

## Save the Scraps

**Subject(s):** Healthy Living, Social Studies, English

**Year(s):** 3-4

### Learning intention(s)

Students will develop an understanding of the process of composting and gain awareness of the amount of organic waste that they and their families create.

### Mapping to curriculum

#### FALD

- Physical Development, Health and Wellbeing,
- Living and Learning Together.

#### Strands

- Personal and Community Health
- Place and Environment

#### Strand Outcome

- Identify, describe and discuss risks and hazards in their environment and develop knowledge and skills to minimize risks and promote health and safety.
- Develop an understanding, recognise, demonstrate and critically examine the interdependent relationship of people with different places and environments and explain how people adapt and utilise their relationship for their survival and for sustainable development.

### Learning outcome(s)

#### Healthy Living

- 3.4.4.2 Express and predict how individual behaviours can harm or help the environment.
- 4.4.4.1 Justify healthy choices that promote the wise use of resources (conservation, recycling, reuse, environment and sustainability models).

#### Social Studies

- 3.4.1.1 Investigate the resources they use in their homes and schools and advocate its management.
- 4.4.1.1 Investigate the resources available in the home, schools and their community and discuss ways to preserve or conserve them.

---

## Lesson Instructions

Adapted from the Book ‘Save the Scraps’ by Bethany Stah.

The story emphasizes environmental conservation through an engaging and educational story. It tells the story of two children who learn how to compost with the help of their wiggly worm friend.

### Materials required

- ‘Student Worksheet’ handout – 1 per student (Alternatively, students can write their responses in their exercise books).
- ‘Internet access’ – to view the Youtube link and read the story.
- ‘Data Projector and computer’ – to show the PowerPoint presentation (or Printed copy of the Powerpoint slides) – 1 copy for the teacher.
- ‘Large bucket or box’ – one for the class

### Key Vocabulary

**Composting:** A process by which organic matter, such as leaves and food scraps, decomposes into soil.

**Scraps:** Small pieces of food or plant that is left over after the larger part has been used.

**Pollinators:** Something, such as an insect, that carries pollen from one plant or part of a plant to another.

**Worms:** A worm is a small, tube-shaped creature with no arms or legs. The worms that hang out in your garden are very helpful for keeping the soil rich and fertile.

### Activity 1: Description

1. **Introduce** the lesson and explain what the students will be doing in the session.
  - The Teacher introduces the lesson by posing the questions, ‘what could this lesson be about?’ ‘what are the scraps?’
  - Slide 2 - inform the students of the purpose of the learning intentions
  - Slide 3 – explain the new vocabulary and ask students to provide further understanding from their own experiences with worms, pollinators, scraps and composting
  - Slide 4 - share the reading of the DID YOU KNOW about bees or *read the paragraph below aloud to the students: Did you know? Bees have 5 eyes, Bees have 2 pairs of Wings, Bees navigate using the sun, Bees have 6 legs, Bees can see all colours except red, Bees carry pollen on their hind legs, World Bee Day is May 2.*
  - Slide 5 - share the reading of the DID YOU KNOW about worms or *the teacher reads aloud this poem to the students: Did you know? Worms breathe through their skin and have no lung, Worms are made of 90 % water. Worms do not have eyes but have sensors on their bodies so they can sense light, Worms can consume 100 % of their body weight in a single day.*
  - The teacher spends some time discussing the above interesting facts with the students. Allow the students to ask questions and share information they know about bees and worms.
  - Slide 6 - read the DID YOU KNOW to students Or *read out aloud ‘Did you know? By putting waste into your garden, you prevent climate change by preventing greenhouse gases from being added to the atmosphere.*
  - Slide 7 – ask students to provide an interpretation of what is happening in the images on the slide. Ask students to think about the title of the lesson ‘Save the Scraps’ and associate the images to the story title
  - Slide 8 – explain the cycle of composting with students. Pose the question ‘ why is it a cycle?’ Show the picture of the compost life cycle or draw a picture of the cycle on the Blackboard so all the students can see it.
  - Spend ample time discussing the compost cycle and provide examples that are familiar to students about the process of recycling and composting.

### Activity 2: Description

1. **Identify** food scraps that are suitable for composting.
  - Slide 9 – The teacher plays the YouTube video for students or shows printed copies of Slides 9 and 10 to the students.
  - Slide 10 – explain the image of what can be put into compost with students. *Ask students ‘which of these items do we have that we could put into compost?’*
  - Slide 11 – pose the question with students ‘what food scraps could we put into compost today?’ Ask students to show food they brought for lunch to a partner and discuss what part of the food could be used for the compost. Share the answers with the rest of the class.
  - Slide 12 – explain to students that they are going to watch a short video about making compost in a jar or bottle. Play the video for students. Discuss with students how they could undertake this experiment.
  - If the video cannot be shown, the teacher can use pictures of compost taken from existing newspapers or books and show these to the students. Or ask students if they have seen a compost at home or at school and ask them what materials or scraps they have seen being placed in the compost.

The teacher writes a list of the materials and food scraps on the blackboard and then asks the students to complete the worksheet provided.

○

---

## Task(s)

### Year 3-4 task

Get the students to create a compost as a class. Two students are selected to be the class monitors for the compost in each week. The teacher provides a large bucket or cardboard box with some soil on the bottom for the students to use. Each day, the students bring food scraps from home or use left-overs from their lunch to dispose of in the compost bucket or box. The students must check with the class monitors if they are unsure about the materials to put in the compost. The compost bucket/bin is emptied into the school compost or garden after each week.

The compost activity can be carried over the school term.

# Teacher Supporting Resource:

**Save the Scraps** Link to powerpoint here: [Save the Scraps Story.pptx](#)

<https://unimelbcloud.sharepoint.com/:p:/t/Schoolgardenteachingactivity/EQMoZMYTLgNlo-VtUQ88TXUBeCCYjKMmFQwAEgR-CupXqg?e=UWi5tz>

---

## Did you know? sheets

The teacher can use this as a resource if there is no access to PowerPoint slides or video.

<b>BEEES</b>	<b>WORMS</b>
<ul style="list-style-type: none"><li>• Bees have 5 eyes,</li><li>• Bees have 2 pairs of Wings,</li><li>• Bees navigate using the sun,</li><li>• Bees have 6 legs, Bees can see all colours except red,</li><li>• Bees carry pollen on their hind legs,</li><li>• World Bee Day is May 2.</li></ul>	<ul style="list-style-type: none"><li>• Worms breathe through their skin and have no lung,</li><li>• Worms are made of 90 % water.</li><li>• Worms do not have eyes but have sensors on their bodies so they can sense light,</li><li>• Worms can consume 100 % of their body weight in a single day</li></ul>

**Student Worksheet Handout.**

**Instructions: Complete the sentences with your own words.**

Save the scraps for Wormy by \_\_\_\_\_

Yesterday Wormy ate \_\_\_\_\_

Today Wormy is eating \_\_\_\_\_

Tomorrow Wormy will eat \_\_\_\_\_

And thanks to Wormy we will have beautiful \_\_\_\_\_ for  
our garden.

Name: \_\_\_\_\_)