



Be a Superhero: Save Water with Water Woman

Day 2: [Water Woman Episode 2: Two Socks Do Not Make a Load](#)

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Suggested Date: BC Drinking Water Week (May 1st-7, 2016)

Overview & Purpose

Increases in our population, the growth of industry and agriculture, and the effects of climate change all put pressure on our water supply. Learning to conserve water is essential to the health of our local ecosystems.

In this lesson, students will think critically about ways to save water while using appliances such as dishwashers and washing machines. In the second video, Water Woman catches Leak E. Hoser in the act of running the washing machine when there are only a few clothing items in the whole machine! Students will use critical thinking skills to discover which behaviours make the best Water Superheroes when it comes to washing clothes and cleaning dishes.

We suggest a cooperative jigsaw activity that will help students realize that their choices can have an impact on water conservation, even if they are not the ones in charge of dishes or laundry at home. This activity is a good way to help students self-reflect before they make a personal commitment/pledge.

Objectives

1. Students will learn ways to use washing machines and dishwashers in the most water-efficient way.
2. Students will apply critical thinking skills to water conservation situations.

Suggested Activities

Hook: Watch [Water Woman Episode 2: Two Socks Do Not Make a Load](#)

1. Make connections to students' lives

Think, pair, share:

Who at home is responsible for doing the laundry/cleaning dishes? What is your role? Which ones of your choices and behaviours have an impact on how much water your family uses when running the washing machine and dishwasher?

Choose one of the activities below to explore this idea further. If students are not personally involved in doing the dishes/laundry chores at home and don't think their choices have an impact on water conservation, we suggest that you do activity 2 (Jigsaw activity) before moving on to the pledge.

2. Make a personal pledge to save water related to laundry/dishes

If you have chosen to create a visual banner to show your classroom's commitment to water conservation (see Unit Overview for details), have each student think of one commitment they want to make and write it down (on a paper shaped like a drop of water or their hand). Ask each student to glue their pledge on the banner to inspire other students to do the same.

3. Cooperative learning - Jigsaw water conservation exercise

In this activity, students will apply critical thinking skills to fictional situations to suggest ways in which the characters could modify certain behaviours/choices in order to conserve water. You could use this activity before you make your daily pledge to engage students' thinking.

Material:

- Photocopied stories 1-4 (one set per group of 4): see next page
- Scissors
- One big piece of paper for each team and markers

Procedure:

1. Form study groups of four students each.
2. Print out the four situations on the next page so each group has a full set (Matthew, Mia, Bianca and Ben). Cut them out or ask a student in each group to cut out the stories. Students distribute one story to each member of the group.
3. Give all students sufficient time to read their situation 2 to 3 times.
4. Form expert groups: all the ones gather together, all the twos together, and so on. Students of each group discuss their situation and come up with suggestions for the character that will lead to better water conservation. Students write down the recommendations and brainstorm ways they can present their problem to their study group (make a skit, draw the situation, or simply read it aloud).
5. Students come back to their study group as an expert on their character. Then they present their situation and the recommendations of the expert group for this situation. Students listen to the other three experts of their group.
6. The group writes a master list of the behaviours of Water Superheroes regarding cleaning dishes/clothes.
7. Individually, students reflect on their personal behaviours and set a goal for improving their water conservation performance. If your class chose to take a pledge every day during Drinking Water Week, this is a good time to write their daily pledge.

1- Matthew is 8 years old. Some days, he goes to school, plays soccer at recess and comes back home with dirty clothes. On other days, Matthew plays a lot of video games and watches TV. At the end of the day, some of his clothes are just as clean as when he put them on in the morning. Regardless of how dirty his clothes are when he takes them off, Matthew throws them on the floor in a corner of his room. The next day, he picks out new clothes in his dresser. When his dad asks him to bring him his dirty clothes for a wash, Matthew finds a lot of clothes on the floor of his room. They are all dirty now, since they have been on the floor for a few days and he has stepped on them many times! Up they all go in the washing machine!

2- Mia is 11 years old. She loves her striped stockings and her pink sweater. She wants to wear them almost every day! She doesn't mind wearing her sweater a few days in a row without washing it because it doesn't usually get dirty. But Mia's stockings get a bit stinky if she wears them every day! When she comes back from school, Mia makes sure they are ready for the next day by putting them in the washing machine with whatever else is in her laundry basket. There are only 3-4 things in the washing machine today, but Mia really wants to wear her stockings tomorrow, so she turns on the washing machine.

3- Bianca is 7 years old. Every time she wants a glass of water, Bianca reaches up in the cupboard and gets a clean glass. She fills it with water and walks to her room or to her playroom. She often leaves the glass behind, half full of clean drinking water. "Mom, there are no more clean glasses!", says Bianca. "Go look for the ones you left behind!", replies her mother. Bianca then goes hunting for her "dirty" glasses and brings them all back to the kitchen. Today, she collected 7 half-empty glasses that she had left behind. She dumps out the water that is left over in each of them and then places all of them in the dishwasher.

4- Ben is 10 years old. He is in charge of washing dishes for his mom, dad and sister. Ben hates washing the pots and pans by hand and thinks it is way faster to put them in the dishwasher. The problem is, the dishwashers fills up really fast because the pots and pans take up a lot of room! Last night, Ben's Dad made spaghetti. After dinner, Ben ran the dishwasher with 4 glasses on the top rack, 2 plates and 2 bowls on the bottom rack, plus a

huge stock pot and a big strainer. It was the second time Ben ran the dishwasher in one day.

