

# Tchin-tchin

## ACTIVITY KIT

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# HEALTHY HYDRATION

With the contribution of :

Québec 

  
ASSOCIATION  
QUÉBÉCOISE DE LA  
GARDE SCOLAIRE  
SOUTENIR  
REPRÉSENTER  
MOBILISER

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# I'm Thirsty for Health!

The “*I'm Thirsty for Health*” project is an initiative of The Public Health Association Of Quebec. It aims to promote healthy hydration by encouraging, regulating and rewarding children's consumption of water.

A multitude of tools are available to promote drinking water at [soifdesante.ca](http://soifdesante.ca).

Thanks to our partnership with the Association québécoise de la garde scolaire, the projet will roll-out along with the *Tchin-Tchin Challenge*, during the last week of March.

It includes:

- Two *Tchin-tchin* activity kits;
- A User-Guide;
- Ideas for parents – for home use
- Promotional material;
- etc.



## ADDITIONAL COMPLIMENTARY TOOLS TO PROMOTE BETTER WATER DRINKING HABITS!

Promoting healthy hydration habits promotes overall student health. To achieve this and to provide the *Challenge* winning conditions, consult the *Tchin-tchin Challenge* User-Guide (French).

Additionally, after the Canadian Water Week, you are invited to continue the Challenge right to the end of the year with the *Tchin-Tchin Champions*. Learn more about it in the User-Guide (French)!

Furthermore, *I'm Thirsty for Health!* proposes a variety of complementary tools to promote water in your school to provide awareness to school teams and their role of model (French):

- Digital graphics for *A favorable school that consumes water*;
- *Being a role model with pride*;
- Tools for school boards;
- Educational activities for teachers; those in physical education and health;
- and much more!

To learn more about the *Tchin-tchin Challenge* and its' User-Guide, check out [soifdesante.ca/ecole](http://soifdesante.ca/ecole).

THE TCHIN-TCHIN CHALLENGE ACTIVITIES  
WERE CREATED AND ADAPTED BY:



ASSOCIATION QUÉBÉCOISE DE LA GARDE SCOLAIRE  
SOUTENIR  
REPRÉSENTER  
MOBILISER



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# Tchin-tchin

## HEALTHY HYDRATION

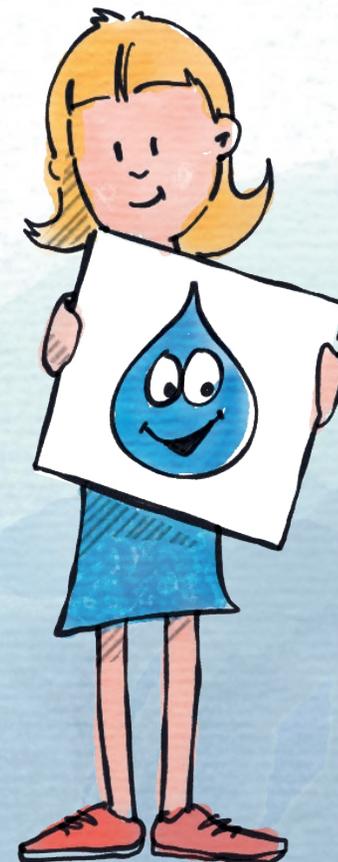
### ACTIVITY KIT

This kit contains nine suggested activities, each one is unique. These are achievable at different moments throughout the day. The Lunch Express are shorter activities, designed to be performed during lunchtime.

- **Lunch Express**
  - Long live water! .....4
  - Hidden water .....5
  - I drink water when ... .....6
- **Thirsty for Health** .....7
- **My Funwater Moment** .....9
- **H2w0w!** .....11
- **Mouth watering** .....12
- **Tchin-Tchin Chefs** .....14
- **A Tempting Offer** .....16

### Appendix

- Water illustration in the human body
- Tasting sheets for the *Mouth watering* activity
- Coloring page for the *My Funwater Moment* activity



For additional activities; check-out the  
**Tchin Tchin Activity Kit - Active games for the  
water theme.**



## SKILLS

Overall global development of students learning:

- Develop cooperation with their peers.

Professional expertise put forward by this activity:

- Planning and organizing of activities focusing on social development.

## EDUCATIONAL INTENT

- At the end of this activity, the student will have worked with his peers and developed cooperation strategies.

## AGE GROUP

Multiage.

## DURATION

5 to 10 minutes.

## REQUIRED MATERIAL

- A paper.
- A pencil.



## LONG LIVE WATER!

### Preparation

Write down the following benefits of drinking water on a page.

- It quenches your thirst.
- In hot weather, it's refreshing.
- When I drink water, I don't get a headache during the day.
- Cold water wakes me up when I feel sleepy.
- It makes me feel good.

### Instructions

1. Explain that there are many benefits to drinking water. The goal of this activity is to guess what these benefits are when they are mimed.
2. Choose five (5) volunteers. Each one will mime a benefit while the rest of the group tries to guess what it is.

3. The volunteers take turns miming their benefit in front of the group. If the group is having a hard time, you can provide clues to keep the mimes from running too long (max. 2 minutes per mime).
4. After each mime, have a round of applause to congratulate the group
5. At the end of the game, ask them if they remind the benefits.

### Variations

- With younger students, get the whole group to mime the benefits at the same time.
- For senior students, have them write down the benefits.
- Make multi-age groups mime, leaving a few seconds for the team to agree on how to mime the sentence.
- Mime each word of the sentence.



### SKILLS

#### Overall global development of students learning:

- Develop cooperation with their peers.

#### Professional expertise put forward by this activity:

- Planning and organizing of activities focusing on social development.

### EDUCATIONAL INTENT

- At the end of this activity, the student will have worked with his peers and developed cooperation strategies.

### AGE GROUP

Multiage.

### DURATION

5 to 10 minutes.

### REQUIRED MATERIAL

- A ball.

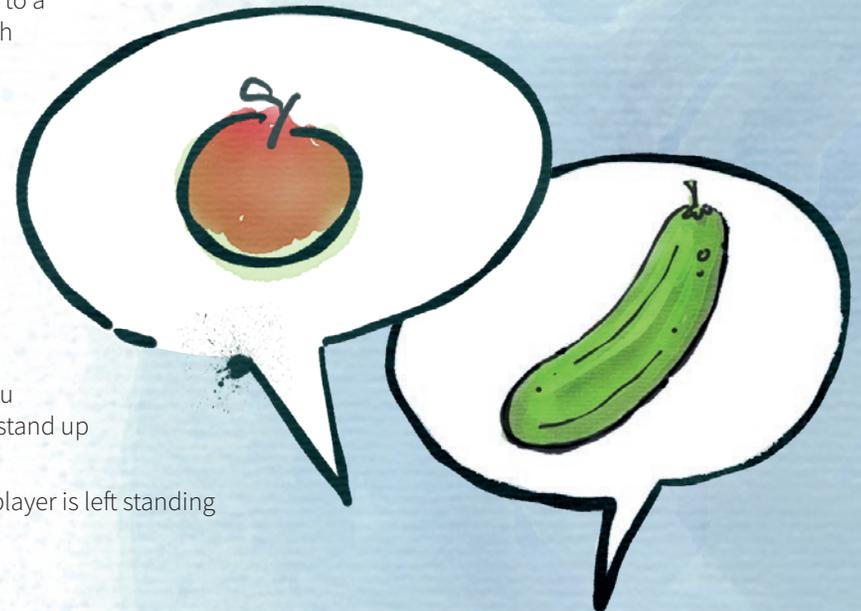
## HIDDEN WATER

### Instructions

1. Remind everyone that it's important to drink water multiple times a day in order to stay in shape and feel healthy. Our bodies cannot survive without water. Explain that while we can drink water, we can also eat it, because it is contained within food. The best food to help you stay hydrated and refreshed is fruits and vegetables because they contain a lot of water. That's one of the reasons why you should eat fruits & veggies often.
2. Get students to stand in a wide circle.
3. Holding a ball, stand in the middle of the circle and spin around. Throw the ball to a random student, who must catch it and quickly name a fruit or vegetable.
4. If the student fails to name a fruit or veggie or repeats one that has already been named, they have to sit down (without leaving the circle). They are still in the game, but they have to remain seated unless they can name a fruit or veggie the next time you throw them the ball. They can't stand up until they can do that.
5. The game ends when only one player is left standing and declared the winner.

### Variations

- To make the game more challenging, have the players alternate between fruits and vegetables. For example, if the first student names a fruit, the next one has to name a vegetable.
- When you throw the ball, call out a colour. The player who catches the ball must name a fruit or vegetable of that colour to stay in the game. If they can't, the next player must try to name a fruit or veggie of that colour.
- For a shorter version of this game, when a player can't call out a fruit or vegetable that hasn't already been named, they sit down AND are eliminated.
- Form teams of two and throw the ball at the team.





## SKILLS

Overall global development of students learning:

- Develop cooperation with their peers.

Professional expertise put forward by this activity:

- Planning and organizing of activities focusing on social development.

## EDUCATIONAL INTENT

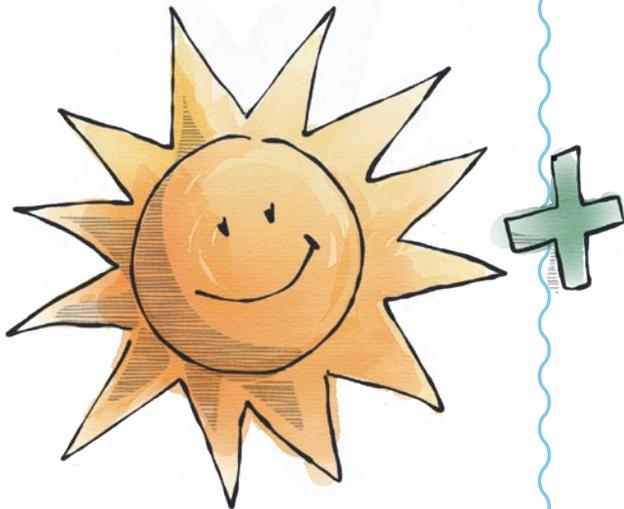
- At the end of this activity, the student will have worked with his peers and developed cooperation strategies.

## AGE GROUP

Multiage.

## DURATION

5 to 10 minutes.



## I DRINK WATER WHEN ...

### Instructions

1. Have the group sit in a circle on the ground.
2. Explain that water is always the best beverage for staying hydrated. The goal of this memory game is to name moments when you can drink water.
3. Always beginning with the words “I drink water when...,” the students name times when they drank water, then repeat all the moments previously given. For example, if the first player says “I drank water at breakfast”, the second player must say “I drank water at breakfast and when I play soccer”, the third must say “I drank water at breakfast, when I play soccer, and when I have a snack”, and so on.
4. If a player makes a mistake, he loses his turn, and the next player starts. If 3 players in a row make mistakes, the game starts over.

### Examples of good times to drink water

- On a hike.
- At the pool.
- When you're thirsty.
- When playing with friends.
- When reading a book.
- When you walk past a water fountain.
- When it's hot out.
- When it's cold out.
- During meals.
- Between meals.
- At a birthday party.
- Etc.



## SKILLS

Overall global development of students learning:

- Develop knowledge.

Professional expertise put forward by this activity:

- Planning and organizing of activities focusing on cognitive development.

## EDUCATIONAL INTENT

- At the end of this activity, each student will be able to understand the importance of hydration.

## AGE GROUP

Multiage.

## DURATION

30 minutes.

## REQUIRED MATERIAL

- Large sheets of paper (or cardboard) and markers to write down students' suggestions.
- Glass of water for each student (or full water bottles before the activity begins).
- Image of *Water in the human body* (appendix)

## Preparation

- Print the image of “Water in the human body”<sup>1</sup>. Alternately, you can have the students draw a human figure (see Variations).
- We recommend reading these brief articles to help you prepare to answer questions on healthy hydration:
  - *Boire à la source* (Extenso, 2016)
  - *Ideas for drinking more water* (Weight Coalition and AQGS, 2017, available at [soifdesante.ca/ecole](http://soifdesante.ca/ecole)).

*IMPORTANT: During this activity, if you don't have the answer, write down the question and come back to it later. You may find the answer afterwards with the students.*

## Instructions

1. Read or have a student read the “Did you know?” text out loud (see next page). You can also divide the text into sections to get of students involved.
2. Get the students to take a drink of water.
3. Ask them to share (individually or in teams) something about drinking water that makes them feel good. If they struggle, use the list below to help them think of something. Write the answers down on a large sheet of paper so everyone can see.

## Examples of answers:

- It quenches your thirst.
- It's refreshing.
- When I drink water, I don't get a headache during the day.
- Cold water wakes me up when I feel sleepy.
- It makes me feel good.
- Etc.

4. Congratulate the students for thinking of all these good reasons to drink water. You can display the list for the rest of the *Tchin-tchin Challenge* week, if you want.
5. For the older students have a second brainstorming session. This time, ask them to share their tips and ideas for remembering to drink water more often.

## Examples of answers:

- Don't wait until you're thirsty before you drink.
- Drink water between meals.
- Bring a water bottle to class.
- Use the drinking fountain after gym class or recess.
- At home, keep a pitcher of water in the fridge.
- At suppertime, put a pitcher of water on the table for refills.
- Add some ice cubes to water to make it nice and cold.
- Serve water in nice glasses or with a fancy reusable straw.

## Variations

- Before reading the text, get the students to draw the outline of a figure and colour in the spaces they think water may appear in the body.
- Older students can write their ideas down themselves.
- Start the activity in teams of two to promote cooperation.



### DID YOU KNOW?

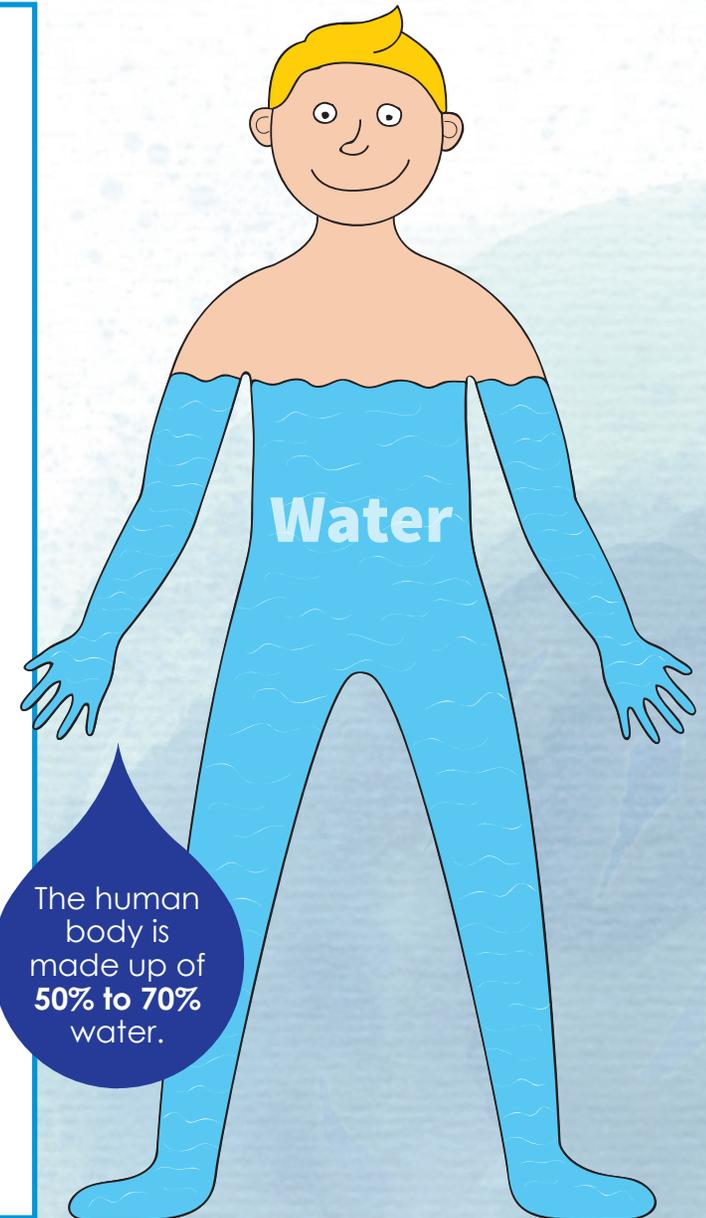
**Your body contains a lot of water.** It's in your mouth, your muscles, your blood, your stomach, around your brain, in your skin cells, and everywhere else. In fact, your body is around 70% water! It's as if everything from your armpits to the tip of your toes was all water (show image<sup>1</sup>)!

**Getting enough water is essential for your body to function properly** and do things like digest food, grow, keep warm in winter, cool off in summer, eliminate waste, and even to think.

**Throughout the day, your body naturally loses water** when you sweat, breathe (moisture in the air you exhale), and (obviously) when you go to the bathroom! That's why it's important to hydrate regularly and replace the water you lose. Remember that the amount of water you need increases when you're physically active because you lose more water.

**There is water in the food you eat,** especially fruits and vegetables, so you should eat them often. Other beverages, like milk, also contain water, but that isn't enough. You have to drink water too. Your body will love it if you drink glasses of water every day. That's its favourite drink!

<sup>1</sup> The image representing how much of the body is made of water was created by [Les Ateliers cinq épices](#) for their cooking and nutrition workshop. We thank them for letting us use it.



## SKILLS

Overall global development of students learning:

- To develop creativity.

Professional skills learned throughout this activity:

- Planning and organizing of activities focusing on social development.

## EDUCATIONAL INTENT

- At the end of this activity, the student will have worked with his peers and developed cooperation strategies.

## AGE GROUP

Multiage.

## DURATION

45 minutes.

## REQUIRED MATERIAL

- One copy of the coloring «My FunWater Moment» per student (appendix).
- Colouring pencils.

## Preparation

- Print the «My FunWater Moment» pages to be coloured, one per student. Provide extra copies, if required.
- We recommend reading these brief articles to help you prepare to answer questions on healthy hydration:
  - **Boire à la source** (Extenso, 2016);
  - **Ideas for drinking more water** (Weight Coalition and AQGS, 2017, available at [soifdesante.ca/ecole](http://soifdesante.ca/ecole)).

*IMPORTANT : During this activity, if you don't have the answer, write down the question and come back to it later. You may find the answer afterwards with the students.*



**FunWater** is the star of the **Tchin Tchin Challenge**

## Instructions

1. Read aloud the following text «Water daily, it's good for me!»

### Water daily, it's good for me!

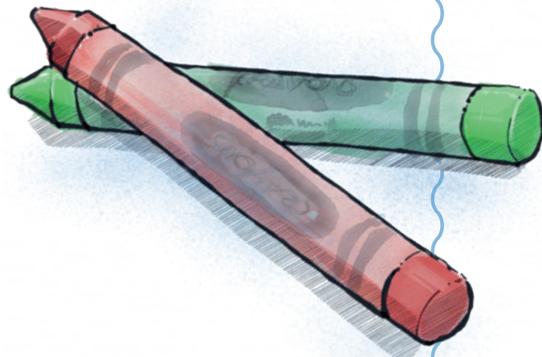
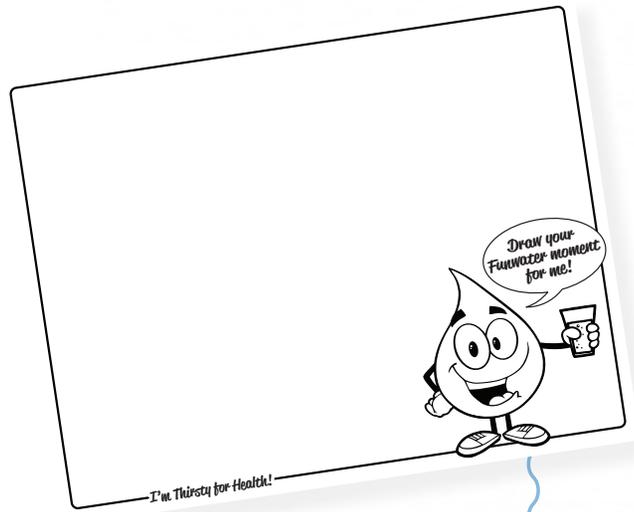
Water is your bodies favorite drink.

It needs it in order to accomplish daily tasks which help to keep you alive, such as food digestion or to maintain a healthy body temperature.

Drinking water also helps keep your brain focused during class time, and when doing your homework. Additionally, drinking a glass of water quenches your thirst, it's refreshing and prevents a dry mouth. Basically, it feels great!

Certain people believe you only need to drink water when it's hot, or when you play sports, usually because you sweat.

What do you think? What other moments are important to drink water?



2. On the *My FunWater Moment* colouring, ask students to draw a moment when they should drink water.
3. Return to students' colourings.
  - a. Congratulate them for finding multiple moments to drink water.
  - b. Ask each student to show and explain their drawing to the group.
  - c. Finalize students' ideas by suggesting other suitable moments to consume water. Ask students if they can think of other ideas. For example :
    - when I do my homework;
    - when I listen to my teacher, in class;
    - when playing with my friends;
    - before and after a break;
    - when I'm skating outside;
    - when I read a book;
    - when I go for a walk with my family;
    - when I pass by a water fountain;
    - when it is hot;
    - in Winter;
    - during meals
    - between meals;
    - at a friends party;
    - etc.
4. Wrap it up by stating that water is the most common drinkable fluid and that we should consume it throughout the day and that we need to drink some everyday.
5. If possible, display the drawings in a specific room until the end of the *Tchin-tchin Challenge*. Colourings can also be placed near water fountains to increase consumption appeal.

### Variations

- Instead of a drawing, make collages around the character FunWater.
- After exchanges with each other, suggest to students to create a second drawing to illustrate a different context, one not yet represented by the group.
- For younger children, replace drawings with coloured illustrations showing different contexts of water consumption (appendix). Ask students to choose a colouring sheet they prefer and lead the group to discuss once they've completed their work.
- Carry out a group effort, one that represents multiple moments where students could drink water.





### SKILLS

Overall global development of students learning:

- Develop creativity.

Professional expertise put forward by this activity:

- Planning and organizing activities focusing on cognitive development.

### EDUCATIONAL INTENT

- At the end of this activity, the student will have use creativity to promote hydration.

### AGE GROUP

Multiage.

### DURATION

30 minutes.

### REQUIRED MATERIAL

- Pencils.
- Scissors.
- Glue.
- Cardboard and other decorative material.

### Project summary

Making water more noticeable is a good way to remember to drink more of it. This activity involves a project to decorate and showcase the school's water fountains.

### Instructions

- Create decorations to showcase the school's water fountains (ex.: cardboard water drops or footprints leading to fountains. Laminate them if they will be placed on the floor rather than the walls.

*Note : for the younger students, it might be easier to make stencils for them to colour and cut out.*

### Variations

- Decorate water glass. For example you can take a transparent glass and get the students to create a drawing to tape to the glass, facing inward so it can be seen through the water.
- Ice cubes in different shapes or with small fruit inside can be made ahead of time (put some blueberries, raspberries, or cherries in each section of an ice cube tray before filling it with water and putting it in the freezer). The students can add the cubes as the finishing touch to a lovely glass of water they reward themselves with after completing the activity.
- Decorate refillable water bottles (make sure you have permission from the parents).
- Decorate water stations where students can use glasses of water.

**Did you know that commercial water bottles are only used once?** They are not designed to be washed and reused, because the plastic can degrade. Therefore, they are not a good choice for a decorating project. Also, they are not very environmentally friendly.





## SKILLS

Overall global development of students learning:

- Develop knowledge.

Professional expertise put forward by this activity:

- Planning and organizing activities focusing on cognitive development.

## EDUCATIONAL INTENT

- At the end of this activity, the student will be able to describe food using taste, smell and sight.

## AGE GROUP

Multiage.

## DURATION

20 to 30 minutes.

## REQUIRED MATERIAL

- A glass for each student.
- 4 pitchers (3 for flavoured water, 1 for plain water). If the pitchers are transparent, cover them with opaque pieces of cardboard so the students can't see the fruit inside (or pour the water in the glasses somewhere the students can't see).
- Herbs, fruits, and vegetables for the flavoured water (see *Recipes*).
- 1 tasting sheet for each student (for kindergarten and Elementary school, use a single card).

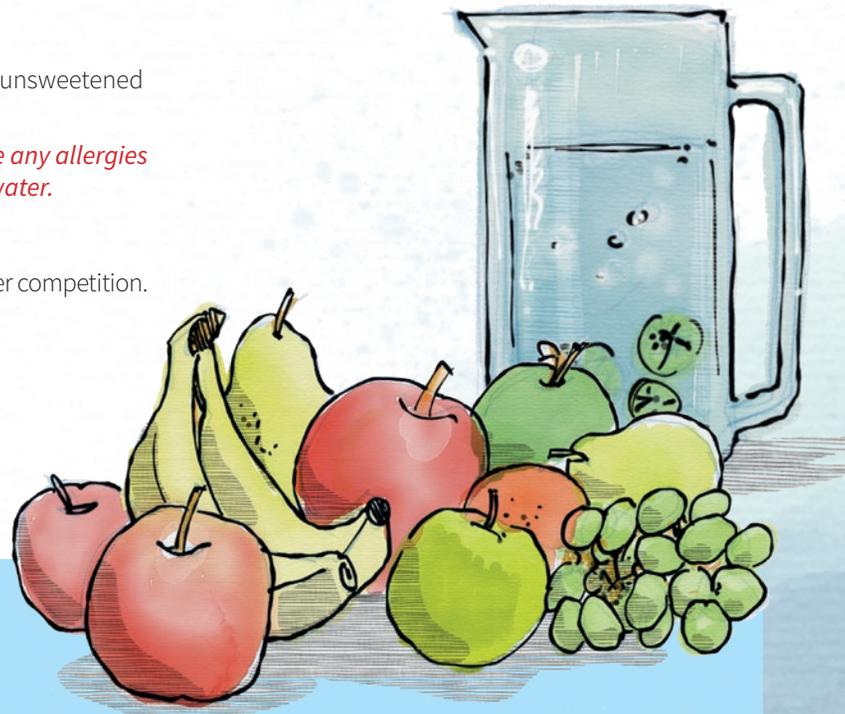
## Project summary

Make at least three different recipes of unsweetened flavored water.

*Make sure the students do not have any allergies to the ingredients used to flavour water.*

## Scenario

Ask the students to judge a flavored water competition.



## RECIPES

Add 1 cup of fruit pieces (fresh or frozen), vegetables pieces or herbs to 4 cups of water. Place the pitchers in the refrigerator for 15 minutes to let the flavours infuse the water. If you are using frozen fruit, let the flavoured water sit at room temperature.

### Suggestions:

- Tropical: mango or pineapple.
- Melon: one or a combination of honeydew, cantaloupe, and watermelon.
- Refreshing: cucumber and mint leaves.
- Berry tasty: strawberries.

**NOTE:** You can use any other fruits, vegetables or herbs you desire. However, avoid citrus fruits (ex: lemon, lime, orange, grapefruit), which raises the acidity of water and can damage teeth by eroding enamel. Commercial powder or liquid flavouring concentrates are too acidic and cause irreversible damage to tooth enamel. With homemade options, citrus-free flavored water, there's no need to worry: just have fun!



### Instructions

1. Serve a glass of plain or flavoured water to each student (just water, no fruit). Serve only one type of water at a time.
2. Ask the students to use their sense of sight, smell, and taste to:
  - a. Describe how the water looks on their tasting sheet.
  - b. Identify how the water smells and write it down.
  - c. Try to guess the flavour of the water without tasting it.
  - d. Taste the water and describe the flavour on their tasting sheet.
  - e. Make a note of their overall appreciation by drawing the corresponding face.
3. Repeat steps **a.** to **e.** with each type of water, including the plain water.
4. Share their observations and preferences as a group. For Kindergarten and Elementary school Grade 1 students, the activity can be done uniquely with oral discussions, get them to use their senses, their feelings and the effects it had on them.

### Variations

- The tasting activity can be stretched out over several days by sampling one or two flavours per day. Remember to sample the plain water the same way every day.
- Prepare the water with the students and do the tasting an hour later.
- Students can discuss their observations as a team (they can complete one sheet per team).

Get the students to be as specific as possible in their descriptions:

- What can you tell by looking at your glass?
- Is the water coloured?
- Does the water have a smell? What does it remind you of? What is your guess?
- When you taste it, is it sweet or salty?

## Tasting sheet<sup>1</sup>

SAMPLE NUMBER	MY OBSERVATIONS			MY RATING		
	COLOUR 	SMELL 	TASTE 			
1						
2						
3						
4						

<sup>1</sup> The tasting sheet is available for printing at the end of the *Activity Kit*.



### SKILLS

Overall global development of students learning:

- To develop cooperation.

Professional expertise put forward by this activity:

- Planning and organizing of activities focusing on cognitive development.

### EDUCATIONAL INTENT

- At the end of this activity, the student will have worked with his peers and developed cooperation strategies.

### AGE GROUP

Multiage.

### DURATION

45 to 60 minutes (after finishing the recipes, let the water sit for 10 to 15 minutes before serving).

### REQUIRED MATERIAL

- 2 glasses for each participant.
- A pitcher of fresh water.
- A variety of herbs, fruits, and vegetables for the flavoured water recipes.
- Cutting boards.
- Age-appropriate knives (table knives for ages 5 to 8, paring knives for ages 8 to 12).

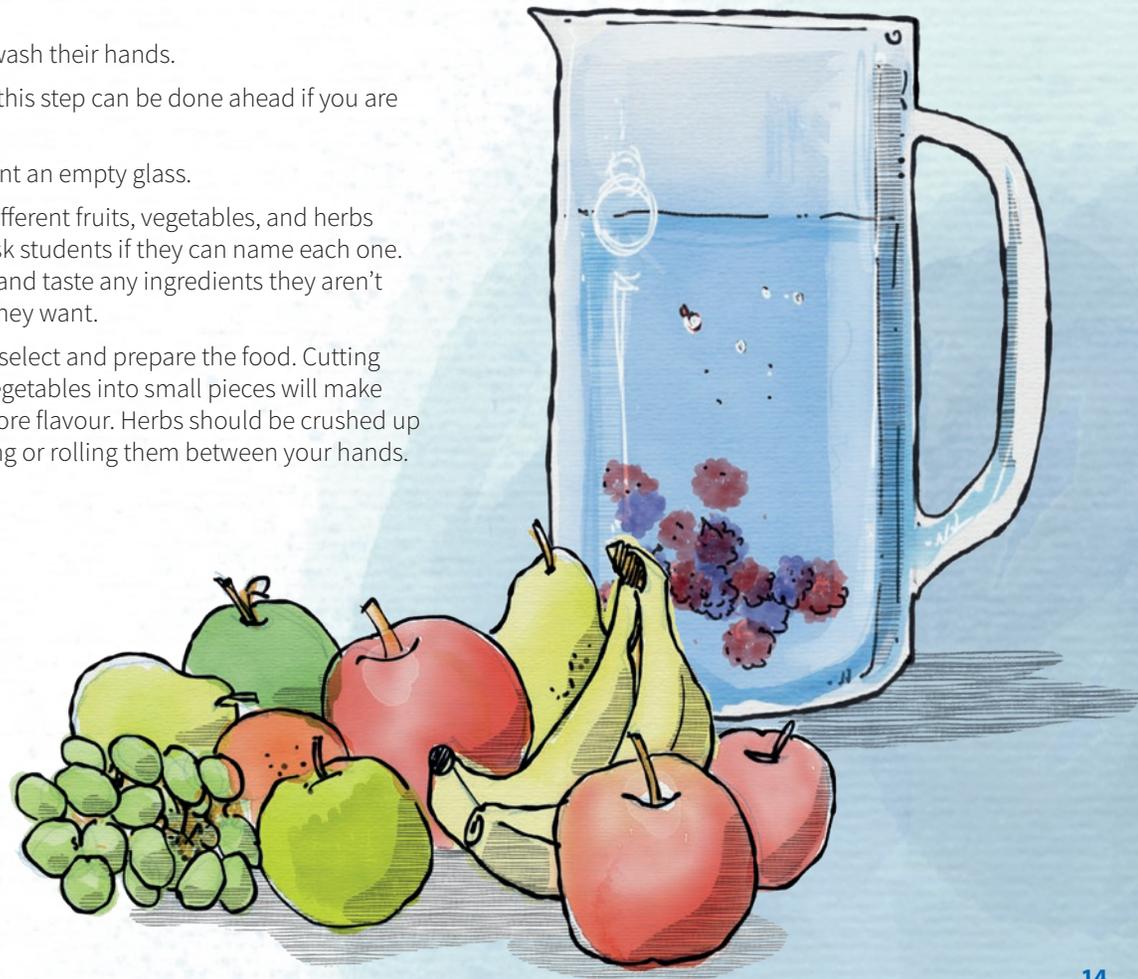
### Scenario

Water is your body's favourite beverage. You have to drink it several times every day. Drinking plain water is nice, but you can also flavour it with fruits, vegetables, and herbs to encourage you to drink more. Have students explore new flavours by creating and tasting their own flavoured water.

**Note :** *make sure the students do not have any allergies to the ingredients used to flavour the water.*

### Instructions

1. Have students wash their hands.
2. Wash the food (this step can be done ahead if you are short on time).
3. Give each student an empty glass.
4. Introduce the different fruits, vegetables, and herbs available and ask students if they can name each one. They can smell and taste any ingredients they aren't familiar with if they want.
5. Get students to select and prepare the food. Cutting the fruits and vegetables into small pieces will make them release more flavour. Herbs should be crushed up lightly by rubbing or rolling them between your hands.





- For optimal results, a quarter of the glass should be filled with garnish. Then, fill the glass with water and let it sit for around 10 to 15 minutes. Take this opportunity to put everything away. Serve a glass of flavoured water to each student so they can compare it to their own recipe and ask the other students to share their water.
- Have students taste the water. Ask them to describe the smells, flavours, and colours, and share what they like and don't like.
- When students are done tasting the water, suggest that they eat the fruit and vegetable pieces in their glasses. They will have retained most of their flavour and texture, except for the strawberries and bananas, which may be a little bland.

**Note :** *Several fruits (mango, strawberry, bunch, banana, apple, melon, etc.), veggies (cucumber, ginger, pepper) and herbs (mint, basil, cilantro, rosemary, etc.) can be used to flavor water. Avoid citrus fruit (ex.: lemon, lime, orange, grapefruit), which raises the acidity of water and can damage by eroding enamel. Commercial flavourings in powder or liquid form are too acidic and cause irreversible damage to tooth enamel.*

### Variations

- Hold a flavoured water competition. Divide the group into teams of 3 or 4. Each team comes up with an original recipe and prepares a pitcher of flavoured water. The pitchers must be opaque or covered with cardboard so the other teams can't see the contents. Allow around 10 minutes of infusion time, then have the teams take turns serving their water to the other teams, who will try to guess the recipe based on the flavour. When all the flavoured water has been sampled, each student votes on his or her favourite. Students cannot vote for their own team's water. The team with the most votes, wins. Take this opportunity to point out that everyone has different tastes and that it's important to try unfamiliar foods to discover new flavours and explore personal preferences.
- Water can also be flavoured with a couple drops of food extracts (ex.: lemon, orange, vanilla). You can add these products to the list of recipe ingredient options.
- Make at least one recipe as a group in a big pitcher and invite the parents to try the flavoured water. You could set up a small stand where students can serve the water. If the water will stand at room temperature for more than an hour, add ice cubes.
- Start the activity in two stages: the day before, prepare and wash the food with the students. The following sample the flavoured water recipes.





### SKILLS

Overall global development of students learning:

- To develop creativity.

Professional expertise put forward by this activity:

- Planning and organizing of activities focusing on cognitive development.

### EDUCATIONAL INTENT

- At the end of this activity, students will be encouraged to create a promotional poster, to promote water consumption in their school.

### AGE GROUP

Elementary School (Grade 2 & 3).

### DURATION

30 to 45 minutes.

### REQUIRED MATERIAL

- Large sheets of paper (or large sheets of cardboard).
- Pencils.
- Scissors.
- Glue.
- Cardboard and a variety of material to decorate.

*Note : this activity can be done together with the teacher.*

### Scenario

Students want to get their friends, parents, educators and school Director to drink more water. They will accomplish this by creating convincing promotional posters and putting them up in strategic areas.

### Examples of messages

- Water is brain fuel!
- Nothing quenches your thirst like water!
- Fountains are for filling up.
- Got water?

You can also create other messages by addressing one of the following elements of the activity *Thirsty for Health*:

- A benefit of drinking water.
- A good moment to drink water.
- A way of remembering to drink water more often during the day.

### Instructions

1. Ask students to identify strategic places to put up posters.
2. Divide the group into small teams.
3. Have each team come up with a slogan promoting water.
4. Decorate the posters.
5. Display the posters in the previously identified locations.



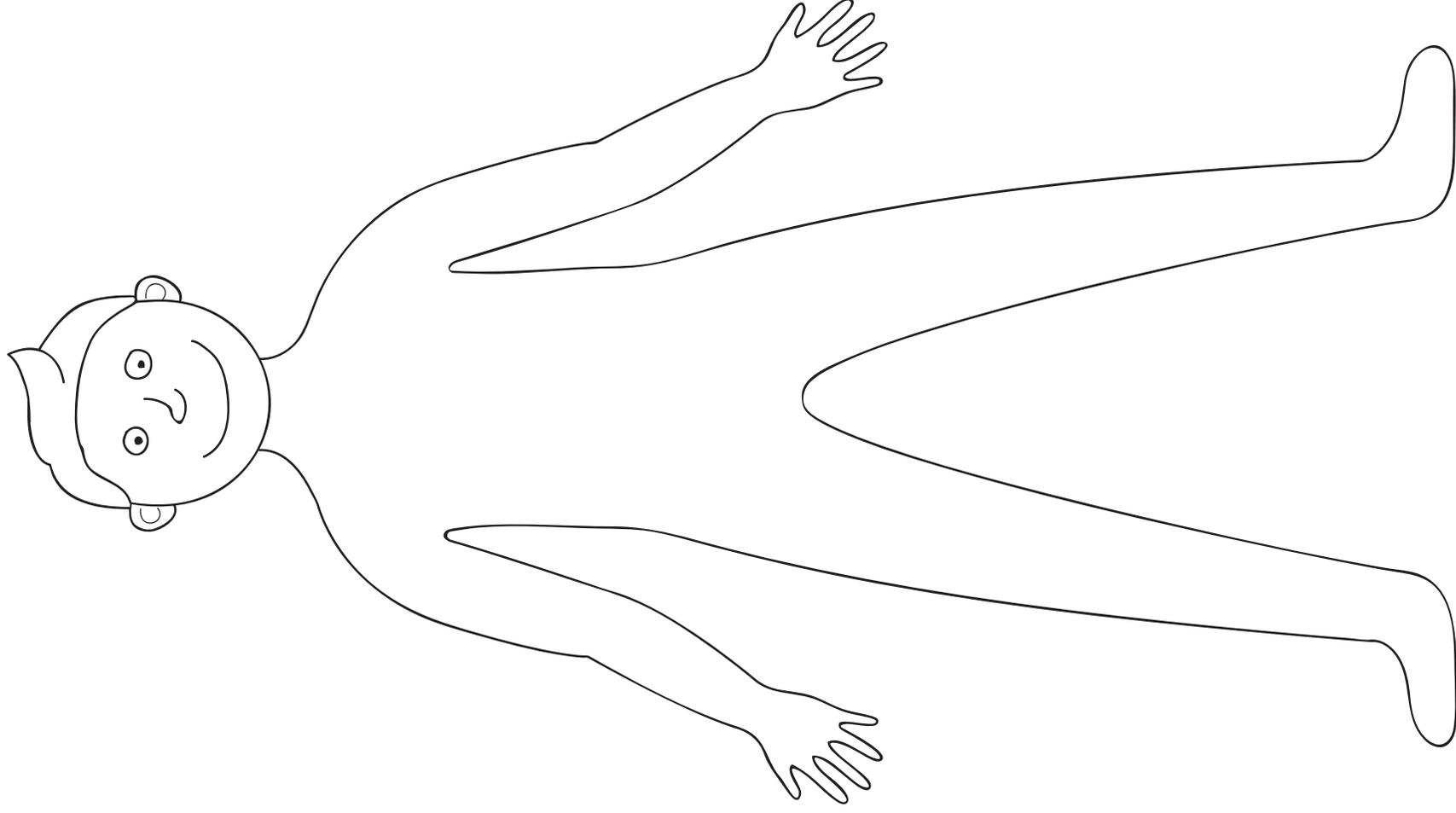
### Some good places to put up posters :

- the dining area.
- near water fountains.
- hallways.
- the student entrance.
- the gym.

### Variations

- Instead of creating posters, have the students promote water in other ways. Divide the group into teams of 3 or 4:
  - Have them create and present a short commercial or sketch that will make the audience want to drink water, focusing on the benefits of doing so and providing tips on making it a daily habit.
  - Have the students rewrite the lyrics to a popular song to make it an ode to water.
- For the younger students, the message can be illustrated.

# Water in the **Human** body



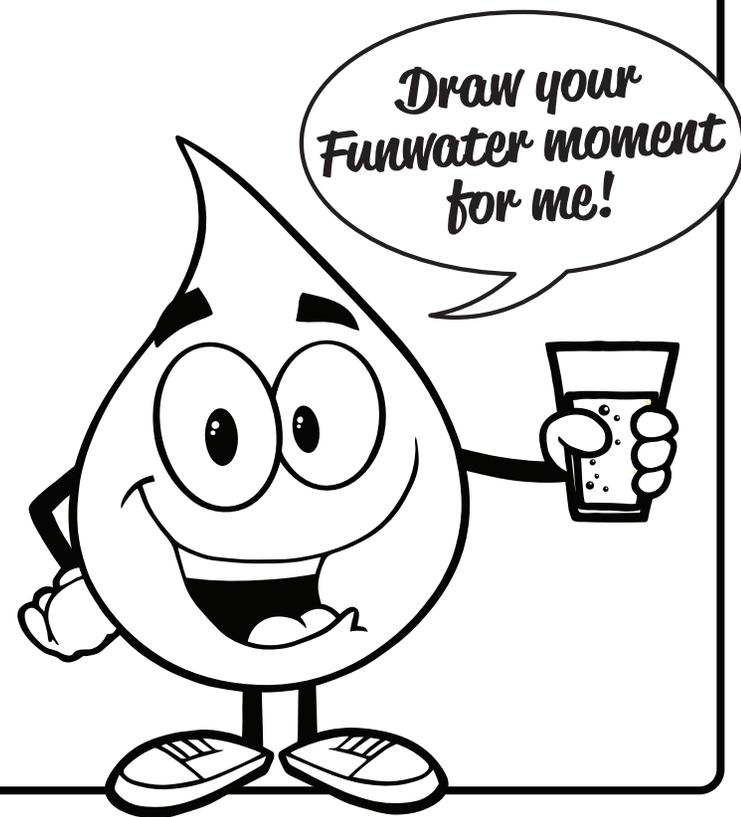
# Tasting sheet

SAMPLE NUMBER	MY OBSERVATIONS			MY RATING
	COLOUR 	SMELL 	TASTE 	  
1				
2				
3				
4				

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# Tasting sheet

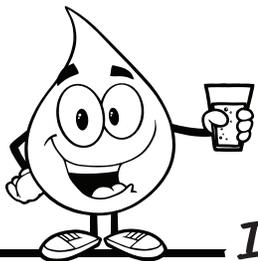
SAMPLE NUMBER	MY OBSERVATIONS			MY RATING
	COLOUR 	SMELL 	TASTE 	  
1				
2				
3				
4				



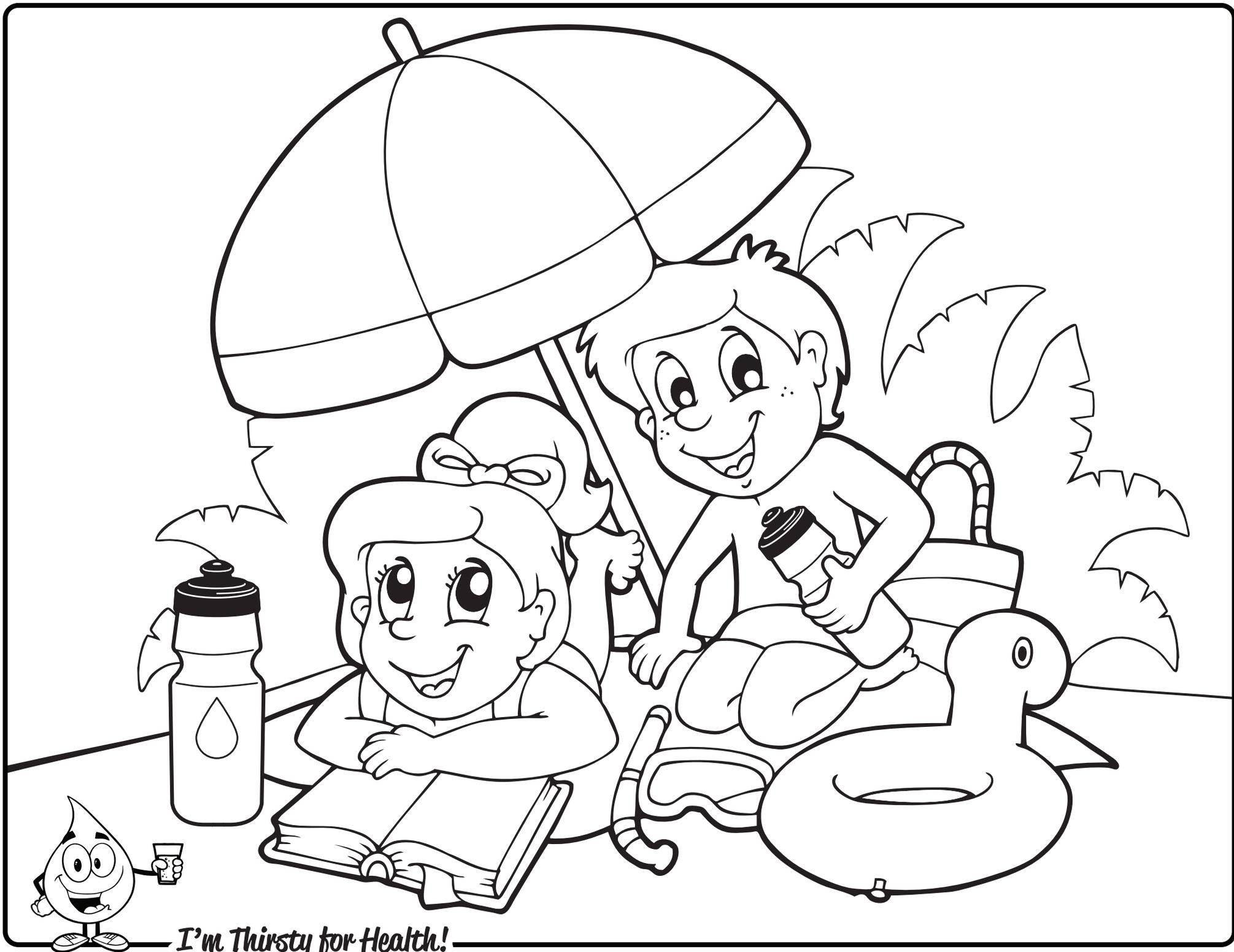
*I'm Thirsty for Health!*



*I'm Thirsty for Health!*



*I'm Thirsty for Health!*



*I'm Thirsty for Health!*



*I'm Thirsty for Health!*



*I'm Thirsty for Health!*