

Living with Ed: Beauty and the Barrel

TV and movie actor Ed Begley, perhaps the “greenest” man in Hollywood, rides his electric car to the Academy Awards and powers his home with the sun and his stationary bike. But Living with Ed and his environmentalist passion isn't always a walk in the park for wife, Rachelle. This first-of-its-kind reality green show chronicles life with an earth-friendly fanatic with humor and heart.

About this Episode

Rachelle puts her foot down about adding extremely hideous rain barrels to their backyard and wins for now. Round two, however, goes to Ed as he squeezes another contraption into the backyard. After putting himself up on the auction block in the name of charity, Ed takes not one but two winning environmentalists out to lunch. Rachelle can't believe people pay to hang out with Ed.

Vocabulary

- Compost
- Conserve
- Drought
- Eco-friendly
- Environmentalist
- Fuel efficient
- Hybrid
- Organic
- Pilates
- Recycle

Discussion Questions

1. In this episode, Ed tries to conserve water. Talk with students about what it means to conserve water. Why is this important for our environment? In what ways, if any, do they conserve water? In what ways, if any, do they waste water? What other resources should be conserved?
2. Ed and Rachelle must, once again, compromise in this episode. Have students list all of the ways that Ed and Rachelle must compromise. Then talk about the importance of compromising in any relationship. What's an example of how they have compromised in the past week? Would they compromise if faced with a similar situation as the “barrel?” What if their parents wanted to put something “ugly” in their room that could help with the environment. How would students react? What might be a compromise?
3. Ed offers to have lunch with two people to raise money for environmental charities. Ask students what causes they would support financially? Which celebrity (ies) would they pay to eat with? How much would they pay?

Suggested Activities

No Drought about It (Science, Social Studies, Technology)

One of Ed's main goals in the episode is to design a way to conserve rain water given the drought situation in California. Have students create a K, W, L chart about droughts. First, have them list everything they already KNOW about droughts in the first column. This might include the definition of a drought, whether or not your local area is being or has been impacted by drought and different ways that droughts affect them and their community. Then have students list everything they WANT to know about droughts. They may want to consider why droughts occur, famous droughts in American history, what constitutes a drought, current droughts in the U.S. and how meteorologists predict droughts. Finally, have students create a list of what they LEARNED about droughts. Have students combine information to create a

class bulletin board, power point presentation, brochure, poster or other project that educates the student population about this environmental problem. Note: Students can learn more about droughts at the National Oceanic & Atmospheric Administration’s Drought Website at <http://www.drought.noaa.gov/>.

Turn Off the Water! (Science, Math, Language Arts, Technology)

Ask students to predict the average water consumption per day per person in the U.S. (The answer is 70 gallons per day.) Have students list the different ways that they use water during the course of an average day. In what ways do they waste water? In what ways do they conserve water? What are the short- and long-term benefits of water conservation? To give students an idea of how much water is used for specific activities, display the following chart for students but leave the information in the second column blank. Have student groups predict how many gallons of water are used for each activity. Compare predictions and see which group came closest to the correct answers. Then have the groups work together to design strategies that could save water. Extension activity: Have students work with family members to determine how much water their family uses each day. A water usage calculator can be found at <http://ga.water.usgs.gov/edu/sq3.html>. Once families determine how much water they use, have them design one or two strategies to conserve water. Challenge families to implement these strategies in their own homes.

INSIDE ACTIVITY	GALLONS USED (conventional)
Toilet Flushing	5 - 7 gallons per flush
Shower (water running)	7 - 10 gallons per minute
Bath (Full tub)	36 - 50 gallons (conventional)
Laundry Machine (full load)	60 gallons top loader
Dishwasher	15 gallons normal load
Dish washing by hand	30 gallons tap running
Shaving	20 gallons tap running
Brushing Teeth	10 gallons tap running
Washing Hands	2 gallons tap running

Source: <http://www.wssc.dst.md.us/service/waterusagechart.cfm>

Design It! (Science)

Any barrel or container could be used to catch and recycle water from a rainspout. Individually or in groups, have student’s select one household item and determine a way that it could be used differently to help the environment. Have students present their “new” items to the class, along with each one’s environmental use. Extension: Have students rename their new “invention” and create a commercial to encourage people to buy it!

Extension

Do students know where the water they drink comes from? Have students contact or go to the Web site of their local water company to learn the original water source of the water they drink and the process from source to glass! A sample process can be found at <http://www.wssc.dst.md.us/environment/kidspage/followflow.cfm>.