



Made by Mortals – Armchair Adventures

A COMPOST ADVENTURE – TEACHING RESOURCE KS2

A teaching resource to accompany 'A Compost Adventure' from the Armchair Adventure podcast series for children.

This pack contains 2 activities for KS2 aged children. Each activity uses different creative approaches to promote engagement and extend childrens' learning after listening to 'A Compost Adventure' from the Armchair Adventures podcast series. The activities take a closer look at some of the characters and themes explored in the podcast, for example mini beasts, recycling and composting.

Summary of the podcast:

Connie and the gang shrink to the size of a minibeast and explore a wonderful, colourful garden. After a chase from a fox, they find themselves scrambling through a compost bin. Despite the smell and the slime, Connie learns that there's more to composting and recycling and that many little hands working together can achieve big things.

Activity 1

Lesson Objective

Children will create their own David Attenborough mini documentary, in the style of a non-chronological report, about the life of a worm using a tablet to record and edit their work

Cross Curricular Links

English, Science, Environmental Studies, Computing.

Summary

A 3-hour lesson based on the documentary style of David Attenborough and the useful work that worms do in helping create compost in our gardens and other places.

This session has been split into three parts to allow pupils time to go through the process of exploring a genre, researching information on a particular subject or theme and then presenting their findings using the criteria they have discussed and agreed upon.



Teaching Sequence:

Introduction:

Ask the children if they can remember any of the animals and minibeasts that Connie and the others came across during their adventure in the garden – e.g. – worms, snails, bees, etc.

Watch an example video clip of David Attenborough (or other video clip) introducing a new animal to the audience.

<https://youtube.com/watch?v=pLCtVGB1mFw&feature=share>

Review the style and content of the video.



- What information did we find out?
- What headings could we put the information we heard under to help us decide what we are going to include in our own videos?
- How did David Attenborough present the information?
- Was he talking constantly?
- What type of vocabulary did he use? – *descriptive, use of adjectives to describe the animal*
- Did he use technical vocabulary/language related to the topic? If so, what examples did you hear? *Words related to the animal – eg – body, segments, head, tail, etc.*
- What tense was he speaking in? Present tense, talking about what the animal is doing now – *can use past tense if talking about the history of the animal such as how long they have been around for.*
- What person was he speaking in? 3rd person – when you are talking about someone or something else – *eg – it, they, etc.*
- Did he use any examples of fronted adverbials to introduce the facts? *Phrases to go at the beginning of sentences to tell us when or where something is happening – eg – Whilst they are burrowing underground,... After the rain has fallen,...*
- Did you hear any modal verbs/adverbs of possibility? *(UKS2 only) These are words such as would, could, might, ought (modal verbs) and perhaps, certainly, definitely, undoubtedly (adverbs of possibility).*

Introduce the idea of writing a non-chronological report to the pupils (this is an information text that can be written in any order after you have given a brief introduction. For example, you could choose to write about the animal's appearance first or you could write about their habitat. Either one is an acceptable place to start).

Create/share a checklist for non-chronological reports that the pupils can use to support them whilst they are writing.

<https://www.theschoolrun.com/what-is-a-non-chronological-report>

Look at an example non-chronological text for a similar garden creature such as a bee, slug or ant. Give the pupils an opportunity to read and understand the content.

<https://www.literacywagoll.com/non-chronological-report.html>

Can they pick out any or all of the features that have been discussed so far?

Share the learning objective and explain how the children will be writing and performing a script for a non-chronological report about worms.

Writing Opportunity/Independent Activity

Part A – Researching facts and information about the worm

Allow the children to work in pairs and small groups to create their non-chronological report.

Decide what headings the pupils are going to work under – this could be a shared task where pupils discuss their ideas before feeding back to the group and creating a final list.

For example, the pupils may decide to work under the following headings:

- What is a worm?
- Appearance?
- Habitat?
- Diet?
- Other interesting facts

Give the pupils time to research facts about the worm under headings that have been agreed.

Part B – Writing a non-chronological report style script about the worm

Recap the features of a non-chronological report and look again at the example text for another animal that was shared previously.

Give pupils time to turn their notes from Part A into a script for a non-chronological report in the style of the David Attenborough that they watched at the beginning of the teaching sequence.

- How are they going to introduce the video?
- Do they need to say the subheadings for each sections?
- Have they included all of the key features of a non-chronological report from the agreed checklist?
- Once the script is complete give the pupils time to check and review their work.

Part C – Recording their David Attenborough inspired video about the life of worms

Using tablets, give the pupils time to record their scripts.

When they are recording their script, they may want to think about the following:

- Will there always be someone on screen? Or will they film a worm whilst speaking off camera? Could they use a photo or image of a worm instead?
- Are they going to record it in one take or split it into several smaller sections?
- How will they take us into the world of the worm? What camera angles/positions will make a more interesting final video?

Encourage the children to rehearse first and iron out any issues before they create a final version. Is the sound recording loud and clear enough?

Once the children have recorded their final video pieces, they can link them together using the editing software available on the tablet and share their final version with the rest of the group. (*IMovies on Ipads are a good app to use for this*)

Encourage other groups to give positive feedback on what they saw and heard.

Resources & Links

https://www.bbc.co.uk/gardening/gardening_with_children/didyouknow_worms.shtml

<https://www.spottygreenfrog.co.uk/10-interesting-facts-about-worms/a-46>

<https://schoolgardening.rhs.org.uk/Resources/Info-Sheet/Worm-fact-sheet>

<https://www.youtube.com/watch?v=kWb6HIBhkfQ>

https://www.youtube.com/watch?v=l-zc_1vjLnI

<https://kids.nationalgeographic.com/animals/invertebrates/facts/earthworm>

Activity 2

Learning Objectives – Literacy Focus:

To create a persuasive poster or leaflet encouraging the wider community to recycle more with a particular focus on food waste and composting.

Cross Curricular Links

English, Science, Environmental Studies, PSHE

Summary

A 2-hour lesson based on the importance of recycling and in particular food waste, the benefits of composting, and what the reader can do to compost more. The pupils produce a persuasive leaflet or poster highlighting its importance.

Teaching Sequence

Introduction

During this episode, Connie and the others meet different animals including a worm whilst inside a compost bin.

Introduce the idea of recycling to the pupils and structure the discussion around the following questions:

- What items can we recycle?
- What recycling do the children do at home?
- What about left over food?
- Can that be recycled?
- Where does it get recycled?
- Do the pupils have compost bins at home?
- Do they have food waste that gets collected by the council?
- What else can go into compost bins apart from waste food from their homes?
- Why is composting food waste good? What benefits are there?
- What happens to compost when it is ready?

Discuss the features of a persuasive text. Share an example of a persuasive text looking at other elements of recycling such as plastic.

<https://www.literacywagoll.com/persuasive.html>

Ask the children to identify the features they have discussed in the example and think about the following:

- Where does each feature appear in the text?
- How often does the feature appear?
- Which features in particular create the feeling of it being persuasive and getting people to change their mind or point of view?

Create/share a checklist for the pupil's own writing.

<https://www.theschoolrun.com/what-is-persuasive-text>

Some of the key features may include:

- Having facts with evidence to support
- Persuasive devices such as modal verbs and fronted adverbials
(*Certainly,... It is obvious that...*)
- Powerful adjectives
- Rhetorical questions (Surely you want to increase the amount of recycling that you do at home?)



Writing Opportunity/ Independent activity

Part A – Researching the benefits of composting

Give the children time to research the importance and value of recycling food waste and making an active contribution towards composting.

Decide what headings the pupils are going to research facts under – this could be a shared task where pupils discuss their ideas before feeding back to the group and creating a final list.

Example headings could include:

- What is composting?
- What can be put in a compost bin?
- What are the benefits of composting?

Give the pupils time to research facts about composting under the headings that have been agreed or shared with the pupils.

Part B – Presenting their research as a poster or leaflet to raise the profile of composting in the local community

Pupils write, edit and then produce a persuasive poster or leaflet about the value of composting using the persuasive text checklist.

When they have done their first draft, they can do some peer marking with a particular focus on the persuasive elements of the piece – see above or refer to the checklist agreed with the pupils.

Pupils can then publish and present their work as a leaflet or poster to be shared with the wider community through the school's normal communication channels including social media.

Resources & Links

<https://www.recyclenow.com/reduce-waste/composting/why-compost>

<https://www.onegreenplanet.org/lifestyle/5-reasons-why-composting-is-the-greenest-thing-you-can-do/>

<https://wrap.org.uk/resources/guide/waste-prevention-activities/garden-waste/home-composting#>

<https://www.epa.gov/sustainable-management-food/reducing-impact-wasted-food-feeding-soil-and-composting>

<https://www.youtube.com/watch?v=oFlsjRXbnSk>

<https://www.youtube.com/watch?v=ufsbrz8IRgY>

<https://homeguides.sfgate.com/composting-helps-environment-23577.html>

