Year: 4 & 8

Trend Task: Shower Time

Approach: One to one

Focus: Condensation

Resources: Video recording on laptop computer



[No soundtrack; sound of shower only]

Questions / instructions:	% responses 2003 ('99)			% responses 2003 ('99)	
This activity uses the computer.	year 4	year 8	Heating air so it will hold more moisture – <i>heater, heat lamp:</i>	year 4	year 8
We are going to watch a movie that shows somebody's problem. After they have had a			at least one of these ideas, well explained	1 (1)	3 (0)
shower they can't see in the mirror clearly. Let's watch the movie.			one idea without explanation	2 (3)	8 (4)
Click the Shower Time button. The video will start.			Preventing moisture reaching mirror surface – barrier such as a towel on mirror:		
During the shower the mirror steamed up.			at least one of these ideas, well explained	29 (33)	23 (31)
1. Why did the mirror steam up during the shower?			one idea without explanation	9 (13)	5 (9)
[Shower puts water vapour into the air. This travels through room to mirror. Condenses on mirror when it hits cooler surface.]			Chemical solution to prevent water condensing on mirror:		
			mentioned and explained	0 (0)	3 (0)
full explanation – all 3 elements	1 (0)	4 (1)	mentioned without explanation	3 (1)	3 (3)
partial explanation – 2 elements	8 (5)	25 (24)	Reducing moisture in air by having colder shower:		
vague explanation	43 (50)	46 (48)	mentioned and explained	3 (7)	6 (3)
2. If the mirror was not wiped dry, it would clear by itself. What would happen to the water on the mirror?			mentioned without explanation	5 (5)	3 (7)
PROMPT: Where would the water go?					
water evaporates back into air	20 (17)	47 (45)			
3. You've probably had the same thing happen to you. You have a shower or bath and then find the mirror all steamed up.					
What could you do to stop the mirror steaming up?			Total score: 6–13	0 (1)	9 (4)
4. Why would that work?			4–5	15 (19)	38 (39)
Reduce moisture in air – dehumidifier; open a door or window; extractor fan:			2–3	49 (43)	38 (45)
at least one of these ideas, well explained	14 (13)	36 (31)	0–1	36 (37)	15 (12)
one idea without explanation	10 (3)	13 (16)			

Commentary:

This widely observed phenomenon was not well explained. About 30 percent more year 8 than year 4 students scored 4 or above. There was very little change, at either year level, between 1999 and 2003.