



SCHOOL VEGETABLE GARDEN & COMPOSTING – PHASE-1 Week-wise Activities

**SEEDS OF CHANGE: OUR JOURNEY TOWARDS
SUSTAINABILITY**

Introduction and Project Initiation

The project began with an interactive discussion on the importance of sustainable gardening, composting, and responsible use of natural resources. Students were divided into teams and taken around the school campus to identify suitable spaces for developing a vegetable garden. Each team discussed possible ideas and submitted a brief proposal describing their gardening approach and objectives.



Garden Site Survey and Planning

During the second week, students examined the selected areas for soil quality, availability of sunlight, and access to water. A basic soil assessment and sunlight mapping activity helped them understand the requirements of healthy plant growth. Team members were given specific responsibilities, and a detailed plan along with the necessary materials was prepared.



Garden Layout and Composting Design

Students worked creatively to prepare a proper design for the proposed garden. They decided the arrangement and size of the beds and explored different gardening methods such as raised beds, ground beds, and container gardening. They also studied various composting methods, including compost bins, tumblers, and vermicomposting, and selected a suitable system for the school.



Construction and Preparation

The fourth week focused on the practical development of the garden. Students helped prepare the soil, arrange the garden beds or containers, and set up the composting area. They started collecting suitable green and brown materials for composting. A safety session was also conducted to teach students the correct and careful use of gardening tools.



Planting and Garden Setup

Students began planting seeds and transferring healthy seedlings into the prepared beds. Plant labels were placed to identify different vegetable varieties. At the same time, the composting process was initiated by arranging organic materials in appropriate layers. Students started maintaining a garden diary to record watering activities, plant development, and other observations.



Understanding the Composting Process

This week concentrated on learning how organic waste gradually changes into useful compost. Students regularly checked the compost for moisture, temperature, and proper air circulation. Their observations were entered into a compost monitoring record. A midpoint review was conducted with the teacher to discuss the progress of both the garden and composting system.



Regular Garden Care

Students took responsibility for the routine upkeep of the garden. Activities included removing unwanted weeds, watering plants, applying mulch, and observing plants for signs of pests or disease. The compost was turned regularly to improve aeration. Students also conducted a simple comparison between mulched and unmulched areas to observe differences in soil moisture and plant growth.



Observation and Data Recording

The eighth week was dedicated to collecting and studying garden-related data. Students measured plant growth, observed soil moisture, and estimated the possible vegetable yield. They also examined the compost to identify signs of maturity. All findings were systematically entered into the garden and compost records for later analysis.



Using Compost in the Garden

Students applied the prepared compost to a selected section of the garden. They compared the growth and overall condition of plants receiving compost with those grown without additional compost. This activity helped students understand how compost can improve soil quality and support healthy plant development. Initial findings and observations were recorded for the final report.



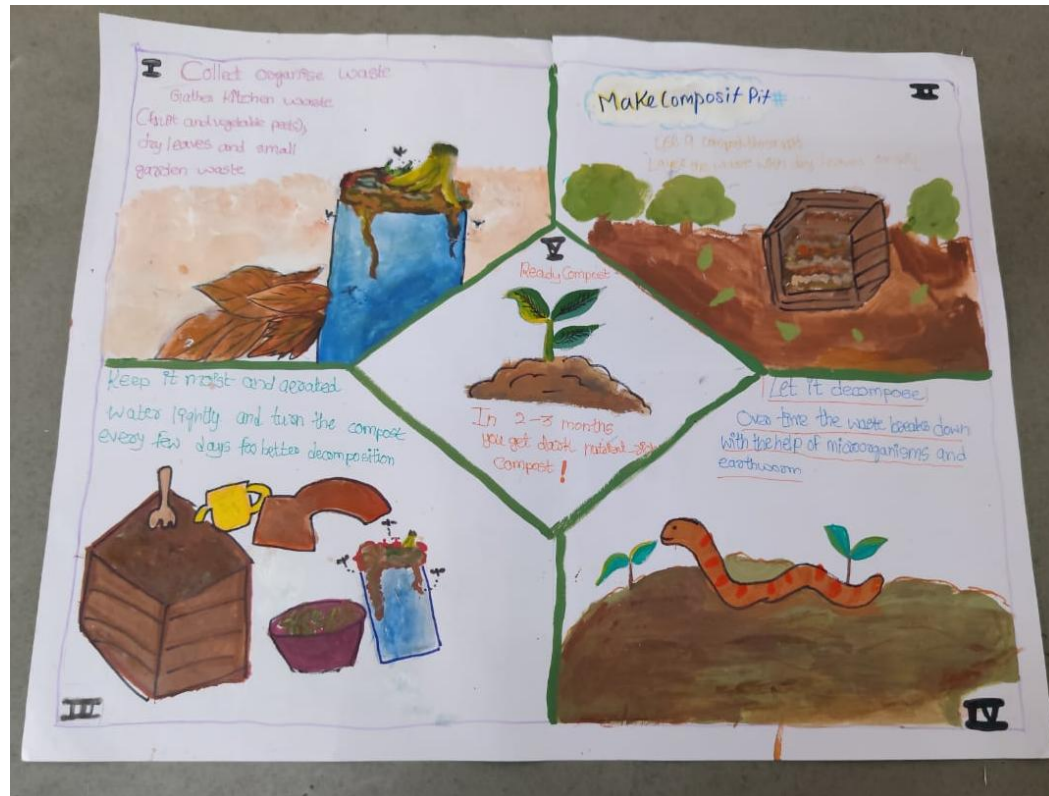
Connecting with the School Community

Students planned a small harvest activity or “Farmers’ Table” within the school. They prepared informative displays describing the benefits of composting, the journey from kitchen waste to compost, and the nutritional importance of vegetables. This activity helped students share their learning with other members of the school community.



Preparing for the Final Presentation

Students organized the information collected throughout the project and began preparing posters, presentations, and demonstrations. They highlighted their experiences with gardening, composting, plant growth, and waste management. A simple maintenance guide was also prepared to help the school continue caring for the vegetable garden after completion of the project.



Exhibition, Sharing and Reflection

The project concluded with a garden showcase where students presented their work and explained the complete gardening and composting process. They shared their observations, data, and learning experiences with teachers and other students. The final project report, garden records, compost logs, and team reflections were compiled and submitted. Students reflected on how the project developed their understanding of sustainability, teamwork, responsibility, nutrition, and care for the environment.



Student Participation & Team Roles

Student Engagement & Responsibility

To ensure accountability and active hands-on learning, Phase 1 student participation was managed through a centralized **Master Participation Log** and a rotating **Team Roles Structure**.

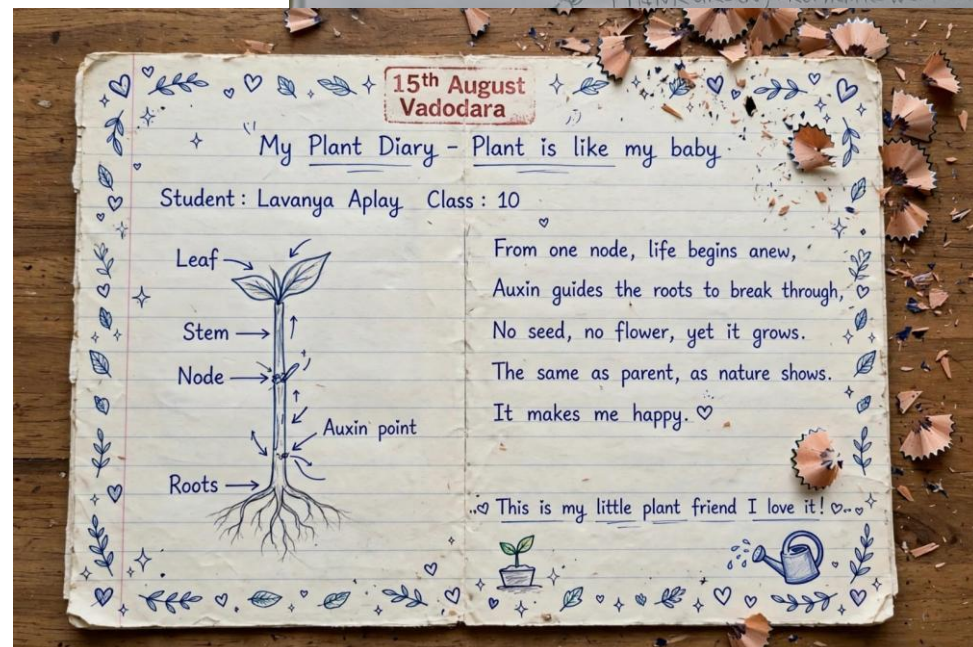
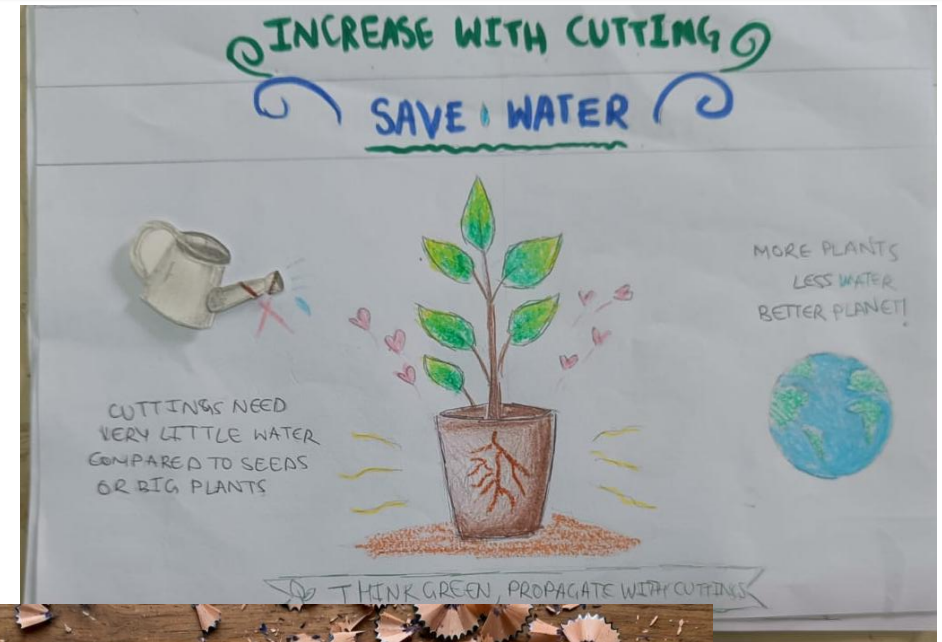
- **Master Tracking:** Serves as our single repository tracking student involvement across Grade 5–10 classes, recording dates, student counts, and specific outdoor tasks.
- **Structured Leadership Roles:** Students take direct ownership through four rotating task squads:
- 💧 **Watering Team:** Daily soil moisture care and irrigation.
- 🌡️ **Compost Monitors:** Aeration, waste layering, and temperature tracking.
- 📐 **Measurement Leads:** Weekly quantitative plant growth logging.
- 🛠️ **Tool Managers:** Equipment safety, maintenance, and distribution.



Learning Evidence & Student Reflections

Authentic Student Learning

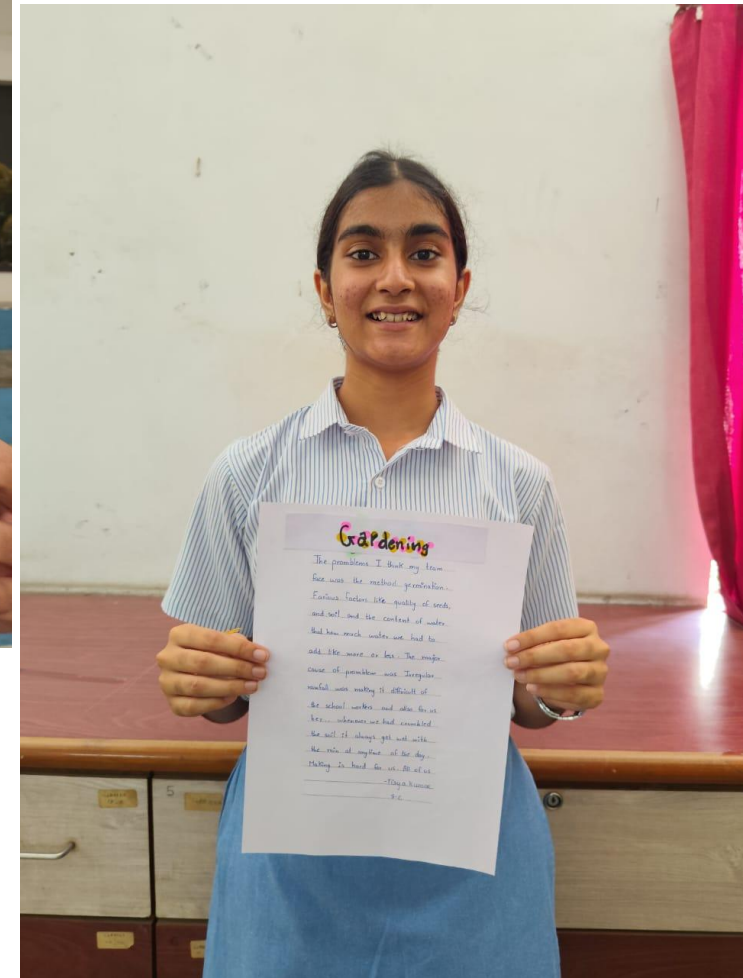
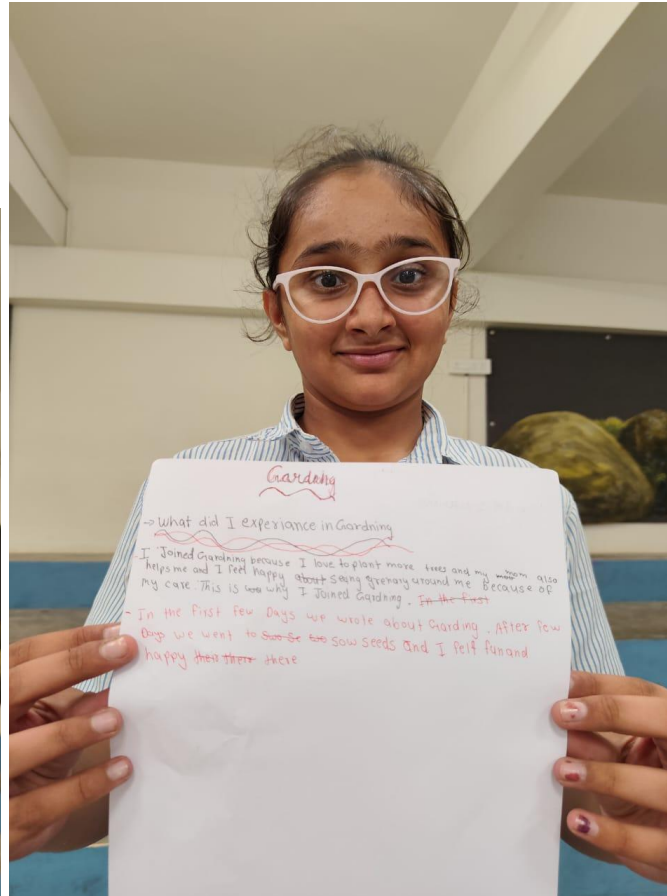
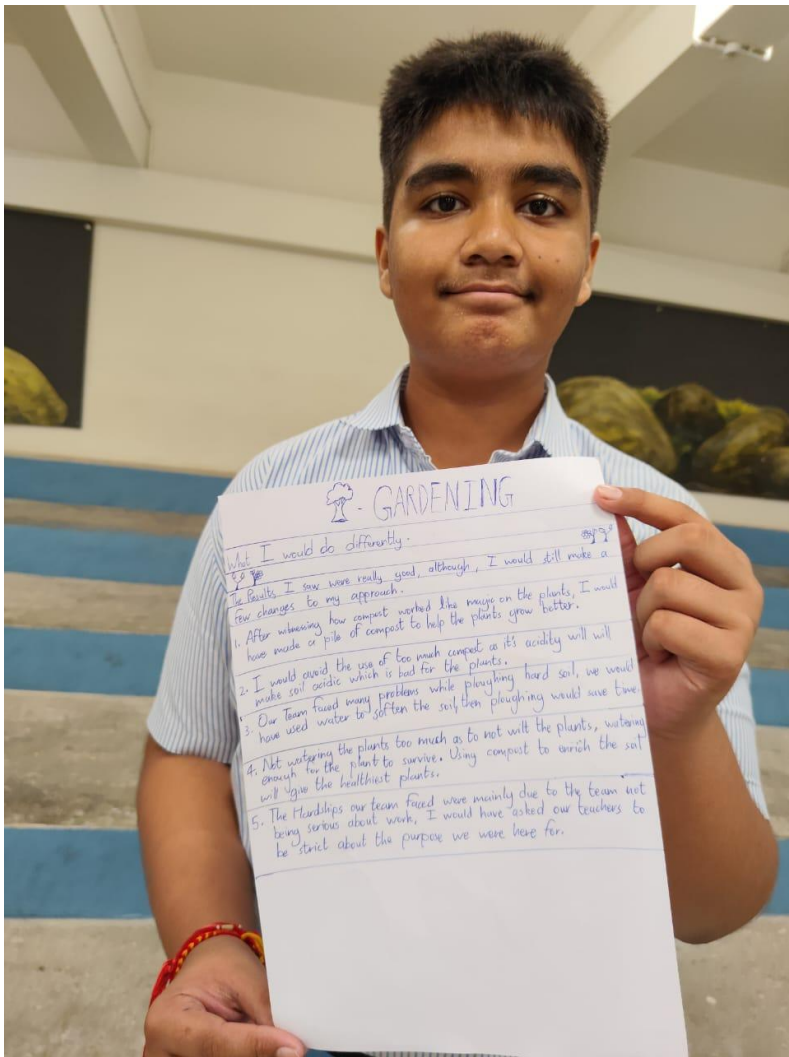
Student Learning Evidence:



Learning Evidence & Student Reflections

Authentic Student Learning

Student Reflections:



Learning Evidence & Student Reflections

Authentic Student Learning

Student Reflections:

Gardening

Good morning! I am Divita from 8C. This year I chose gardening as my skill subject. I am really happy as I learnt many things here.

We and our team were lucky to have Mrs. Rashmi K. as our guide. She was really supportive and explained every single thing in detail.

This year we learnt about seed germination, a process in which the seed grows in sunlight, air and moisture. We were taught about eco-friendly gardening practices like making compost by dry leaves. Our school recently developed a new technology of rain water with connected canals, and purifying chambers. We really enjoyed this year.

- Divita Shah
8C

GARDENING

Good morning everyone. I Khushi Patel, proudly want to share my experience of gardening. So basically, the first day when our respected teacher took us to the place where we are going to perform our task. The moment I saw the land, heard the tasks, I was surprised and was very excited. Together, we all did ~~grab~~ grubbing and ploughing to make the soil loose for better growth of plants. Certainly, we even faced some problems which may include like, we got less time to observe due to timetable. And yes, of course, we got a bundle of knowledge from here. Verbally, we learnt methods of growing plants with seeds, saw rainwater harvesting, and even learnt composting using dried leaves etc. with urea which fastens the process. We did come to know about the necessities for a good crop to grow including good quality of water or soil. There are much more experience that would not end... I am proud of myself to take gardening as my skill module. Thank You!

Khushi P. Patel
8C

Gardening

The problems I think my team face was the method germination. Various factors like quality of seeds, and soil and the content of water that how much water we had to add like more or less. The major cause of problem was Irregular rainfall was making it difficult for the school workers and also for us because whenever we had crumbled the soil it always get wet with the rain at anytime of the day. Making is hard for us. All of us

-Tisya Kumar
8-C

Other Activities

Authentic Student Learning



10:03 AM

Safety & Ethics

Overall Project Outcome

The school vegetable garden project provided students with practical experience in sustainable food production and responsible waste management. Through gardening and composting, students learned how organic waste can be transformed into a valuable resource for improving soil health. The project also encouraged teamwork, observation, scientific thinking, environmental awareness, and a sense of responsibility towards maintaining a living ecosystem within the school.

Safety and Hygiene

Throughout the project, students were guided to use gardening tools carefully and follow appropriate safety measures. Proper hygiene was maintained while handling compost, soil, and harvested vegetables. Students were also made aware of the importance of washing produce and following safe practices before sharing or consuming vegetables from the garden.

