

# Woody Garden Materials Feedstock Balance Worksheet - Teach a Shared Routine

Woody Garden Materials | Teach a Shared Routine | Asset ID COMP-17-02-10

**Purpose:** This original printable feedstock balance worksheet helps home composters, gardeners, schools and community projects work with woody garden materials while pursuing one defined outcome: make community participation simple, safe and consistent. Its method is to identify material role, prepare it, add a modest amount and observe the response. Use the pages as a working record, not as a substitute for local accepted-material rules, current safety guidance and qualified horticultural or environmental advice where those are needed.

## Resource Map

The subject focus is to reduce branches and fibrous stems to a size appropriate for the chosen system. The six working areas below define the scope for this specific resource. Complete only the rows that matter to the present observation cycle, and date any observation that may change.

| # | Working area      | Current evidence                | Next check |
|---|-------------------|---------------------------------|------------|
| 1 | Material Diameter | Known / estimated / not checked | _____      |
| 2 | Cut Size          | Known / estimated / not checked | _____      |
| 3 | Dryness           | Known / estimated / not checked | _____      |
| 4 | Shredding Method  | Known / estimated / not checked | _____      |
| 5 | Structural Value  | Known / estimated / not checked | _____      |
| 6 | Slow Fragments    | Known / estimated / not checked | _____      |

## Learning and Adaptation Starting Brief

- Gather: Which evidence separates material diameter from cut size in this case? Gather enough records to review the work fairly.
- Align: How does dryness change the interpretation of shredding method? Align dates, conditions and measures before comparison.
- Detect: What boundary on structural value must be checked before relying on slow fragments? Detect a repeated strength, gap or turning point.
- Explain: Which observation links cut size to structural value, and what remains uncertain? Explain the pattern without hiding contradictory evidence.
- Prioritise: What alternative explanation could account for both shredding method and material diameter? Prioritise one adjustment with the highest useful value.
- Edition success means: complete a handover that a new participant can follow

## Feedstock Balance Worksheet

This format is designed to document each addition and correct visible imbalance with evidence. For woody garden materials, apply the method in a deliberate sequence: identify material role, prepare it, add a modest amount and observe the response. The edition target is teach a shared routine, so each entry should show what was noticed, what was tried and what changed.

| Working step                | What to record                                                                              | Evidence or source         | Status         |
|-----------------------------|---------------------------------------------------------------------------------------------|----------------------------|----------------|
| Gather Material Diameter    | Which evidence separates material diameter from cut size in this case?                      | Review set / date          | Open / checked |
| Align Cut Size              | How does dryness change the interpretation of shredding method?                             | Comparable record / date   | Open / checked |
| Detect Dryness              | What boundary on structural value must be checked before relying on slow fragments?         | Learning pattern / date    | Open / checked |
| Explain Shredding Method    | Which observation links cut size to structural value, and what remains uncertain?           | Bounded explanation / date | Open / checked |
| Prioritise Structural Value | What alternative explanation could account for both shredding method and material diameter? | Next priority / date       | Open / checked |
| Schedule Slow Fragments     | What next check on slow fragments would make the record about dryness more useful?          | Review date / date         | Open / checked |

### Completion Standard

- Keep the work tied to woody garden materials, not to a vague general intention.
- Apply this adjustment: use clear accepted-material signs, assigned tasks and an escalation contact
- Which single adjustment is best supported by the complete review record?
- Expose this outcome risk if it appears: the next review has no date or owner.
- Use original notes and explanations; quote only when necessary, lawful and properly attributed.
- Ask a experienced composter, horticulture professional or local authority contact to challenge one material assumption where appropriate.
- Close with one decision and one follow-up rather than an unranked list of ideas.

### Working Note

Edition COMP-17-02-10 pairs feedstock balance worksheet with the outcome 'Teach a Shared Routine'. That pairing is the boundary for this workbook: material that does not help that outcome belongs in a separate record.

## Evidence x Learning and Adaptation Focused Practice Lab

This lab pairs a evidence method with a learning and adaptation outcome lens. Work through the six actions to turn the subject focus - reduce branches and fibrous stems to a size appropriate for the chosen system - into evidence for teach a shared routine. Preserve any gap that prevents a supported conclusion.

| # | Action                              | Constraint                                                                                                                                           | Record                             |
|---|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| 1 | Collect / Gather structural value   | Which evidence separates material diameter from cut size in this case? Gather enough records to review the work fairly.                              | Evidence list / Review set         |
| 2 | Classify / Align slow fragments     | How does dryness change the interpretation of shredding method? Align dates, conditions and measures before comparison.                              | Source / Comparable record         |
| 3 | Trace / Detect material diameter    | What boundary on structural value must be checked before relying on slow fragments? Detect a repeated strength, gap or turning point.                | Trace / Learning pattern           |
| 4 | Verify / Explain cut size           | Which observation links cut size to structural value, and what remains uncertain? Explain the pattern without hiding contradictory evidence.         | Verification / Bounded explanation |
| 5 | Reconcile / Prioritise dryness      | What alternative explanation could account for both shredding method and material diameter? Prioritise one adjustment with the highest useful value. | Exception / Next priority          |
| 6 | Approve / Schedule shredding method | What next check on slow fragments would make the record about dryness more useful? Schedule the next check and preserve the review trail.            | Sign-off / Review date             |

### Common Failure Modes

- For structural value, watch for the source has no date together with the review set is selective.
- For slow fragments, watch for the evidence is second-hand together with unlike records are compared.
- For material diameter, watch for two records disagree together with noise is mistaken for a pattern.
- For cut size, watch for a value lacks units together with contradictory evidence is omitted.
- For dryness, watch for the context has changed together with too many adjustments are prioritised.

### Independent Review Question

Format question: Which source is strongest for this decision, and what limitation remains? Outcome question: Which single adjustment is best supported by the complete review record? Ask a experienced composter, horticulture professional or local authority contact where appropriate, then answer before the next observation cycle: \_\_\_\_\_

## Compost Observation Plan for Teach a Shared Routine

Use one defined observation cycle to test the outcome rather than attempting every possible task. This edition pairs evidence with learning and adaptation to pursue this objective: make community participation simple, safe and consistent. Preserve the starting condition and both evidence trails.

| Plan field               | Entry                                                                       |
|--------------------------|-----------------------------------------------------------------------------|
| Purpose                  | Teach a Shared Routine                                                      |
| Starting condition       | _____                                                                       |
| Chosen working area      | _____                                                                       |
| Bounded explanation      | use clear accepted-material signs, assigned tasks and an escalation contact |
| Evidence to capture      | _____                                                                       |
| Stop or review condition | _____                                                                       |

### Observation and Follow-up Cycle

| Stage        | Action                                                                                                                    | Evidence                           |
|--------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| Start        | Which evidence separates material diameter from cut size in this case? Identify the evidence required.                    | Evidence list / Review set         |
| First action | How does dryness change the interpretation of shredding method? Collect one traceable record.                             | Source / Comparable record         |
| Next check   | What boundary on structural value must be checked before relying on slow fragments? Label its date, owner and context.    | Trace / Learning pattern           |
| Follow-up    | Which observation links cut size to structural value, and what remains uncertain? Cross-check the material independently. | Verification / Bounded explanation |
| Trend review | What alternative explanation could account for both shredding method and material diameter? Resolve or expose one gap.    | Exception / Next priority          |
| Close-out    | What next check on slow fragments would make the record about dryness more useful? Record the supported conclusion.       | Sign-off / Review date             |

### Evidence Record Log

| Evidence Record | Condition      | Observation | Decision              |
|-----------------|----------------|-------------|-----------------------|
| 1               | Same / changed | _____       | Keep / change / check |
| 2               | Same / changed | _____       | Keep / change / check |
| 3               | Same / changed | _____       | Keep / change / check |
| 4               | Same / changed | _____       | Keep / change / check |
| 5               | Same / changed | _____       | Keep / change / check |

## Source and Evidence Reconciliation - Learning and Adaptation Lens

This comparison tests woody garden materials against teach a shared routine through two independent questions. Format: Which source is strongest for this decision, and what limitation remains? Outcome: Which single adjustment is best supported by the complete review record? Record material setting differences instead of averaging them away.

| Evidence area     | Baseline | Alternative | Interpretation prompt                                                                       |
|-------------------|----------|-------------|---------------------------------------------------------------------------------------------|
| Dryness           | _____    | _____       | Which evidence separates material diameter from cut size in this case?                      |
| Shredding Method  | _____    | _____       | How does dryness change the interpretation of shredding method?                             |
| Structural Value  | _____    | _____       | What boundary on structural value must be checked before relying on slow fragments?         |
| Slow Fragments    | _____    | _____       | Which observation links cut size to structural value, and what remains uncertain?           |
| Material Diameter | _____    | _____       | What alternative explanation could account for both shredding method and material diameter? |
| Cut Size          | _____    | _____       | What next check on slow fragments would make the record about dryness more useful?          |

### Format Decision Test

| Field                          | Record                                                                    |
|--------------------------------|---------------------------------------------------------------------------|
| Review question                | Which source is strongest for this decision, and what limitation remains? |
| Outcome question               | Which single adjustment is best supported by the complete review record?  |
| Acceptance lens                | complete a handover that a new participant can follow                     |
| Conditions held steady         | _____                                                                     |
| Evidence supporting the choice | _____                                                                     |
| Evidence against the choice    | _____                                                                     |

### Evidence Confidence Check

- Review set: what was actually seen, heard, measured or read?
- Format evidence: which record best demonstrates exceptions resolved?
- Outcome evidence: which record best demonstrates reviews scheduled?
- Challenge: could noise is mistaken for a pattern explain the result?
- Subject boundary: what does this comparison leave unresolved about material diameter?

## Evidence x Learning and Adaptation Scenario Cards

Use these paired scenarios to rehearse judgement for teach a shared routine. Each card joins a evidence failure mode to an outcome-specific risk. State what remains open and which evidence named in the final column should be collected next.

| # | Situation                                      | Review question                                                                             | Decision            |
|---|------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------|
| 1 | Material Diameter: the context has changed.    | Which evidence separates material diameter from cut size in this case?                      | Review set          |
| 2 | Cut Size: approval is missing.                 | How does dryness change the interpretation of shredding method?                             | Comparable record   |
| 3 | Dryness: the source has no date.               | What boundary on structural value must be checked before relying on slow fragments?         | Learning pattern    |
| 4 | Shredding Method: the evidence is second-hand. | Which observation links cut size to structural value, and what remains uncertain?           | Bounded explanation |
| 5 | Structural Value: two records disagree.        | What alternative explanation could account for both shredding method and material diameter? | Next priority       |
| 6 | Slow Fragments: a value lacks units.           | What next check on slow fragments would make the record about dryness more useful?          | Review date         |

### Decision Record

| Field                  | Notes                                                                    |
|------------------------|--------------------------------------------------------------------------|
| Chosen format scenario | _____                                                                    |
| Outcome lens           | Which single adjustment is best supported by the complete review record? |
| Evidence available     | _____                                                                    |
| Evidence missing       | _____                                                                    |
| Controlled next step   | _____                                                                    |
| Person / review date   | _____                                                                    |

## Eight Evidence and Learning and Adaptation Evidence Tracker

Track teach a shared routine across eight observation checks using the evidence method and the learning and adaptation outcome lens. Keep conditions visible and use this review question: Which single adjustment is best supported by the complete review record?

| # | Focus             | Condition | Result | Next action |
|---|-------------------|-----------|--------|-------------|
| 1 | Shredding Method  | _____     | _____  | _____       |
| 2 | Structural Value  | _____     | _____  | _____       |
| 3 | Slow Fragments    | _____     | _____  | _____       |
| 4 | Material Diameter | _____     | _____  | _____       |
| 5 | Cut Size          | _____     | _____  | _____       |
| 6 | Dryness           | _____     | _____  | _____       |
| 7 | Shredding Method  | _____     | _____  | _____       |
| 8 | Structural Value  | _____     | _____  | _____       |

### Evidence Evidence Dashboard

| Measure                                                           | Baseline | Current | Evidence location |
|-------------------------------------------------------------------|----------|---------|-------------------|
| Material Diameter: Sources Identified / Records Gathered          | _____    | _____   | _____             |
| Cut Size: Dates Captured / Conditions Aligned                     | _____    | _____   | _____             |
| Dryness: Records Traced / Patterns Detected                       | _____    | _____   | _____             |
| Shredding Method: Cross-Checks Completed / Explanations Qualified | _____    | _____   | _____             |
| Structural Value: Exceptions Resolved / Adjustments Prioritised   | _____    | _____   | _____             |
| Slow Fragments: Conclusions Supported / Reviews Scheduled         | _____    | _____   | _____             |

### Interpret the Trend

- I included evidence that challenged the most convenient explanation.
- I selected one next adjustment and scheduled when it will be reviewed.
- Keep the method only when the evidence for teach a shared routine improves without hiding noise is mistaken for a pattern.
- What alternative explanation could account for both shredding method and material diameter?
- Use a experienced composter, horticulture professional or local authority contact when the evidence crosses a safety, rights, health or authority boundary.

## Evidence x Learning and Adaptation Next Step Plan

Finish by turning the paired format and outcome record into one owned action. For this feedstock balance worksheet, the intended result was teach a shared routine; the outcome test is: Which single adjustment is best supported by the complete review record? The close-out standard remains: complete a handover that a new participant can follow.

| Close-out field      | Record                             |
|----------------------|------------------------------------|
| Most useful evidence | _____                              |
| Important limitation | _____                              |
| Decision             | Keep / adapt / pause / seek review |
| Next action          | _____                              |
| Owner and date       | _____                              |
| Evidence location    | _____                              |

### Completion Review

- Subject check: Which evidence separates material diameter from cut size in this case?
- Subject check: How does dryness change the interpretation of shredding method?
- Format check: I left disputed or missing evidence visibly unresolved.
- Outcome check: I selected one next adjustment and scheduled when it will be reviewed.
- I recorded weather, recent inputs and the time between observation and follow-up.
- I made no sanitation, pathogen-destruction or crop-safety claim from temperature alone.

### Originality and Responsible Use

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