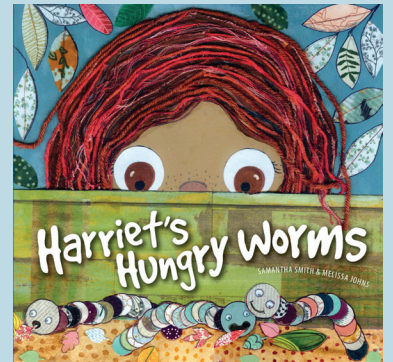




EK BOOKS TEACHER NOTES & RESOURCES

Title: Harriet's Hungry Worms
Author: Samantha Smith
Illustrator: Melissa Johns
Publisher: EK Books
Price: ANZ \$24.99 | USA \$19.99 | CA \$24.99 | UK £10.99
ISBN: 9781922539472
Publication date: May 2023
Audience age: 3-6 years
Key Curriculum Areas: English, Mathematics, Science/STEAM, Health & Physical Education, HASS, Visual Arts



SYNOPSIS:

This funny, engaging eco story invites young readers to follow the adventures of Harriet's ravenous compost worms as they munch their way through their wide and wonderful weekly menu.

Harriet's nine-hundred-and-eighty-three hungry worms live in a shady corner of her backyard in a big, green box. They spend their days munching on anything from Aunt Tilda's herbal teabags to the sports pages of Uncle Sam's paper. Harriet watches and waits, eventually deciding the worms are 'so BORING'. Until one day, the worms leave Harriet a big surprise ... worm wee! Packed with worm facts, *Harriet's Hungry Worms* is the ideal companion for worm warriors and curious composters keen to roll their sleeves up and put their kitchen food scraps to good use. Before they know it, young readers will be equipped with the basic information they need to start putting their own kitchen food scraps to good use!

THEMES:

Worm Farm Ecosystem. Composting. Sustainability. Recycling. Responsibility. Days of the Week.

SELLING POINTS:

- Unlike many of the word heavy, fact-based environmental books on the shelves for children, *Harriet's Hungry Worms* is a light-hearted, engaging bedtime eco story that can be read and enjoyed again and again.
- Many schools now have kitchen gardens where kids are introduced to composting and worm farms.
- Inventive illustrations incorporating recycled materials bloom from each page, broadening the experience for young readers and inviting them to delve deeper into sustainability.

ILLUSTRATION STYLE:

Sustainable collage illustration style.

AUTHOR/ILLUSTRATOR BACKGROUND:

Samantha Smith is a lover of all things green and hopes that her first eco picture book will inspire young worm warriors to roll up their sleeves and put their food scraps to good use.

Melissa Johns is an artist, illustrator, an avid upcycler and a closet poet. She produces artworks predominantly made of recycled materials that lend her work a uniquely whimsical quality. Melissa has also illustrated *Growing Pains* and *Tabitha and the Raincloud*, both for EK Books.

AUTHOR MOTIVATION:

A number of things led me down the path to writing *Harriet's Hungry Worms*:

- I firmly believe in the importance of our children utilising their own sense of wonder, surprise and care in order to develop the knowledge, skills and attitudes required to become environmentally responsible.
- My young children were learning about the environment, but with texts that weren't connecting with them through their childhood. They were also keen for a way to be able to do their bit for the planet at home and continue it as a family activity.
- I'm a big believer in keeping things light-hearted, fun and simple in order to naturally inspire genuine interest in children and create positive habits for life – especially when it comes to the environment.
- There are several environmental books out there that are word-heavy, fact based and can overwhelm children. I wanted to write an eco-book that wasn't didactic – instead sparking children's interest in worm farming in a fun way and showing them how simple it is for them to try at home.
- I wrote the first draft with my three children – Tom, Ben and Evie – who are just as excited about bringing *Harriet's Hungry Worms* to life and sharing it with their friends.

INTERVIEW:

AUTHOR

What is the inspiration for this story?

My young children were learning about the environment at school, but with texts that weren't connecting with them. They were also keen for a way to be able to do their bit for the planet at home and continue it as a family activity. When I went looking for a book on worms and worm farming, I found ones that were very word-heavy and fact based. This inspired me to write a light-hearted, engaging bedtime eco story that ideally sparks children's interest in worm farming in a fun way and can be read and enjoyed again and again.

What was the most rewarding part of this project?

Seeing the story come to life through Melissa's beautiful illustrations using recycled materials. I particularly loved discovering the worm having a snooze on an old tea bag!

What was the most challenging part of this project?

Narrowing down the menu each day for the worms! Worms love eating such a variety of food.

ILLUSTRATOR

What media do you use to create your illustrations? Briefly describe your process.

Recycled papers are the predominant media used; recycled teabags are used in all my artworks and illustrations, added to these are the outside of coffee cups, wrapping paper, gift bags and serviettes. For Harriet, her family, and their dog I have added recycled wools and cottons for the first time. Once all of the recycled pieces have been collaged in place, I then add all of the finer details using paint and inks.

What was the most rewarding part of this project?

I especially loved that my sustainable materials told a story about sustainability, that was a first for me. Seeing all the recycled bits come together bringing mine and the authors imagination to life. I loved introducing new materials to this project.

What was the most challenging part of this project?

As my pieces take several weeks to complete, I find the formatting and flow of the artwork is the most challenging, with it difficult to maintain the flow of images from page to page, especially if they are not created in order of the story. Spreading the materials across each artwork to maintain consistency is also a challenge.

TEACHER ACTIVITIES/NOTES:

N.B. These questions and activities can be adapted to suit the experience and ability of students.

DISCUSSION:

Before Reading

- Watch the short clip to learn about compost worms and how they are beneficial to our gardens and waste management: (6) How to start a worm farm | DIY Garden Projects | Gardening Australia - YouTube
- Discuss what the students learned from the video. Ask questions such as, How do compost worms eat, breathe, etc? What do they eat? What is worm poo called? What do worms do to our soil? What are some of the benefits to worm farming? What is compost? What is 'sustainability'? How can worms help us reduce waste? How is this good for the environment? Have you ever kept a worm farm? What do you do with your fruit and vegetable scraps at home?
- What do you know about composting?
- Discuss how composting is the process of breaking down organic matter (like leaves and food scraps) into nutrient rich soil. Talk about how this is generally done using a compost bin, stationary pile or tumbler. It can take several months to a year to complete. Worm farming (also known as vermiculture), on the other hand, uses live worms to break down organic waste even faster and produce worm castings.
- Does your family use a compost bin? What do they put in it? Create a chart showing items that CAN be placed in a compost bin, and items that CANNOT be placed in a compost bin. For example, CAN place fruits, vegetables, tree / plant clippings, decomposable products. CANNOT place plastics, glass, metal, general rubbish, etc. (Check your local council requirements). You might like to separate your chart into Organic | Recycling | General Waste columns. See **BLM 1**.
- Look at the cover of *Harriet's Hungry Worms*. Ask, what do you see? What do you think is happening? What does it make you wonder? How does it make you feel?
- What do you notice about the illustrations? Why might the illustrator have chosen to use this technique?
- What do you think this story might be about? Do you think this book will be helpful?

During Reading

- Why is the big, green box full of worms placed in a shady spot in Harriet's backyard?
- Her brother walks their dog, her sister is in charge of the chickens. Do you think Harriet is happy to ensure the worms were fed? What do you think she is feeding them?
- Notice which foods the worms seem to like and dislike for each day of the week.
- What do you think Harriet is waiting for? What kinds of exciting things could the worms do?
- What do you think Harriet will find?
- Do you think Harriet still feels the worms are boring?

After Reading

- What is the story about? What is the main idea? How did it make you feel? Do you have a part that you relate to or enjoyed the most?
- What did you learn about compost worms? Name five or more facts. List adjectives to describe the worms.
- What did you learn about Harriet? How did her feelings towards the worms change throughout the story? How do YOU feel about worms?
- Name the foods / items that the worms ate each day. What other things do you think they would like to eat?
- What was the most important thing Harriet learned about the worms? Do you think she will continue to care for them? Why or why not? How can compost worms make vegetables big and tasty?
- What do you notice about the language in the text, in particular, the use of alliteration? Say the day of the week and the matching action / food. For example, Monday – munched on Mama's morning muesli.

- What parts of the text are humorous? What makes it funny? For example, the herbal teabags relaxed the worms.
- Does this story remind you of another book you've read? In what ways? How is it different?
- What do you like about the illustrations? What have you noticed about the materials used to create the pictures? Why do you think the illustrator chose this method for this story?
- Turn and talk to a friend about the things you do at home to be 'sustainable' and nurture the environment.
- Find out about and discuss the differences between compost worms and earthworms here: How is an earthworm different from a compost worm | Kookaburra Worm Farms

Further resources: Education programs and resources are available at:
Port Phillip EcoCentre | Connecting Our Community

ENGLISH

Vocabulary: Literary Devices - Alliteration

(ACELA1437) (ACELA1439) (ACELA1448) (ACELA1454) (ACELA1458) (ACELA1778) (ACELA1455) (ACELA1822) (ACELA1474) (ACELA1471) (ACELT1579) (ACELT1585) (ACELT1591) (ACELY1650) (ACELY1660) (ACELY1670)(ACELA1824) (ACELA1825)

'Harriet's Hungry Worms' includes the literary device, alliteration, throughout the text.

Some of these include:

'On Monday... they munched on Mama's morning muesli...'

'On Tuesday, they tried Aunt Tilda's herbal teabags...'

'On Wednesday, they wolfed down... wild weeds...'

'On Thursday, they tasted Nanna Trudy's two-year-old tomato relish...'

'On Friday, they feasted on Fred's fruit...'

'On Saturday, they scoffed Uncle Sam's sports pages...'

'On Sunday, they snacked on Sally's smashed scrambled egg shells... before having a big snooze.'

- Find and list the alliterated sentences / phrases in the text. Circle or highlight the repeated sound / letter in each phrase.
- Innovate on a sentence with your own alliteration: 'On **M**onday...'
- Spelling ideas: Choose a spelling focus, such as words that begin with 'w' as in 'worms', 'Wednesday', 'wee', 'wild', 'weeds', etc, or other common digraphs / trigraphs. Write or make the word/s with a variety of chosen media, including 'worm-shaped' playdough letters, pipe cleaners, pieces of grass, write wiggly letters with pens / chalk / paint / fruit juice, find the spelling focus in words in a newspaper, make words from letters written on egg shells, and so on.
- See **BLM 2** or **BLM 4** for a worm template to write in the focus words.

Vocabulary: Verbs and Synonyms for 'Eat'

(ACELA1437) (ACELA1452) (ACELA1454) (ACELA1468)

Locate in the book, and write the verbs (action words) that are synonymous with the meaning of 'eat' or 'ate'. For example,

'munched', 'wolfed', 'tasted', 'feasted', 'scoffed', 'snacked', 'crunched'.

- Students could add to these lists and create sentences including some of these terms.
- Students could illustrate their sentences (or the alliterated sentence) with a picture of the hungry worms 'eating' their favourite meal. Torn, cut or strips of paper could be used for the illustrations. Make a class book.

Comprehension: Day of the Week - Verb - Picture Match

(ACELA1786) (ACELA1437) (ACELA1452) (ACELA1453) (ACELA1454) (ACELA1467)(ACELA1468) (ACELA1470) (ACELA1471) (ACELA1817) (ACELA1818) (ACELA1778)(ACELA1821) (ACELY1650) (ACELY1660) (ACELY1670)

- Students can connect the days of the week with the 'eating' verbs and the associated pictures by drawing a line to the correct match. See **BLM 3**.
- Alternatively, write the days of the week and the matching verb and/or food in worm shapes to create puzzle pieces that join together.
For example, Monday | munched | Mama's morning muesli. See **BLM 4**.

Vocabulary: Adjectives

(ACELA1437) (ACELA1452) (ACELA1454) (ACELA1468) (ACELT1783) (ACELT1584) (ACELT1591) (ACELY1650) (ACELY1660) (ACELY1670)

- Find and list the adjectives (describing words) in *Harriet's Hungry Worms* to describe the characteristics of the compost worms and the food items.
For example, worms: *slimy, hungry, relaxed, shiny, healthy, (big, green, taller, wider box)*.
Food items: *orange, wild, smashed, scrambled, large, juicy, biggest, tastiest, crunchy, strong*.
- Students can add their own adjectives to these lists, and they might like to describe the characteristics of Harriet as well.
- Create a big, green box for students to place their adjectives into. These could be written on paper worms and/or food items. See **BLM 2** and **BLM 4**.

Creative Writing: Brainstorming

(ACELA1435) (ACELA1451) (ACELT1783) (ACELT1831) (ACELT1582) (ACELT1832) (ACELT1833)

Students can brainstorm a variety of ideas for things that the worms might do:

- If the worms weren't eating, what else would they do each day of the week?
- If you were a compost worm, what would you love to eat / what activities would you take part in each day of the week?
- Students can complete the sentences as a retell or their own innovative ideas;
'In a _____ corner of Harriet's backyard sat a _____, _____ box. It was full of _____.'
'On Monday, _____', 'On Tuesday, _____', etc.
- Students can be guided to include some descriptive phrases or alliteration and a variety of interesting verbs.

Creative Writing: Narratives

(ACELT1580) (ACELY1651) (ACELY1652) (ACELT1832) (ACELY1661) (ACELY1672) (ACELY1648) (ACELY1658) (ACELY1674)

- Students can write a narrative story based around any of the ideas from the Brainstorming activity. Ask students to write a plan with the events that take place in order (ie. Introduction, days of the week events, problem, resolution, conclusion).
- Students need to think about whether the writing is from a first- or third-person perspective. What kind of adventures / new tastes might you experience (real or imagined)? Will there be other characters in the story? What personal emotional or physical challenges might need to be overcome (example, bored, scared, dislikes)? How will they be resolved? Is there an environmental focus in the story – how can this story help?
- Begin your narrative with a sizzling start, and include interesting, descriptive language such as dialogue, onomatopoeia, action or alliteration. Set it out with a beginning, middle and end.

Comprehension: Text-to-Self, Text-to-Text, Text-to-World

(ACELT1575) (ACELT1783) (ACELT1582) (ACELT1584) (ACELT1589) (ACELT1590) (ACELY1650) (ACELY1660) (ACELY1665) (ACELY1670)

Ask students to think about the text and how this connects to what they know. Answer and write about the following questions...

Text-to-Self: What are some aspects in the story, Harriet's Hungry Worms, that you can relate to in your own life? Have you ever looked after a worm farm, or a veggie patch, or other animals in your household? Does your school have a kitchen garden? Do you remember how you felt when something boring or exciting happened? What fruit and vegetables do you like to eat? Is there a food item in the story you don't like or would like to try? What things do you and your family do to be sustainable? Draw up a table and record the compost items you put in your green bin each day of the week (see **BLM 9**).

Text-to-Text: Compare aspects of the story to those in another similar text, such as a different story (fiction or non-fiction) about worms or garden critters, life cycles or environmental stories, or being responsible for animals. Texts may include picture books, information texts, procedural texts (such as recipe books), guides (such as gardening books or programs), newspaper or magazine articles, etc.

Text-to-World: Find out about worm farming and the benefits to the environment. Create a poster or digital presentation for how to set up your own worm farm and share this with others. What creative ideas can you think of for building a worm farm? When organic waste ends up in a landfill, it decomposes without oxygen and produces methane - a greenhouse gas that contributes to climate change. Composting, on the other hand, allows organic waste to break down with oxygen and produces a nutrient-rich soil. Using an organic / green bin at school or at home is a way to help divert organic waste from landfill. How can you teach / remind others what items CAN and CANNOT be placed in the Organic / Green Bin? Find out from your local council what happens to this waste, and what more we can do at home to help reduce the amount of waste / toxic gas pollution. Visit your local community garden (or school kitchen garden), environmental education centre or urban farm to discover and help with crops / organic food and plant growing. How can this story help other children across the world?

Information Report / Procedural Text

(ACELA1430) (ACELA1786) (ACELA1447) (ACELA1450) (ACELA1453) (ACELA1463) (ACELY1648)(ACELY1651) (ACELY1658)(ACELY1660) (ACELY1661)(ACELY1668) (ACELY1671)

Science Links: (ACSSU002) (ACSSU017) (ACSSU030) (ACSIS233) (ACSIS027) (ACSIS040)

- Students can create a poster or digital presentation with the collation of 'compost worm facts' and/or the benefits of composting on the environment. Be sure to include a title, enticing and interesting facts about how the worms eat, breathe, their physical traits, life cycle, environmental role, and so on, plus diagrams, pictures and captions for the report.

Compost worm facts can be found at the following link:

<https://www.kookaburrawormfarms.com.au/2018/01/25/5-things-didnt-know-compost-worms>

- Students could write a procedural text with the benefits of and method to setting up your own worm farm. Include a title, introduction on what the piece is about, materials needed, steps in order, and conclusion.

Instructions on how to make a wormery can be found here: [How to set up a worm farm the easy way | Kookaburra Worm Farms](#)

Thinking Tools / Graphic Organisers

(ACELA1429) (ACELT1575) (ACELT1783) (ACELT1583) (ACELT1589) (ACELY1650) (ACELY1660) (ACELY1670)

- **Worm Placemat Chart:** Students can complete the chart to include their research on worms. Fill in the headings, such as: Worms Live, Worms Have, Worms Can, Worms Eat, Worms Are... See **BLM 5**.
- **Concept Web:** Use the concept web diagram to flesh out ideas on a chosen topic, such as 'Foods the Worms Ate Each Day of the Week' or 'Items You CAN Put in Your Compost Bin'. The sub-headings for 'Foods the Worms Ate Each Day of the Week' could be a retell of the story (ie. Monday – Mama's morning muesli, etc). See **BLM 6**.
- **Venn Diagram:** Complete a Venn Diagram to compare the similarities and differences between the compost worms and the vegetables, or compost worms vs earthworms. Think about their appearances, behaviours, roles on the environment, etc. See **BLM 7**.
- **X-Chart:** Students can imagine themselves as the worms and their daily activities. Complete the graphic organiser with the headings: Looks Like, Sounds Like, Feels Like, Tastes Like. See **BLM 8**.

MATHEMATICS

Measurement: Comparing Worm Sizes

(ACMMG006) (ACMMG009) (ACMMG019) (ACMMG037) (ACMMG038)

Students can use playdough to roll out several different-sized worms. Depending on their level of ability, students can:

- Order the worms from smallest to largest, largest to smallest
- Order the worms from thickest to thinnest, and vice versa
- Sort the worms into groups by size, number, colour, etc.
- Measure the length of worms using informal units, such as paper clips or counters, or food scraps like oats or sultanas, and formal measurements with a ruler. Measure the mass of worms using balancing scales. Record the findings.

Measurement: Time – Days of the Week

(ACMMG007) (ACMMG008) (ACMMG021) (ACMMG040) (ACMMG041)

Students can consolidate their understanding of the concept of time and learning about the days of the week by:

- Singing the 'Days of the Week' song
- Locating the days of the week (and months) on a calendar
- Completing the worm's calendar schedule of food eaten and activities undertaken throughout the week
- Completing their own calendar schedule of activities throughout the week. See **BLM 9**.

Number: Counting / Modeling Worms

(ACMNA001) (ACMNA002) (ACMNA289) (ACMNA004) (ACMNA012) (ACMNA013) (ACMNA014) (ACMNA015) (ACMNA026) (ACMNA027) (ACMNA028) (ACMNA029) (ACMNA030) (ACMNA031) (ACMNA032) (ACMNA016) (ACMNA033)

In *Harriet's Hungry Worms*, the big, green box was full of nine hundred and eighty-three worms.

- Count 'worms' in ones, twos, fives, tens up to a given number – students might like to use a 'worm-like' number line (or 100s chart)
- Practise using operations with 'worms' in 'groups of', 'addition and subtraction', 'repeated addition', 'shared between'
- Complete a chart to represent nine hundred and eighty-three worms (or another number) as: A word, a number, a picture and a model. See **BLM 5**.
- Extension: Use playdough worms to explore fractions, cutting it into 'segments' of halves, quarters, eighths, etc.

SCIENCE / STEAM

Compost Worm Studies

(ACSSU002) (ACSSU017) (ACSSU211) (ACSSU030) (ACSHE013) (ACSHE021) (ACSHE022) (ACSHE034)(ACSHE035) (AC SIS014) (AC SIS037) (AC SIS011) (AC SIS024) (AC SIS039)(AC SIS233) (AC SIS027) (AC SIS041) (AC SIS012) (AC SIS029) (AC SIS042)

(See 'Information Report' Task). Other tasks can include, depending on the level of students' knowledge:

- Label a diagram of a compost worm, including the mouth, bristles, saddle, skin, segments, tail. See **BLM 10**.
- Match the name of the stages in the worm life cycle to the pictures, and write information about each stage. See **BLM 11**.
- Create a paper wheel with two circles and a split pin to demonstrate the changing stages of the worm's life cycle.
- Create a 3D compost worm model using a range of recyclable materials, including paper, cardboard, plastic lids, and so on. Label each section / part.
- Find worms in the yard or garden. Students write and draw what they notice. When doing this activity, please remember to handle the worms with care at all times as they are living creatures and can get hurt.
- Watch videos to learn about worms (see link in the Discussion task).

Compost Worm Observation Worm Farm

Science: (ACSSU002) (ACSSU017) (ACSSU211) (ACSSU030) (ACSHE013) (ACSHE021) (ACSHE022) (ACSHE034)(ACSHE035) (AC SIS014) (AC SIS037) (AC SIS011) (AC SIS024) (AC SIS039)(AC SIS233) (AC SIS027) (AC SIS041) (AC SIS012) (AC SIS029) (AC SIS042)

Design and Technologies: (ACTDEK001) (ACTDEK003) (ACTDEK004) (ACTDEP005) (ACTDEP006) (ACTDEP007) (ACTDEP008) (ACTDEP009)

***See instructions on how to set up a worm farm at the English Procedural Writing task. It is suggested that you find someone familiar with worm farming who can help you do this. It is also very important to have a plan in place for the long-term management of the worms – especially how you will care for the worms during school holidays.**

Once the worm farm has been constructed, students can predict, observe and record the following aspects over the course of several days:

- Where do the compost worms gather in the soil?
- A day or two after feeding fresh food scraps, what do you notice about the decomposition? Are the worms attracted to the food?
- What happens once the food is more decayed? What do you notice about the soil? Have the worms produced 'worm wee'?

Tips: Keep the container stored in a dark place between observations. If you are simulating rain for your observations, make sure the pot can leak as worms need air to breathe, otherwise they will suffocate.

Variations: Students might like to experiment with different organic matter, including moist fruit and vegetable scraps, teabags, egg shells, newspaper and plant material. What can the students evaluate from their findings?

Composting Experiment

Chemical sciences: (ACSSU003) (ACSSU018) (ACSSU031)

Earth and space sciences: (ACSSU004) (ACSSU019) (ACSSU032)

(ACSHE013) (ACSHE021) (ACSHE022) (ACSHE034)(ACSHE035) (AC SIS014) (AC SIS037) (AC SIS011) (AC SIS024) (AC SIS039)(AC SIS233) (AC SIS027) (AC SIS041) (AC SIS012) (AC SIS029) (AC SIS042)

Organic waste, including food scraps, shredded paper and garden clippings are biodegradable. This means they can be chemically broken down by fungi, bacteria or other living organisms. However, in landfill, the lack of air produces biogas (mostly methane), which leads to air and water pollution. When organic waste is processed properly, it enriches soils and can be used to produce electricity. *Reference: ScienceBuddies.org.

Composting is a way to return nutrients to the soil for plant growth and to feed living organisms in the soil, as well as helping to retain water in the soil for times of drought.

Focus questions:

- What is composting?
- How do you create compost? What are the best materials / items needed for a healthy composting environment?
- What are some ways to create a compost bin?

Materials needed:

Clear container (with airtight lid or cling wrap), organic waste (banana peel, apple core, egg shells, shredded paper, grass clippings), potting soil, water, paper and marker for labelling.”

Directions:

Layer your container in order with thin layers: soil, organic matter, soil, shredded paper, soil, grass clippings, soil. Saturate with water. Enclose tightly with a lid or cling wrap and place in a sunny spot. Label each layer with paper (or on the container). Observe and mark each week over three weeks how the layers decompose. Add water if the soil is dry. After three weeks, tip out the soil and examine the matter. What can you identify now? How has this process occurred? How is reducing waste through composting beneficial to the environment? Students discuss and evaluate.

Information about composting can be found at: (6) Make the Most of Compost! - YouTube

HUMANITIES AND SOCIAL SCIENCES

Looking After Our World

(ACHASSI001) (ACHASSI018) (ACHASSI002) (ACHASSI004) (ACHASSI019) (ACHASSI035) (ACHASSI036) (ACHASSI037) (ACHASSI005) (ACHASSI006) (ACHASSI007) (ACHASSI022)(ACHASSI024)(ACHASSI039) (ACHASSI040) (ACHASSI008) (ACHASSI009) (ACHASSI026) (ACHASSI010) (ACHASSI043) (ACHASSK014) (ACHASSK015) (ACHASSK017) (ACHASSK031) (ACHASSK032) (ACHASSK033) (ACHASSK049) (ACHASSK051)

Students explore how to improve the awareness of the importance of sustainability and composting to reduce carbon pollution and enrich our environment. Activities and topics to investigate can include:

- The International Compost Awareness Week (Australia) information can be discovered at this link: [Homepage - Compost Week](#)
- As a school, develop and conduct a ‘green and organic waste’ policy and introduce steps towards reducing litter and facilitating composting / ecologically sustainable garden programs.
- Students can start an environmental club, which may involve presenting strategies to groups in classrooms, at assemblies, parent information sessions. They may organise fun events, such as Working / Gardening Bees, selling plants, Clean Up Days, fundraising events, and so on.
- Conduct classroom or whole school studies and collect the data on waste management / efficiency (Nude Food). Students may even offer prizes to the best performing class as an ongoing initiative.
- Establish a school and/or home wormery – ensure canteen / school scraps are placed in compost bins to feed the worms or used on the gardens.
- Investigate the differences and put into action: reusing, recycling, mulching and composting. Students could make signs for the bins around the school to ensure the correct waste is in the correct bin.
- Discuss where students may have seen, and locate on a map, where composting / waste facilities, mulching stations, community gardens, recycling drop-off areas are located around the local council. Plan a visit to one or more of these facilities.
- Discuss why it is important to care for our environment, our land and the ecosystems in our earth, water and sky. How does it all connect? What problems are we facing, now and in the future if pollution continues? What are some useful and creative ways to help?
- A useful website on composting for kids can be found at: <https://quiethut.com/composting-for-kids/>

HEALTH AND PHYSICAL EDUCATION

Healthy Mind / Healthy Body Ideas:

(ACPPS003) (ACPPS004) (ACPPS005) (ACPPS006) (ACPPS017) (ACPPS018) (ACPPS020) (ACPPS021) (ACPMP008) (ACPMP012) (ACPMP025) (ACPMP028)

Mindfulness and physical activity are ideal for mental and physical health, as well as building relationships with family and friends.

- Explore insects and crawlies in your backyard, school gardens or local parks
- Explore decaying leaf and fruit matter in the soil
- Listen to the sounds in nature
- Collect worms for your own compost bin / box
- Build and decorate your compost bin. Prepare the soil and organic waste for your worms!
- Count all the worms in the soil. Be careful when handling them. What do they feel like?
- Take care of other pets, including walking the dog and being in charge of the chickens
- Try new and different foods
- Try a new recipe with a family member (even if you don't like it!)
- Plan different activities for each day of the week
- Pluck weeds or plant new flowers in your garden
- Go for a bike ride
- Read the newspaper
- Play football, or another favourite sport
- Be patient! What can you do while you're waiting for 'worm wee' or useable compost for your garden?
- Grow, nurture and eat vegetables
- Act out slithering like a compost worm
- Role play the story of Harriet's Hungry Worms with puppets
- Make a worm model using recyclable materials
- Sing songs about worms and days of the week
- Visit your local community garden, mulch station or school kitchen garden
- Learn ways you and your family can reduce waste and be more sustainable in your home.

VISUAL ARTS

Recycled Paper Collage

(ACAVAM106) (ACAVAM107) (ACAVAM108) (ACAVAR109)

- Look carefully at the illustrations in the book, 'Harriet's Hungry Worms'. What sort of materials can you see? Utilise a range of recycled paper and materials to create a collage, including old magazines, newspaper, coloured and patterned paper, cardboard, and so on. Recreate a page from the book, or design your own.

Paper Worm Origami

(ACAVAM107) (ACAVAM108)

- Construct a moving origami worm using coloured paper, tissue paper and markers by following the instructions.

Find tutorials at the following links:

Origami Worm Easy: How to Make a Worm on the Leaves Paper - Origami Easy - YouTube

Easy origami Paper Worm Walk - Cute origami - YouTube

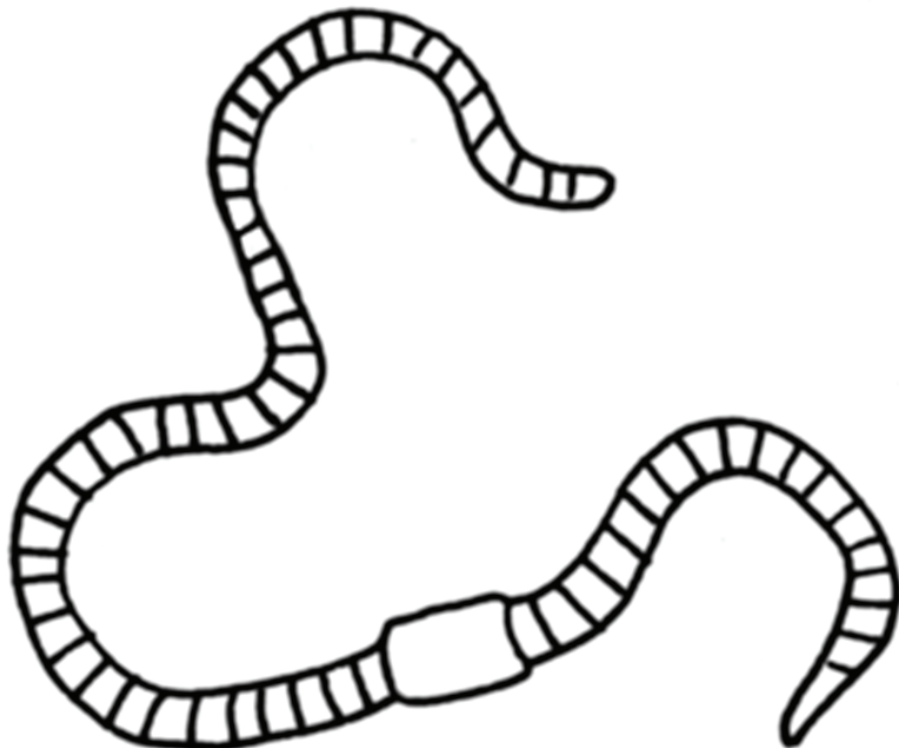
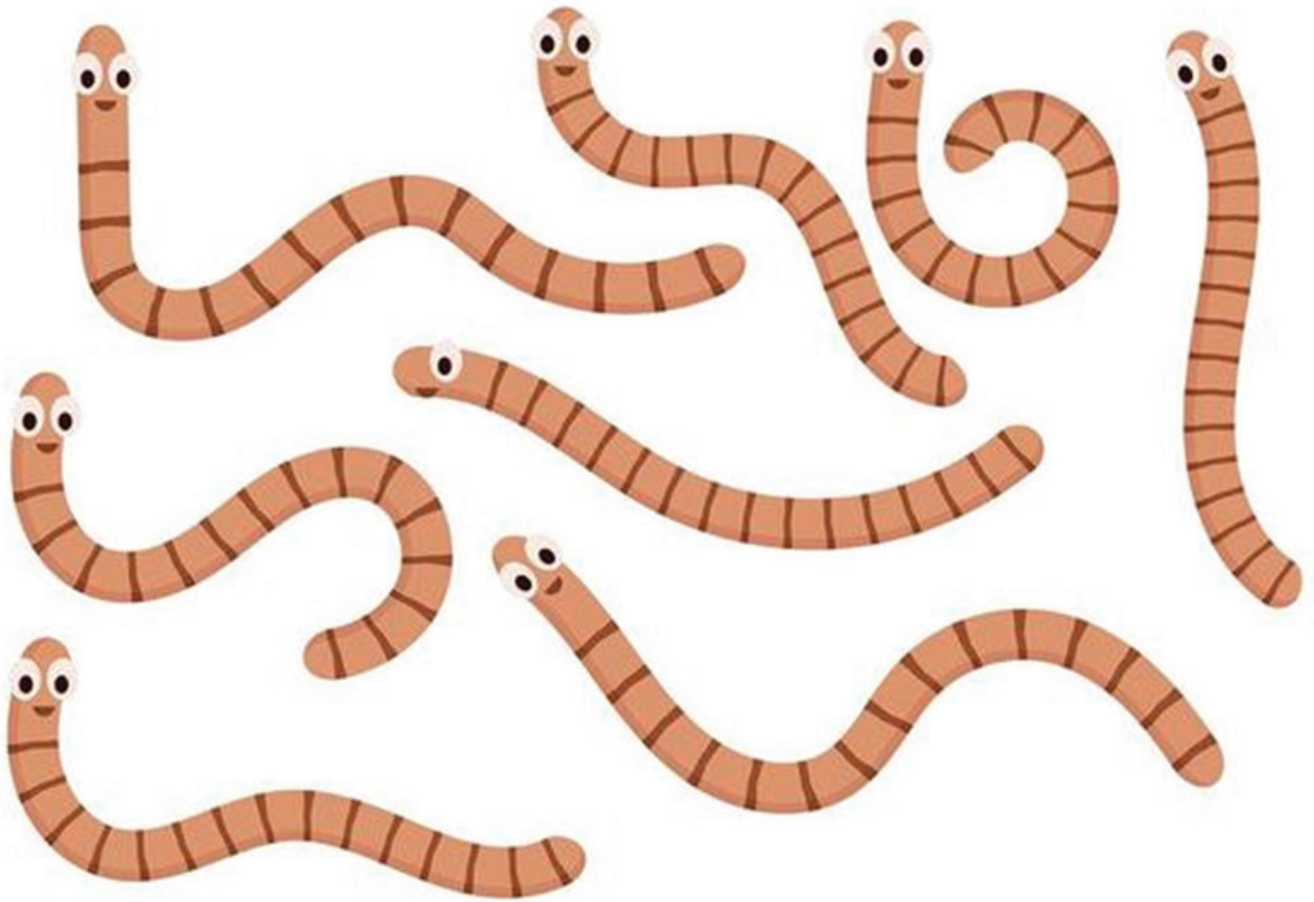
NAME _____

DATE _____

ORGANIC	RECYCLING	GENERAL WASTE

NAME _____








DATE _____



NAME _____

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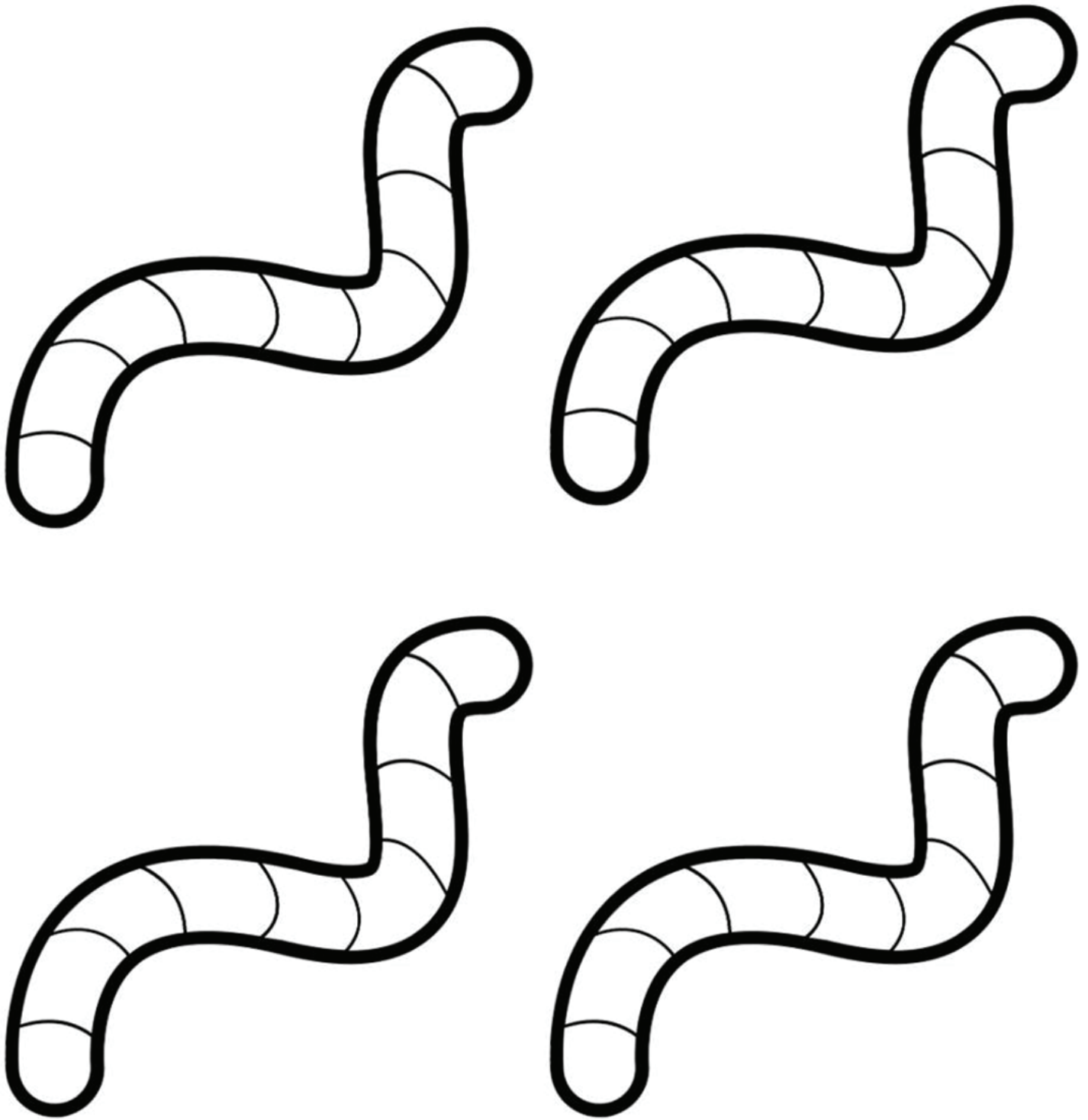
Draw a line to match the day of the week to the verb and the picture.

<p>MONDAY</p>	<p>munched</p>	 <p>Aunt Tilda's teabags</p>
<p>TUESDAY</p>	<p>wolfed</p>	 <p>Mama's morning museli</p>
<p>WEDNESDAY</p>	<p>tried</p>	 <p>Wild weeds</p>
<p>THURSDAY</p>	<p>feasted</p>	 <p>Sam's sports pages</p>
<p>FRIDAY</p>	<p>scoffed</p>	 <p>Nanna Trudy's two-year old tomato relish</p>
<p>SATURDAY</p>	<p>tasted</p>	 <p>Smashed scrambled egg shells</p>
<p>SUNDAY</p>	<p>snacked</p>	 <p>Fred's fruit</p>

NAME _____

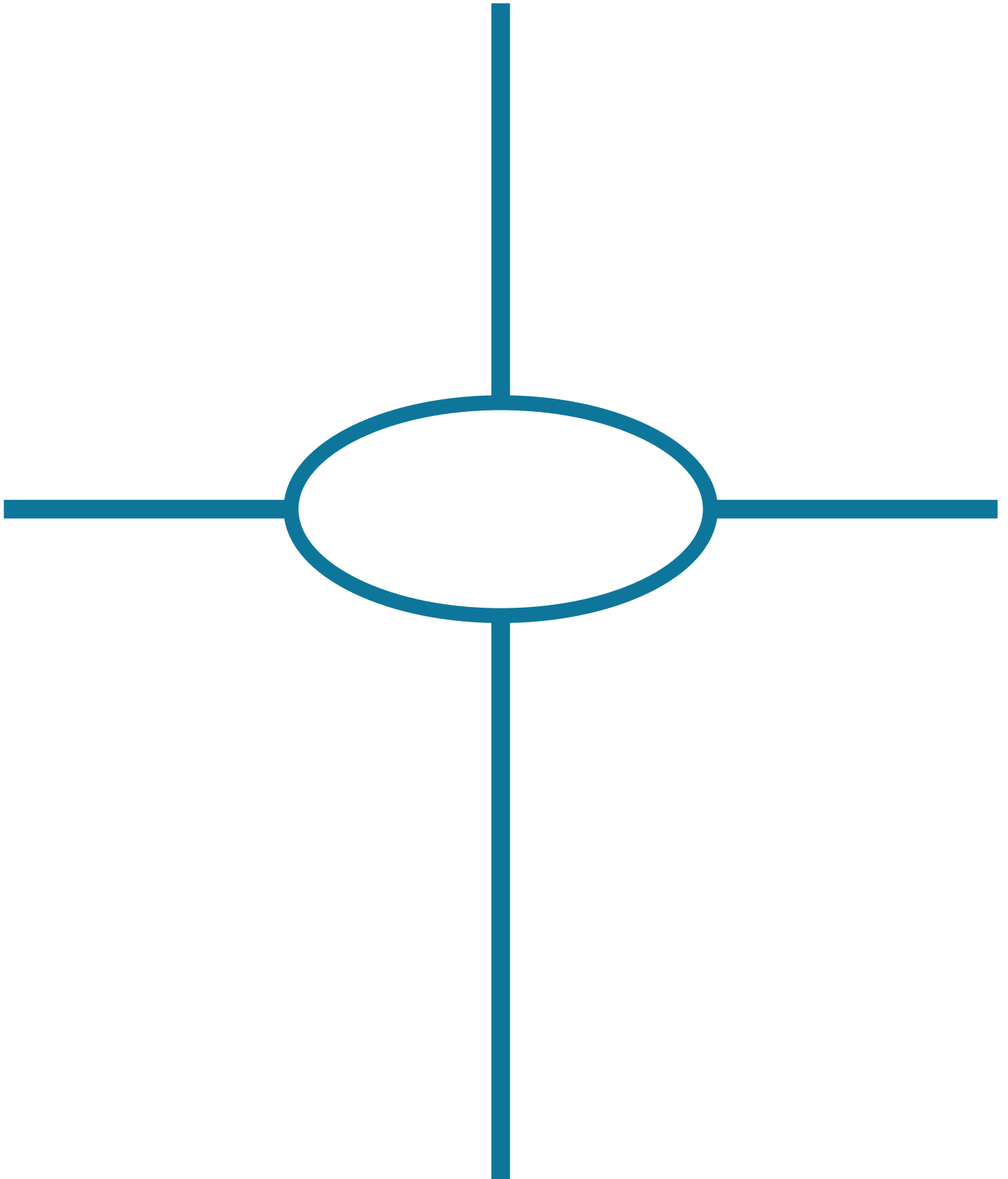
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Cut each worm into segments. In each segment write the matching day of the week, the verb, the food item and draw a picture. Print two copies.



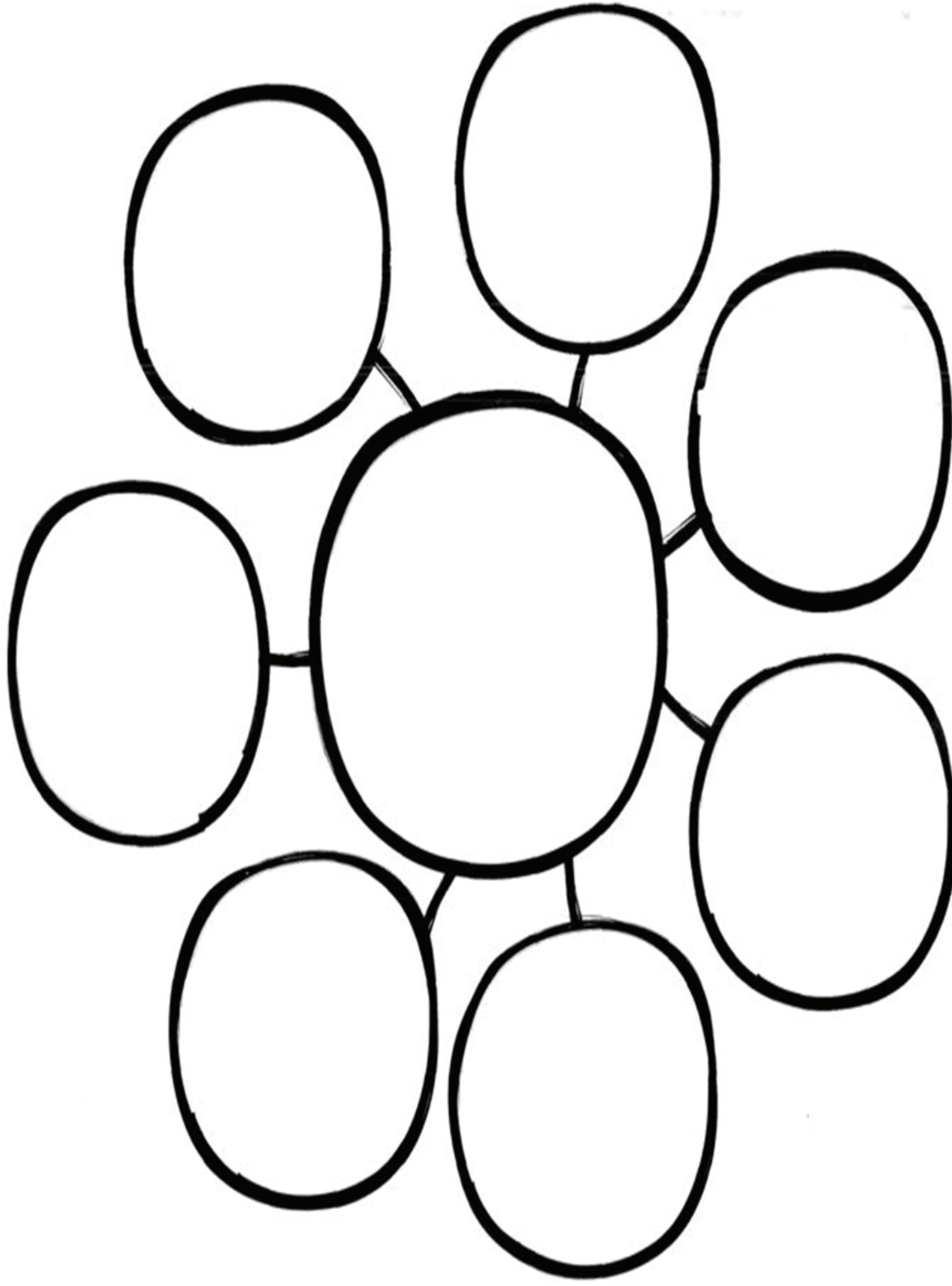
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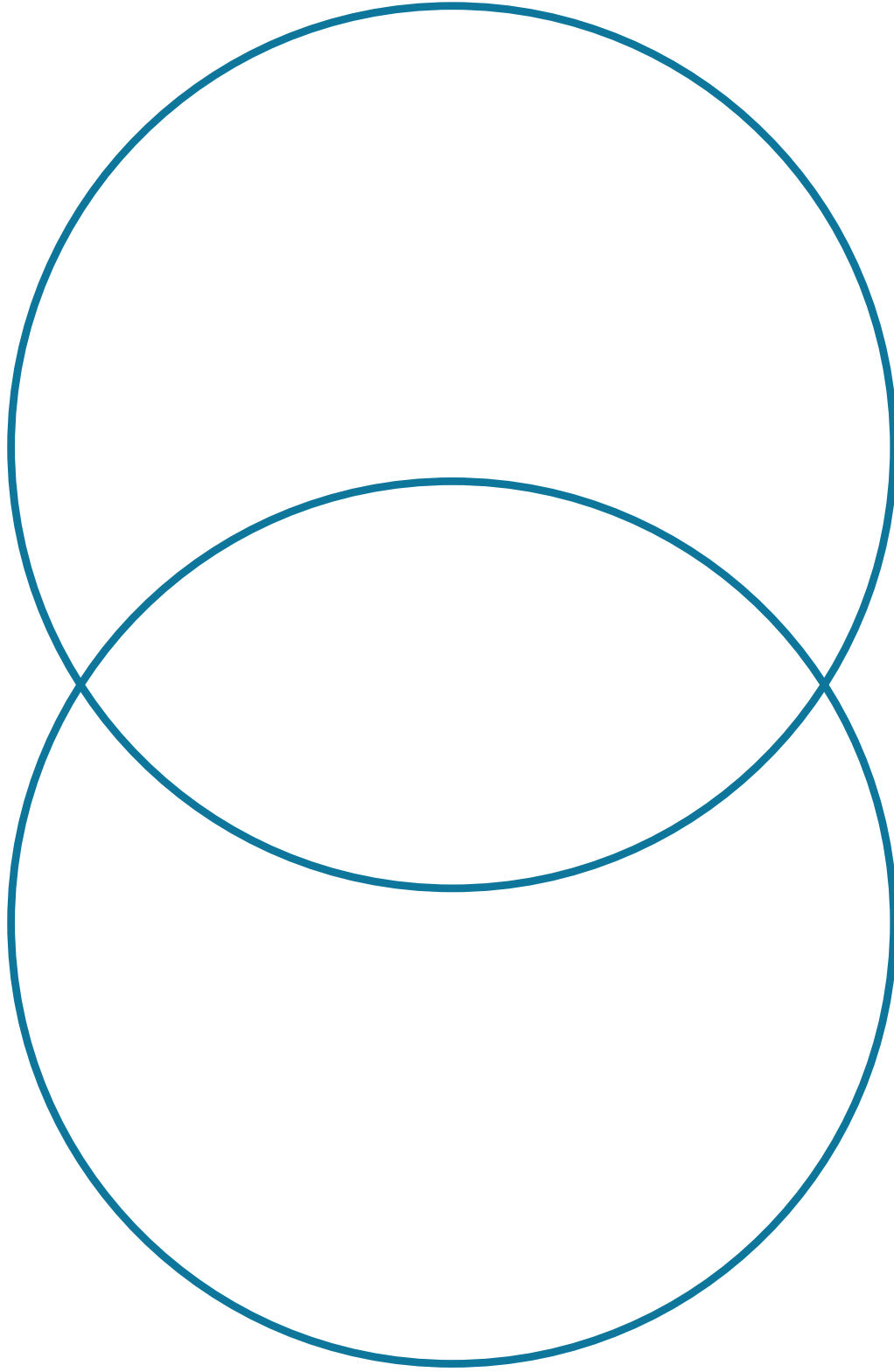
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VENN DIAGRAM

NAME _____

DATE _____



NAME _____

DATE _____

Feels Like

Smells Like

Sounds Like

Looks Like

NAME _____

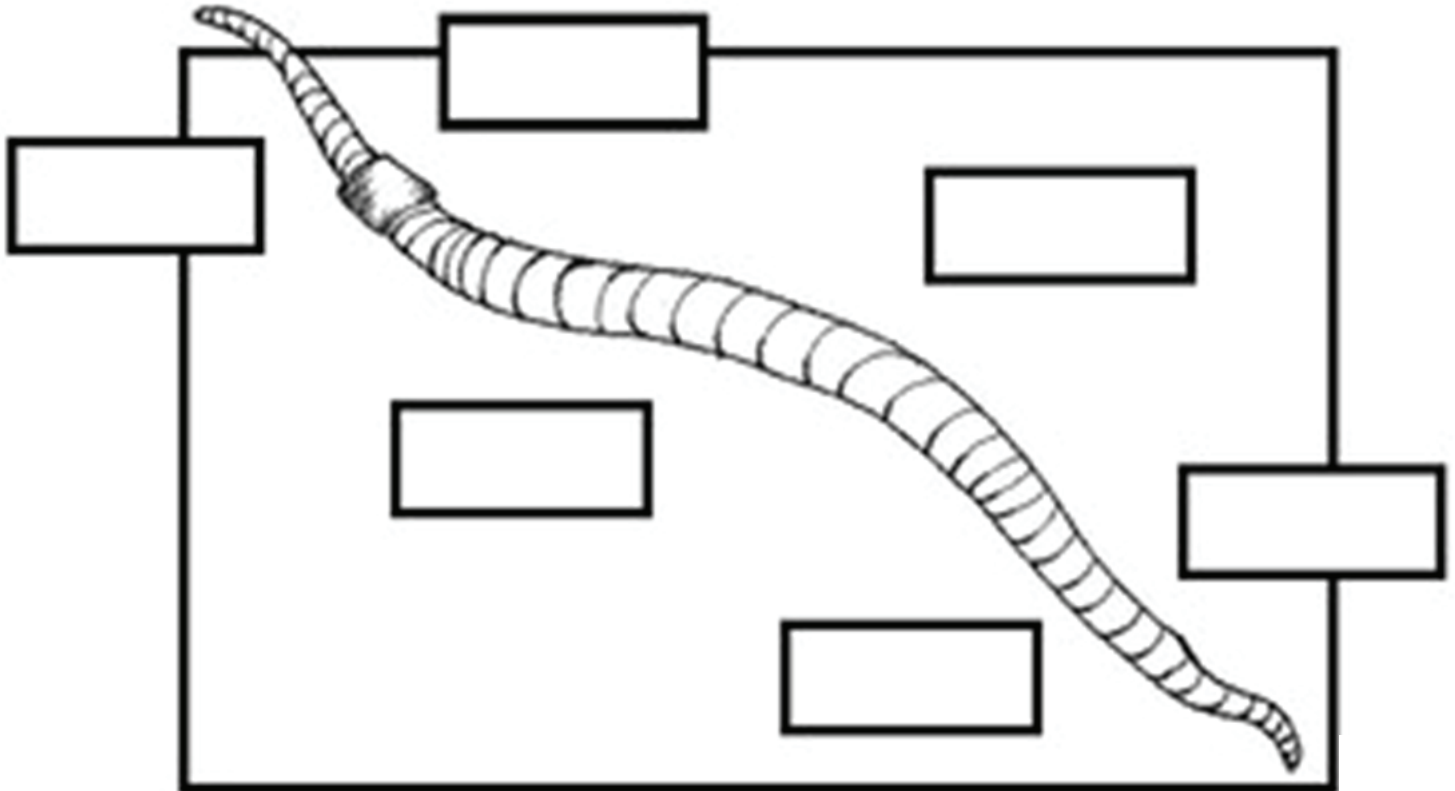
DATE _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

NAME _____

DATE _____

Cut and paste the word labels onto the correct parts of the compost worm.
Draw a line from the box to the body part.



SKIN	SADDLE	BRISTLES	MOUTH	SEGMENTS	TAIL
------	--------	----------	-------	----------	------

NAME _____

DATE _____

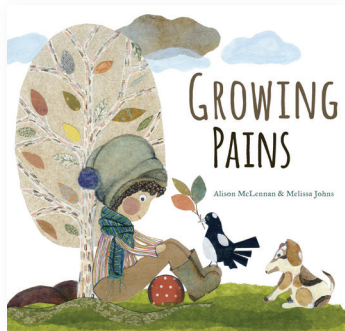
Cut and paste the pictures to match each stage of the compost worm's life cycle.

The diagram shows a circular life cycle with three empty boxes and three labels: 'Cocoon', 'Adult', and 'Hatchling'. Arrows connect the boxes in a clockwise cycle. To the left are three cuttable images: a worm eating, a worm with eggs, and a worm with a cocoon.

Write a sentence to explain what is happening in each picture.

Three illustrations of worms in different stages of their life cycle, each with a set of horizontal lines for writing.

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