

All About Composting

Teachers Guide



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KESAB Waste and Recycling Education

KESAB is a non-profit community organisation which works with people to restore, preserve and improve the total environment. KESAB offers interactive programs to schools and the wider community, presenting programs relating to KESAB's objectives, national curriculum and community interest.

The classroom activities included in the resources section that complement this guide have been sourced from the *RRR You Ready: The NYC Teachers RRResource Guide*, 2001. Activities are included for different age groups, please read through all the activities and adapt them to your classes particular needs. It would be most beneficial if the students use their visit from KESAB as part of a larger unit of work.

Overview

Students will learn the value of composting and worm farming as a way of recycling organic waste. Students learn how to identify living and non-living materials. They will participate in establishing and working in a no-dig garden and worm farm. Activities may include a trail of science based tasks, drama games, music, setting up a worm farm / compost bin and viewing a video about worms and their benefits to the environment. *Food scraps generated from their recess/lunch break will be used as part of the program.*

Key Understandings

- The introduction of living versus non-living litter
- Organic materials decompose
- Inorganic materials such as plastic never decompose and contribute to landfill and the litter stream.
- Composting is a simple method of decomposing waste organic material.
- Decomposition occurs because of the action of bacteria.
- Composting converts kitchen waste into a dark-coloured soil within weeks.
- Composting saves landfill space and can improve soil by acting as a fertilizer /mulch.
- Plants need air, water, nutrients and soil to grow.
- Worms need air, moisture, food and soil.
- Australians produce about 145 kilograms per person of food and garden waste each year.

Key Vocabulary

Please ensure your students are familiar with the following vocabulary before your class visit from KESAB Education Services.

worm	ant	earthworm	breathe	micro-organism
waste	beetle	caterpillar	recycle	decompose
rot	millipede	snail	bacteria	factory
slug	centipede	slater	grow	compost

Links with the SACSA Framework: Early Years Band

LEARNING AREA	STRAND	KEY IDEAS	Essential Learnings	Key Competencies
English	<i>Strategies</i>	1.9 Uses strategies for listening attentively to ideas and opinions in a range of spoken texts.	T C	K C2 K C6
Health and Physical Education	<i>Health of Individuals and Communities</i>	1.6 Describes what it means to be healthy and the role of others in the community in supporting the health of its members.	In F	K C1
Society and Environment	<i>Time, Continuity and Change</i>	1.1 Identifies differences between their life and the lives of other generations in their society and explains some reasons for this.	Id In C	K C1
		1.2 Presents events and life stages in sequence.	F T C	K C2
		1.3 Identifies and values aspects of environments, and of family and community ways of life, that have endured or changed, and makes predictions about the future in relation to these.	F In T	K C1 K C6
	<i>Place, Space and environment</i>	1.4 Explains and communicates how people interact and identify with environments.	Id In	K C2
		1.5 Represents and categorises features of places and resources, using maps, contextual language and models.	C	K C2 K C5
		1.6 Participates actively in projects to show understanding of the importance of caring for local places and natural environments.	F In T	K C3 K C4
	<i>Societies and Cultures</i>	1.9 Demonstrates a capability to see and value points of view other than their own.	Id T	
	<i>Social Systems</i>	1.10 Describes the meaning of 'needs' and 'wants', and identifies how people cooperate in society to meet current and future needs.	F In	K C1
		1.11 Identifies the sources of some goods and services, and can explain the ways our daily living depends on them.	In T C	K C1

		1.12 Takes an active part in making decisions to achieve goals while listening to, negotiating, and cooperating with others, and showing awareness of rights, responsibilities and rules.	In T	K C3 K C4
Design and Technology	<i>Critiquing</i>	1.1 Makes judgments about the significance of different characteristics of products, processes and systems made by themselves and others.	T	K C1
Mathematics	<i>Exploring, Analysing and Modelling data</i>	1.2 Uses everyday comparative language and number to describe the data they have generated in parts and as a whole and describe how the data assists them to answer their own questions.	C	K C2
	<i>Measurement</i>	1.4 Compares and orders the measurable attributes of distance, surface, space, mass, turn/angle and time to describe the size of a wide range of familiar figures, objects and events.	T C	K C1
	<i>Number</i>	1.6 Uses the base 10 number system and fractions to represent numbers when working with their peers, collections of objects, measurements and data.	In T C	K C4
Science	<i>Energy Systems</i>	1.3 Identifies sources of energy and describes the ways in which energy is used in daily life.	T C	K C1 K C2
	<i>Life systems</i>	1.5 Investigates the features and needs of living things, and demonstrates an understanding of their interdependence with each other and the physical world.	In T C	K C1