Discussion Questions before watching the video:

- What do you already know about wastewater treatment?
  - Looking back historically with human settlements expanding, water treatment was something that rarely existed, and this is why we treat water
  - Historically, major factors including settlements, agricultural practices, garbage, water pollution and even raw sewage being dumped directly into the lake or street, were things that got overlooked. But it caused major concerns for the environment and even resulted in sickness and death due from lack of water treatment
  - Think of all the communities near bodies of water, animal life and plants
  - If wastewater that is used never got treated, would you enjoy living around this body of water, go for a swim, enjoy a boat ride, or go fishing in water that is full of stuff we poured or flushed down from our home?
    - If time permits, or if students are interested on this topic, have them research water treatment from the past. Some examples are provided in the extension activities. This can be completed during another period

**Did you know?**

- The Region of Peel treats 518 million litres of wastewater per day
- That's enough water to fill 200 Olympic sized swimming pools

# Wastewater Treatment



**Teacher Note:**

Animated slides that will cover and explain water treatment

Introduction to Wastewater Treatment:

- Have students complete the 'All About Treatment' worksheet while learning about the stages of wastewater treatment



## Barry's Wastewater Treatment Tour

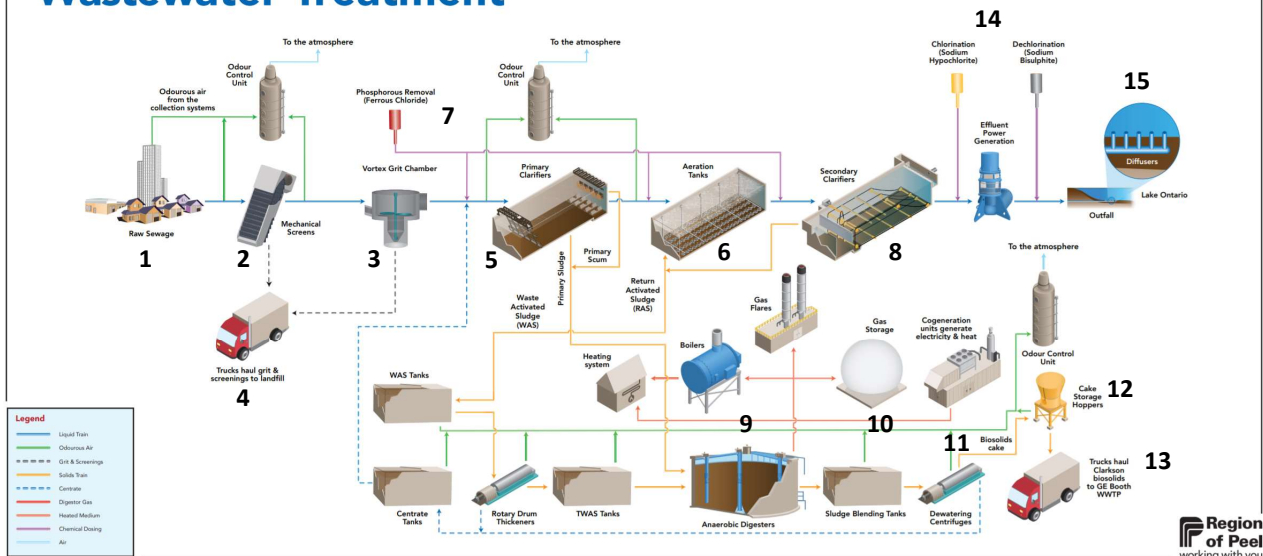
### Teacher Note:

- Watch the video: 'Barry's Wastewater Treatment Tour'
  - <https://www.youtube.com/watch?v=vC42YTljxpM>
  - To play video, click the Play button

### Did you know?

- The Region of Peel treats 518 million litres of wastewater per day
- That's enough water to fill 200 Olympic sized swimming pools

## Clarkson Wastewater Treatment



### Teacher Note:

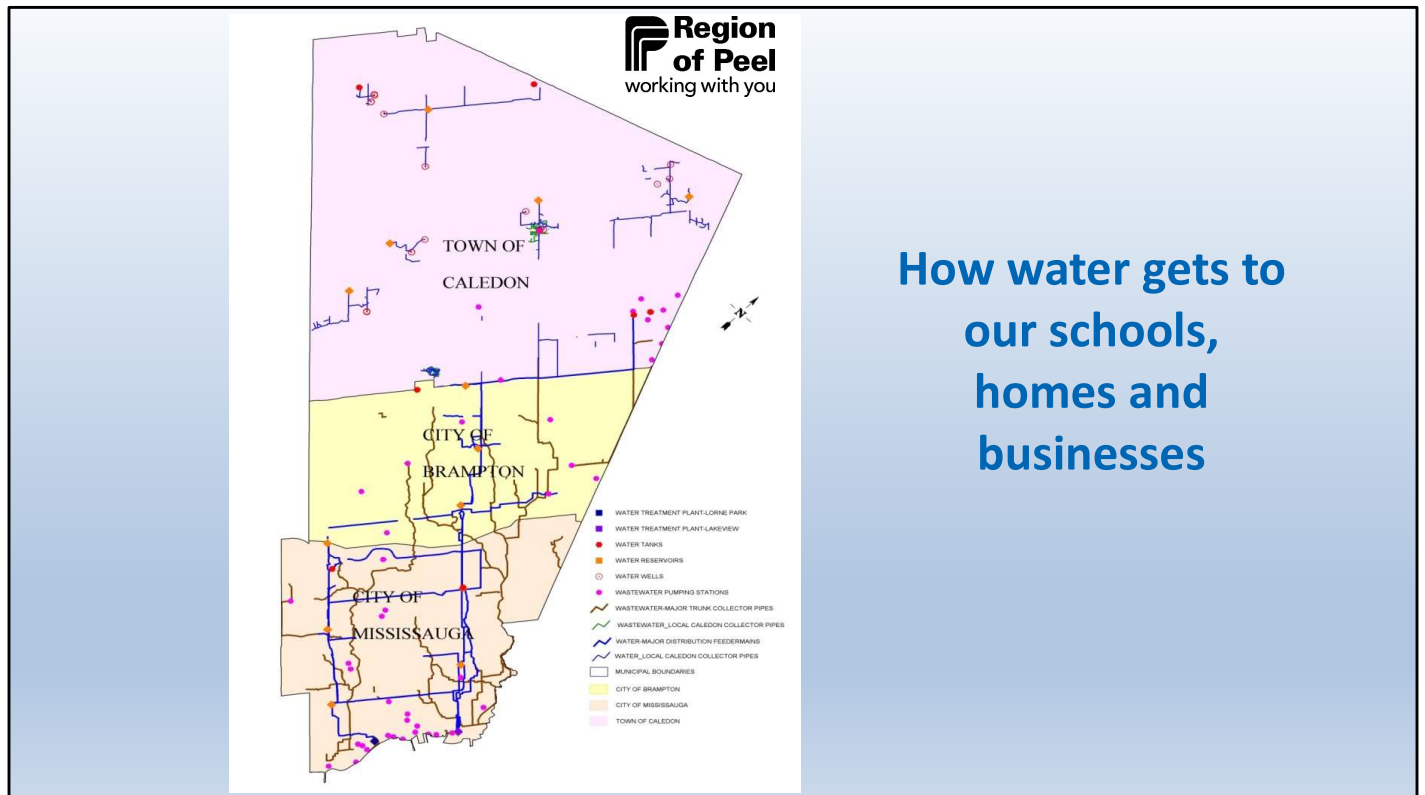
- **OPTIONAL SLIDE** for Reviewing Wastewater Treatment
  - If you wish not to proceed with this slide, please right click the slide and select 'Hide Slide' before the lesson

### Stages of Wastewater Treatment at Clarkson

1. **(Click-1) Raw Sewage:** all the water that gets poured down the drains at homes, schools, and businesses in Peel will eventually end up at our wastewater treatment plant. The Region of Peel has 2 wastewater treatment plants – Clarkson and GE Booth Wastewater Treatment Plants
2. **(Click-2) Mechanical Screens:** large material is caught by the mechanical screens. Things like rags, sticks, food particles, bones, plastic, stones, wipes get removed
3. **(Click-3) Vortex Chamber:** removes all the grit by spinning and creating a vortex. Grit is removed because it causes wear on the pumps at the facility, also clogs pipes and takes up room in the digestion process
4. **(Click-4) Grit Removal:** trucks will haul the grit and screenings to landfill
5. **(Click-5) Primary Treatment:** wastewater travels to these tanks. Heavy things (sludge) sink to the bottom, and lighter things (scum) float to the top. The sludge and scum are pumped to the Biosolids facility for treatment and disposal
6. **(Click-6) Aeration Tanks:** the remaining water (effluent) flows by gravity to the aeration tanks. Oxygen is pumped into the tank which allows good bacteria to live and grow. The good bacteria eat the waste, our poop



7. **(Click-7) Phosphorous Removal:** During this stage, removal of nutrients such as phosphorous from the wastewater takes place.
8. **(Click-8) Secondary Clarifiers:** The wastewater, along with microorganisms flows into secondary clarifiers where 90% of the solids settle to the bottom. The remaining water flows over weirs. The wastewater is now very clear. A portion of the sludge is pumped back to the aeration tanks
9. **(Click-9) Anaerobic Digesters:** sludge enters into a digester, where the tank is completely void of oxygen. The tank breaks down complex organic material into smaller compounds. This process takes 24 hours and reduces the volume of sludge in the tanks producing liquids and gasses
10. **(Click-10) Gas Storage:** methane is collected through stacks at the top of the digesters and is sent to the flaring buildings (dome). The methane gas generates electricity to power the plant
11. **(Click-11) Dewatering Centrifuges:** the digested sludge contains liquid and only 2% solids are in the sludge, so it gets dewatered and thickened using a centrifuge to aim for 30% solids, similar to a cake batter
12. **(Click-12) Cake Storage Hoppers:** where the thickened solids get stored
13. **(Click-13) Truck hauls biosolids:** to GE Booth for incineration
14. **(Click-14) Chlorination:** Sodium Hypochlorite is added to the secondary clarifier to kill any remaining bacteria and **Dechlorination** Sodium Bisulphite gets added after, since water with chlorine in it cannot be sent to Lake Ontario. Sodium Bisulphite is added to remove the chlorine in the water
15. **(Click-15) Outfall:** the water is now discharged into Lake Ontario through a pipe 1.88m long, extending 1.5km offshore. The pipe lays 70m below the surface of water



## How water gets to our schools, homes and businesses

### Teacher Note:

- Blue lines = represent treated water moving from the water treatment plants to our communities
- Brown lines = represent the wastewater travelling downhill from your communities back to the wastewater treatment plant

### Discussion Questions:

- Ask students if they can spot the difference between the blue and brown lines? (**blue water lines are straight and brown wastewater lines curve**)
  - Water needs to reach many homes, schools and businesses all across Peel. High lift pumps are used to pump it across the Region and we need them to be straight for the water pressure to reach all the way to Caledon homes, schools and businesses
  - Wastewater lines are curvy as they mimic the lay of the land, which it takes a longer time for all that wastewater to travel to the plant. There isn't a rush to get all the wastewater flowing down all at once to the plant for treatment.
- What do you notice about Caledon compared to Brampton and Mississauga?
  - Caledon is rural, and many homes use wells for drinking water



## Where is water?

### Teacher Note:

- Watch the video: 'Where is water?'
  - <https://www.youtube.com/watch?v=b1f-G6v3voA>
  - To play video, click the Play button
- Cover the difference between physical and virtual water by calculating your own water footprint. Have students watch this short video:

### Discussion Questions after the video:

- How much freshwater is available on earth?
  - **Answer:** 2.5% of the world's water makes up freshwater
- What makes up the total amount of surface water?
  - **Answer:** 1.2%
- What amount of water makes up the agricultural industry?
  - **Answer:** 70%
  - What are some advantages and disadvantages to the biodiversity of agricultural practices on land and water? Discuss with the class
  - Can you describe in your own words what is virtual and physical water?
- The next few slides will be an activity for students to calculate their own water footprint
  - Students will need GOOS paper to track their results

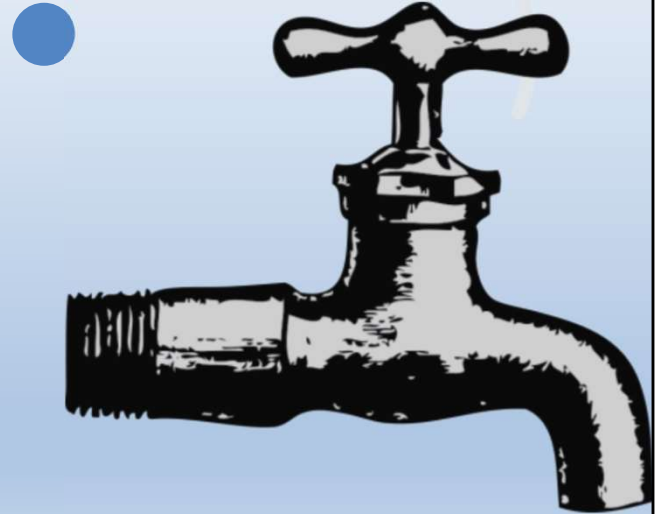
## Our Water Footprint - Shower

How many times a week do you shower?

- a) 1-2 times a week (1 point)
- b) 3-4 times a week (2 points)
- c) 5-6 times a week (3 points)
- d) 7 or more times a week (4 points)

How long does your typical shower last?

- a) Less than 5 minutes (1 point)
- b) 5-10 minutes (2 points)
- c) 10-15 minutes (3 points)
- d) More than 15 minutes (4 points)



### Teacher Note:

- Have students answer a total of 7 questions
- These questions will tally each student's water footprint
  - Have students tally their points using GOOS paper or their journal

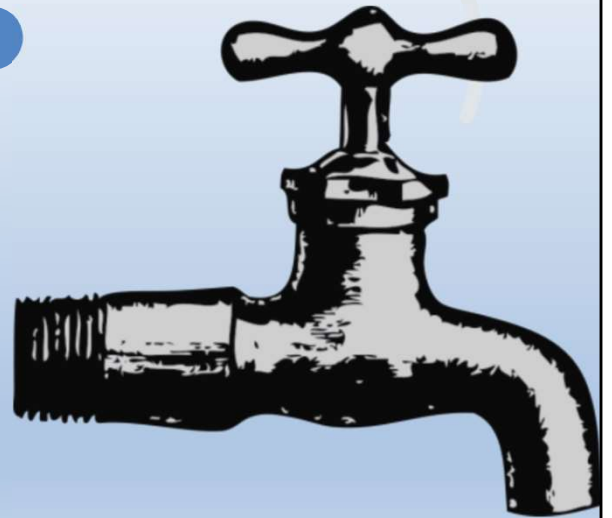
## Our Water Footprint – What We Eat

If you consume red meat, how many times a week do you consume it (e.g. beef, pork)?

- a) Never (0 points)
- b) 1-2 times a week (1 point)
- c) 3-4 times a week (3 points)
- d) 5 or more times a week (5 points)



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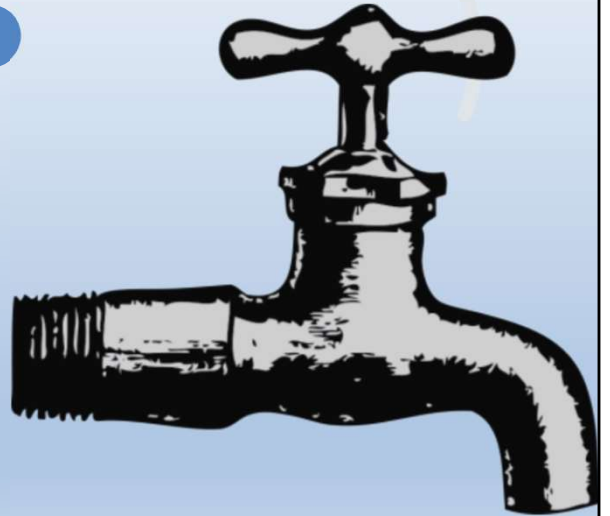
### Teacher Note:

- Have students answer a total of 7 questions
- These questions will tally each student's water footprint
  - Have students tally their points using GOOS paper or their journal

## Our Water Footprint – What We Drink

Do you drink tap water or bottled water?

- a) Always tap water (1 point)
- b) A mix of both (2 points)
- c) Always bottled water (3 points)



### Teacher Note:

- Have students answer a total of 7 questions
- These questions will tally each student's water footprint
  - Have students tally their points using GOOS paper or their journal

## Our Water Footprint – What We Buy

How often do you go shopping for clothes?

- a) Almost never(1 point)
- b) Every couple of months (2 points)
- c) Once a month (2 points)
- d) Once a week (5 points)



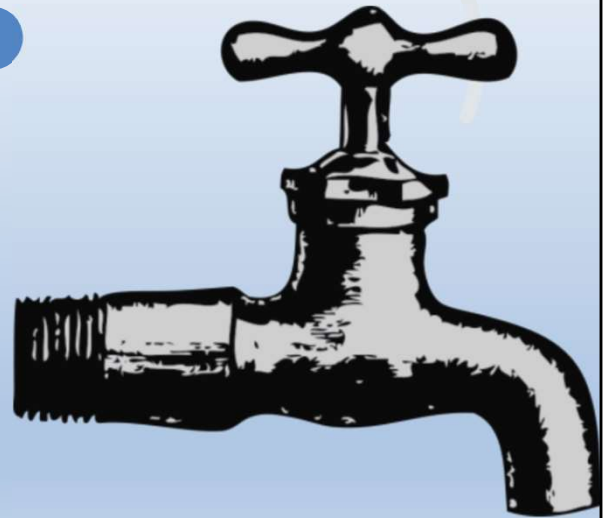
### Teacher Note:

- Have students answer a total of 7 questions
- These questions will tally each student's water footprint
  - Have students tally their points using GOOS paper or their journal

## Our Water Footprint – What We Watch

How many hours a day do you spend in front of a screen (TV, computer, phone, etc.)?

- a) Less than 1 hour (1 point)
- b) 1-3 hours (2 points)
- c) 3-5 hours (3 points)
- d) More than 5 hours (4 points)



### Teacher Note:

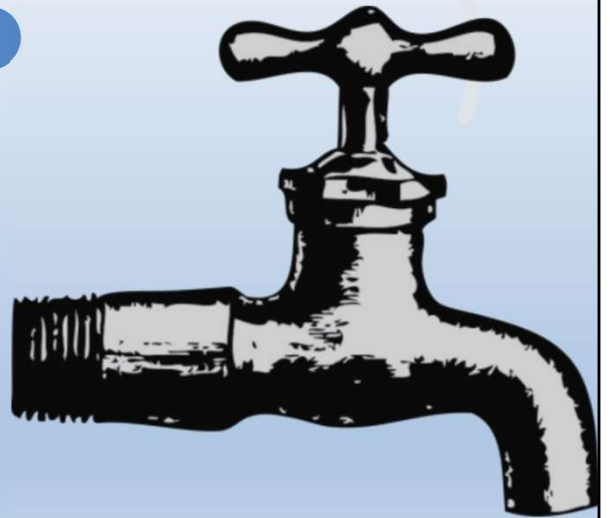
- Have students answer a total of 7 questions
- These questions will tally each student's water footprint
  - Have students tally their points using GOOS paper or their journal



## Our Water Footprint – What We Wear

What do you do with your old clothing?

- a) Donate or recycle (0 points)
- b) Use it for rags (1 point)
- c) Throw it away (3 points)



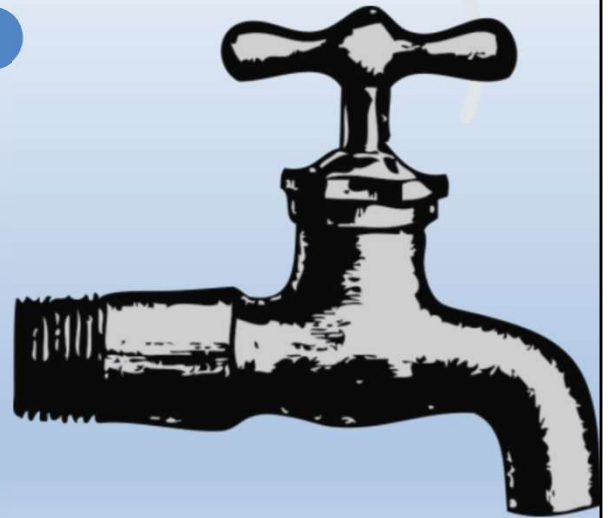
### Teacher Note:

- Have students answer a total of 7 questions
- These questions will tally each student's water footprint
  - Have students tally their points using GOOS paper or their journal

## Our Water Footprint – Transportation

How do you usually get to school?

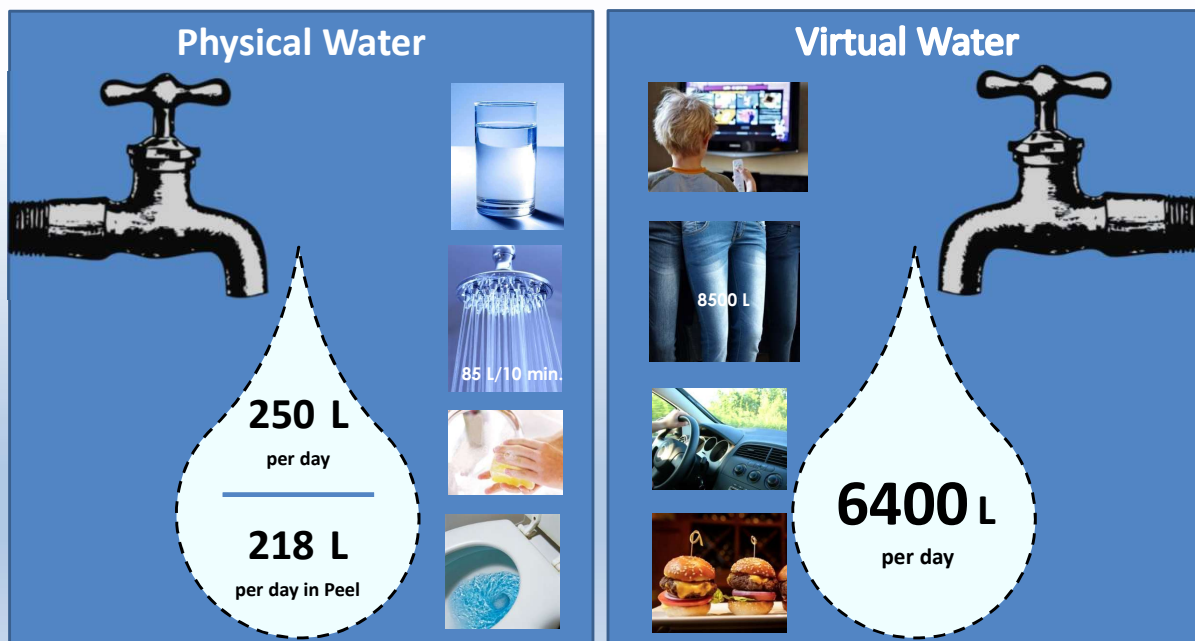
- a) Walk or bike (0 points)
- b) Bus(1 point)
- c) Carpool with friends (3 points)
- d) Get a ride to school (4 points)



### Teacher Note:

- Have students answer a total of 7 questions
- These questions will tally each student's water footprint
  - Have students tally their points using GOOS paper or their journal

# Our Water Footprint



## Teacher Note:

- Take some time to go over the 'Water Footprint' activity with the class
- Physical Water = direct uses of water, water that we use for drinking, showering, washing hands and flushing toilets
- Virtual Water = non-direct uses of water, water that we can't see, touch, taste or feel, and it makes up a big part of our water footprint
  - We wear water, it takes 8500L of water to make 1 pair of jeans
  - Furniture, houses, cars, roads, all these things we build, also needs water
  - We also spend money on generating electricity with our phones and watching TV which also uses water and
  - Farming uses huge amounts of water and
  - Many other uses of water that we use daily
- Have students calculate their own water footprint to get a value, refer to handout
  - **Below Average (4-9 points)**
  - **Average (10-15 points)**
  - **Above Average (16-28 points)**

## Discussion Questions:

- **(Click-1)** Can anyone guess the average water usage per Canadian?
  - **(Click-2)** The average water usage per **Canadian is about 250 L per day in Canada, and 218 L per day in Peel**, and this is physical water, like taking a

shower, washing our hands before we eat a meal, but when we consider our virtual water usage, our average jumps to **(Click-3)** 6400 L per day!!!! That's a lot of water! In fact, **Canadians are among the highest consumers of water in the world!**

- If you're above average user, the purpose of this exercise is not to make anyone feel guilty, but to be more aware of how much water you use. Remember that our freshwater we have available is 1.2%. So it's important that we conserve the water we have for future generations to be able to enjoy.
  - What does conserving water look or mean to you?
  - Think about some adjustments in your own life that you can make to help conserve our water?
    - Just a 10-minute shower can use up to 85 L of water



## Water Audit

### Reading your meter

#### Teacher Note:

- Watch this quick video on Reading your meter
- [https://www.youtube.com/watch?time\\_continue=5&v=xPapGbWk9rs&feature=emb\\_title](https://www.youtube.com/watch?time_continue=5&v=xPapGbWk9rs&feature=emb_title)

Students will evaluate personal water consumption for an entire week

- Students will track how much water their family uses for an entire week
- Have students share and graph their results with the class
  - Refer to 'Home Water Audit' worksheet

Optional for students to also complete a school water audit

- Refer to 'School Water Audit' worksheet

#### Discussion Questions:

- Look over the data, are there ways to save and conserve water at home?
  - Wash your fruits and vegetables in a pan of water instead of running water from the tap
  - We all love a cold glass of water, keep a pitcher of drinking water in the fridge, instead of running the tap
  - When washing dishes by hand, fill the sink to save water
  - Any surprises during the week that you noticed about your family's water use?
  - Discuss with your family how you can look at ways to save water around the home?
  - Commit to taking shorter showers

- Using dishwasher with only a full load
- Create a Water Pledge with your family
- Write down 2 ways to save water in your home?



**What have you learned  
today about water?**

**Remember:**

**Everyone plays a part in  
protecting and conserving our  
water!**

**Teacher Note:**

End of the lesson, ask students

- What have they learned today about water?
  - Have students share their findings
- Share with students that everyone including them, have a part in protecting and conserving water