

Overview

If we know composting is good for the environment and our food, why don't more people do it?

Activities

Step 1

Watch *Why Soil Matters* and *The Compost Story* videos by Kiss the Ground. Watch each video twice - once through, then on the second viewing, take notes.

Incorporating standards:

Science (5.L.2.2):

Lesson on decomposers

ELA (RI.5.1, RI.5.2, RI.5.6, RI.5.7, RI.5.8, RI.5.9):

Lesson on informational texts. Discuss the videos, ask students to identify the main idea of the text and key supporting details. Possibly present opposing views to compare and contrast viewpoints. How does the author use reasons and evidence to support particular points in the videos?

Social Studies (5.G.1.2):

Lesson on the positive and negative effects of human activity on the physical environment of the United States, past and present.

Step 2

Identify the problem/barriers. Why do you think not everyone composts? (If we know it's good for the earth, why doesn't everyone do it?)

Create a survey to determine why people do not compost. Have students brainstorm important questions to ask on the survey.

Incorporating Standards:

Math (5.MD.2):

Lesson on data. What type of data will each question yield? Create the survey as a class. Determine how many adults each student should survey. Discuss how students

Grade Level: 5

Subject Area: ELA / Math / Science /
Social Studies / Writing

Materials:

Why Soil Matters video -

https://youtu.be/pesqtODu_XM

The Compost Story video -

<https://youtu.be/bqDQD8cv05Y>

Additional Resources:

Soils are Living video -

<https://youtu.be/Qas9tPQKd8w>

The Living Soil video -

<https://youtu.be/-dhdUoK7s2s>

Standards:

ELA: RI.5.1, RI.5.2, RI.5.6, RI.5.7, RI.5.8, RI.5.9

Math: 5.MD.2

Science: 5.L.2.2

Social Studies: 5.G.1.2

Writing: W.5.1, W.5.2, W.5.4, W.5.5, W.5.6

should conduct their survey (what is appropriate and what is inappropriate). Establish a due date for the surveys to be complete. Be sure to include questions for those people who do compost.

Step 3

Analyze data. As a class, generate a list of reasons/barriers to composting.

Create a frequency table or tally to determine the top three reasons people do not compost.

Step 4

Create a plan.

Incorporating Standards:

Writing (W.5.1, W.5.2, W.5.4, W.5.5, W.5.6):

Divide the class into three teams; each team should work on creating a plan to address one of the barriers. For example, someone surveyed may say, "I don't know how to compost." This would be a lack of education on the topic. The group could research and create a "how-to" handout or video.

Keep the plans small, simple, and doable; it isn't necessary to tackle everything at once. Example, one group could work on a plan to recycle all the uneaten apples/bananas in the cafeteria. Include a persuasive piece of writing or video.

Step 5

Implement the plan. Allow students time to research information and implement their plans.

Step 6

Evaluation. After a reasonable amount of time, have students evaluate their plan by using a follow-up survey to see how effective their plan was. Should we use the same survey? Should we survey the same people?

Evaluate the data from the follow-up survey. Did any of the data change over time?

How effective was each plan? Do we need to make any changes?

Your Notes & Ideas