

MY STEM LAB

ENTECRES Labs Private Limited • New Delhi

KAUSHAL BODH

Student Lab Observation Record

« Grades 6 »»



Aim



Materials



Procedure



Observation
Tables



Result



Precautions



Viva-Voce



Name:



Class / Section:



School:



Session:





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Student Lab Observation Record

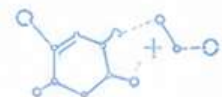
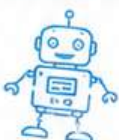
Grades 6

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G6-4	Animation and Games (Scratch) 	Work with Machines & Materials	_____
G6-5	School Museum 	Work in Human Services	_____
G6-6	Cooking without Fire 	Work in Human Services	_____



Complete the record for each project you undertake this year. Fill the observation tables, blanks and viva answers in your own hand as you carry out the work.





G6-1 School Kitchen Garden

Work with Life Forms



AIM

To plan, prepare, plant and maintain a productive kitchen garden and to understand how food is grown and harvested.



MATERIALS REQUIRED



- Garden trowel, khurpi, hand cultivator : 1 set
- Gardening gloves : per student
- Vermicompost / manure and neem cake : as needed
- Mulch, plant labels, measuring tape : as needed



- Watering can and spray bottle : 1 each
- Seeds of seasonal vegetables/herbs : as needed
- Grow bags / pots / raised-bed frame : as needed
- Garden diary : 1 per group

PROCEDURE

1. Survey the available space; note sunlight hours, water access and drainage, and mark out beds or arrange grow bags.
2. Prepare the soil: loosen it with a khurpi or cultivator, remove stones and weeds, and mix in vermicompost and neem cake.
3. Choose 3–4 seasonal crops per group and read the seed-packet instructions for spacing and depth.
4. Sow seeds at the correct depth and spacing; label each row or bag with crop name and date.
5. Water gently with a can or spray so seeds are not disturbed; apply mulch to retain moisture.
6. Set a watering and observation rota so every group tends the garden through the week.
7. Weed regularly, thin overcrowded seedlings, and watch for pests — treat with a neem-based spray if needed.
8. Record germination, height and leaf changes in the garden diary every few days.
9. Harvest when crops are ready, clean, weigh and share the produce, then prepare the bed for the next cycle.



OBSERVATION

Record the growth of each crop from sowing to harvest.

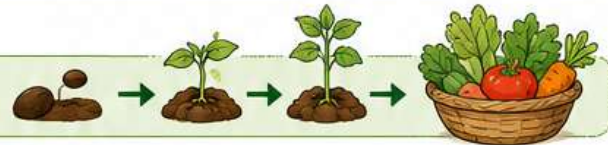


Table 1 — Crop growth record

Crop	Date sown	Date of germination	Height Wk-1 (cm)	Height Wk-2 (cm)	No. of leaves	Yield (g)
1						
2						
3						
4						
5						
6						





G6-1 School Kitchen Garden

Work with Life Forms



Crop that germinated first:

Crop with the highest yield:

Total produce harvested (g):

Other observations / notes:

.....



RESULT

A living kitchen garden was prepared and crops were successfully grown and harvested.



PRECAUTIONS

⚠ Precautions to observe

- Handle tools carefully and carry them pointing downwards.
- Water gently so seeds are not washed away.
- Do not over-water; check soil moisture before watering.
- Wear gloves while handling soil and manure.
- Wash hands after every gardening session.



VIVA-VOCE

Q.1 What are the basic needs of a plant?

Ans.

Q.2 Why is mulching done in a garden?

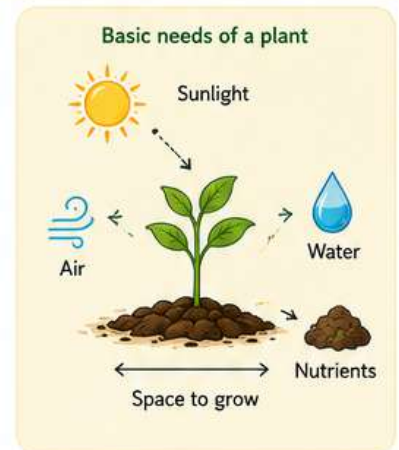
Ans.

Q.3 Name one organic manure used in your garden.

Ans.

Q.4 Why must seeds be sown at the correct depth?

Ans.



Teacher's remarks:

.....

Signature / Date:

.....
 Date:





G6-2 Biodiversity Register

Work with Life Forms










AIM

To survey, identify and document the plants, animals and insects in and around the school and understand the importance of biodiversity.



MATERIALS REQUIRED

- | | | | |
|---|--|---|---|
|  | • Field notebook / biodiversity register : per student |  | • Magnifying lens (10x) : 1 per pair |
|  | • Binoculars : shared |  | • Specimen observation box : 1 per pair |
|  | • Illustrated field guides : 1 set | | |
|  | • Clipboard and pencil : per student | | |
|  | • Camera / phone with ID apps : shared | | |

PROCEDURE

1. Divide the campus into zones (garden, boundary wall, playground, water source, trees) and assign groups.
2. Agree on ethical rules: observe and photograph, do not capture or harm living things.
3. In each zone, spend timed sessions recording every organism seen, with sketches or photographs.
4. Use field guides and identification apps to name each organism as precisely as possible.
5. For each entry, note the date, location, name, a short description and any behaviour observed.
6. Use lenses and observation boxes to study small insects closely, then release them where found.
7. Compile all group entries into a single, organised biodiversity register.
8. Group organisms by type (plants, birds, insects, others) and count the species in each group.
9. Present the register and discuss which zones were richest in life and why.



OBSERVATION

Record every organism observed, without capturing or harming it.



Table 1 — Biodiversity survey

S.No	Name of organism	Type (plant/bird/insect/other)	Zone / location	Behaviour observed
1				
2				
3				
4				
5				
6				
7				
8				
9				



G6-2 Biodiversity Register

Work with Life Forms



Total number of different species recorded:

Zone richest in life:

One interaction observed (e.g., pollinator on flower):

Other observations / notes:

.....

.....

.....



RESULT

A biodiversity register documenting species found in and around the school was prepared.



PRECAUTIONS



Precautions to observe

- Observe and photograph only; never capture or harm living things.
- Release any insect studied in a box back where it was found.
- Move quietly so as not to disturb birds and animals.
- Wash hands after fieldwork.



VIVA-VOCE

Q.1 What is biodiversity?

Ans.

Q.2 Why should we conserve biodiversity?

Ans.

Q.3 Name one app used to identify species.

Ans.

Q.4 Which zone had the most variety of life, and why?

Ans.



Plants



Birds



Insects



Others

Teacher's remarks:

Signature / Date:



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.....

.....

Date:

