

3.8 Vermicomposting: Worms in Your Classroom, Continued

Procedure (continued)

Phase	Step	Action
Explore	16	<p>Pass out the bags of trash items for students to sort in to 2 piles: one of items that CAN go into the bin, and the other pile of items that CAN'T go in. Give student groups a few minutes to sort their trash into piles. After they have finished, have them list what they thought could go into the vermicomposting bin and why. Correct any misconceptions, and explain why some of the items can't go into the bin.</p> <p>“On Part B of your worksheet, circle all of the items on that list that CAN go in a vermicomposting bin.”</p>
Explain	17	<p>Have students complete the analysis questions on the <i>Student Sheet -- Vermicomposting</i>, or use those questions to guide your class discussion if you are not using the Student Worksheet.</p>
Elaborate	18	<ul style="list-style-type: none"> • Complete a more in-depth anatomy study by dissecting larger worms and compare various worm species' adaptations with their habitats. • Have students design experiments using the vermiculture bin. These could focus on the types of food fed to the worms, the reproductive rate, etc. • Have students plan/create their own vermicomposting bin.
Evaluate	19	<p>Use the <i>Student Sheets</i> for evaluation.</p>

Vocabulary

Understanding of the following terms is useful in this activity.

Term	Definition
Biodegrade/Decompose	To break down physically, chemically and biologically
Organic Matter	Matter that came from living things
Recycle	The salvage and reprocessing of used materials, such as paper, metals, glass, cloth or organic matter.



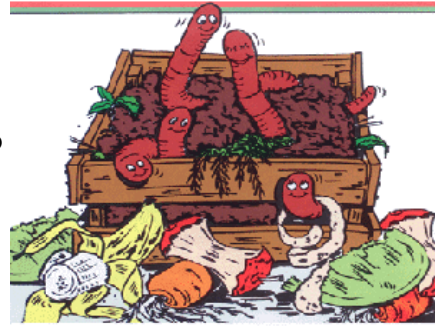
Continued on next page

Student Sheet -- Vermicomposting: Worms in Your Lunchroom

Objectives

After completing this activity, you should be able to...

- Explain how worms and other soil microorganisms break down organic matter to create rich organic soil; and
- Explain what components are necessary for a successful vermiculture bin, as well how to maintain it over time.



Part A. Worm Diagram

In the box below, draw a picture of your worm and label the CLITELLUM, ANTERIOR END, POSTERIOR END, SEGMENTS, and SETAE.

A large rectangular box for drawing a worm, with an arrow pointing to its top-right corner. To the right of the box is a large circle for drawing a magnified view of the worm, with an arrow pointing to its center.

In the circle to the right, draw a picture of what the worm looks like through the magnifying glass.

Continued on next page