

VOCATIONAL: HORTICULTURE



T.E.K.S. 119.3 (3)

The student classifies and identifies plants common to the horticultural industry.

Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
1. Student will develop awareness of plants and their care.	Refer to Science (Plant Life) <ol style="list-style-type: none">1. Cut sponges in half. Wet them and squeeze until they are just damp. Sprinkle some parsley seeds on the sponges and place them on dishes in front of a window with plenty of sunshine. Keep the sponges moist.2. Place several beans and some potting soil in a ziploc bag. Dampen the soil and close the bag. Tape the bags to the window.3. Insert toothpicks into a sweet potato at its middle. Rest the potato on the toothpicks in a plastic cup with water covering the bottom third of the potato.4. Cut paper towel tubes into 4 inch sections. In one end of each section, cut 4 or more 1 inch slits. Fold in the resulting tabs to form a cup and secure them with masking tape. Fill the cups with soil and seeds. Once the seeds have sprouted, the students can plant the entire container.

RESOURCES/MATERIALS

Items as specified in activities



VOCATIONAL:
HORTICULTURE



T.E.K.S. 119.3 (7)

The student analyzes the cost and maintenance of tools, equipment, and structures used in the horticultural industry.

Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
1. Student will coil a hose.	1. Instruct the students, using the following procedure: a. Stand with feet about 18 inches apart. b. Put one end of the hose under one foot. c. Grasp a 10-foot length of hose and begin to coil the hose on the ground between both feet. As the hose coil passes the other foot, lift that foot approximately four inches and step on the hose. Let the hose slide through an open hand as it is being coiled.

RESOURCES/MATERIALS

Hose



T.E.K.S. 119.3 (2)

The student identifies and safely uses hand and power tools

Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
2. Student will pull weeds in beds and borders.	Instruct the students, using the following procedure: <ol style="list-style-type: none"><li data-bbox="808 499 1385 531">1. Identify the weeds to be pulled.<li data-bbox="808 531 1385 590">2. Use a trowel to cut under the weed roots and to cultivate soil.<li data-bbox="808 590 1385 680">3. Always start at one end of the bed and move systematically toward the other end of the bed.<li data-bbox="808 680 1385 739">4. Remove any dead flower blossoms after weeding has been completed.<li data-bbox="808 739 1385 770">5. Remove dirt from the roots.<li data-bbox="808 770 1385 861">6. Place the weeds in a receptacle, such as a cardboard box or plastic bag and take it to a garbage pickup area.<li data-bbox="808 861 1385 919">7. Clean and return the trowel to the proper storage area.

RESOURCES/MATERIALS

Trowel



T.E.K.S. 119.3 (2)

The student identifies and safely uses hand and power tools.

Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
3. Student will use grass clippers to trim grass.	<p>Instruct the students, using the following sequence of steps:</p> <ol style="list-style-type: none">1. Before beginning the activity, teach the students to use one hand to clip, keeping the other hand a safe distance from the blades. Clippers need to be closed and in a locked position when not in use.2. Squeeze the clipper handles to release the lock.3. Place open clippers on the edge of the lawn to be clipped with the stationary blade along the lawn edge out to the ground and under the grass to be clipped.4. Squeeze the clipper handles together to cut the grass.5. Move along the lawn edge in this manner, clipping three to five inches with each stroke, depending on the thickness of the grass to be clipped.6. When clipping is finished, use a lawn broom or rake to collect clippings.7. Place the clippings in a bag and carry it to an area where it will be picked up by the garbage truck.8. Replace all tools and equipment <p><i><u>NOTE:</u></i></p> <p><i>Proper hand placement may be visually cued by marking the thumb area with tape. Step 3 can be physically cued by the use of a cardboard strip about 1 _ inches in height. This strip can be placed in the grass so that clippers can be moved along the top edges. Student may want to wear gloves to prevent blisters.</i></p>

RESOURCES/MATERIALS

Grass clippers



T.E.K.S. 119.3 (2)

The student identifies and safely uses hand and power tools.

Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
4. Student will use a wheelbarrow.	<ol style="list-style-type: none">1. Define wheelbarrow as something that can be used when bulky or heavy materials need to be transported for disposal.2. Review necessary safety precautions.<ol style="list-style-type: none">a. Watch fingers and hands when going through narrow gates or openings with a wheelbarrow.b. Never allow other people to ride in a wheelbarrow.c. When dumping a wheelbarrow, watch for other people.3. Instruct the students, using the following procedure:<ol style="list-style-type: none">a. When loading a wheelbarrow, keep the load evenly distributed. Keep both handles at the same level when lifting the wheelbarrow to reduce tilting.b. Always turn around and back a wheelbarrow over a curb, unless ramps are available.c. If it is not practical to remove the contents of the wheelbarrow with a shovel or pitchfork, dump the wheelbarrow by positioning it in front of the disposal area. Flip the wheelbarrow upside down by grasping both of the handles and pushing it up and over.

RESOURCES/MATERIALS

Wheelbarrow



T.E.K.S. 119.3 (3d)

The student applies technical skills in floral design, landscaping, and the production of horticultural products.

Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
5. Student will fertilize a lawn.	<ol style="list-style-type: none"><li data-bbox="803 472 1391 619">1. Discuss with the students that fertilizer is food for grass and/or plants. It makes the grass grow, produces a deep green color and strong root system, and reduces the number of weeds.<li data-bbox="803 619 1391 808">2. During Community Based Instruction, visit a nursery to learn about different fertilizers. Discuss what the numbers mean on different types of fertilizers. Have the students practice locating instructions for application on fertilizer bags.<li data-bbox="803 808 1391 934">3. Stress the importance of not putting fertilizer on wet grass, as it can burn it. It is also important to water the lawn immediately <u>after</u> applying.<li data-bbox="803 934 1391 1018">4. Tell the students that fertilizer should be applied evenly. Light and dark streaks result if fertilizer is not applied evenly.<li data-bbox="803 1018 1391 1142">5. Discuss with the students that one can tell when grass needs another application of fertilizer by the number of days between cuttings.

RESOURCES/MATERIALS

Fertilizer and applicator

T.E.K.S. 119.3 (6)

The student performs basic skills needed to install and maintain agricultural water supply and sanitation systems.

Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
6. Student will water a lawn, using a stationary sprinkler.	<ol style="list-style-type: none"><li data-bbox="812 472 1383 619">1. Discuss with the students when to water the lawn. Have them walk across the grass and determine whether it springs back or if they leave footprints in the grass. If so, the grass is wilted and needs to be watered.<li data-bbox="812 625 1383 892">2. Instruct the students to water enough to wet the soil six inches or more. It is important not to water faster than it can be absorbed by the soil. Stress the importance of avoiding watering the lawn lightly at frequent intervals, as this can cause shallow growth of grass roots and stimulates growth of weeds. The deeper the grass roots, the less often it is necessary to water.<li data-bbox="812 898 1383 1018">3. Demonstrate different types of sprinklers for the students. Remind them that a hose and nozzle is the poorest watering device for lawns.<li data-bbox="812 1024 1383 1142">4. Instruct the students that most sprinklers cover from 900 to 1100 square feet. They are to water the lawn at _ hour intervals, using a pre-determined pattern.

RESOURCES/MATERIALS

Variety of stationary sprinklers



T.E.K.S. 119.3 (2)

The student identifies and safely uses hand and power tools.

Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
7. Student will use a leaf blower.	<ol style="list-style-type: none">1. Demonstrate for the students that a leaf blower can be used as an alternative to sweeping after mowing and/or raking leaves.2. Discuss safety precautions:<ol style="list-style-type: none">a. Wear safety glasses or goggles to protect eyes.b. Keep the blower pointed away from the eyes and body.c. Keep bystanders at a safe distance.d. Do not use a blower for any purpose other than for what it is intended.e. Keep proper footing and balance.3. Describe the procedures for operation:<ol style="list-style-type: none">a. Start the blower according to the manufacturer's instructions.b. Make sure the blower is pointed away from the face before turning it on.c. Begin the task in a corner of the yard, always moving away from the building or house.d. Move the blower, using a back-and-forth motion in a semi-circular pattern around the yard.e. If blowing leaves, blow them into a big pile. When finished, put the leaves into garbage bags by hand. (Wearing gloves is suggested.)f. If blowing grass, blow cuttings back onto the lawn.g. When completed, return all materials to the proper storage area.

RESOURCES/MATERIALS

Leaf blower



VOCATIONAL:
HORTICULTURE



T.E.K.S. 119.2 (2)

The student identifies and safely uses hand and power tools.

Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
1. Student will use a shovel with a round point.	Instruct the students, using the following sequence of steps: <ol style="list-style-type: none">1. Identify and remove trash from the area to be spaded.2. Show students how to properly hold the shovel and turn soil.3. Have students turn soil in a garden.4. Show students how to dig a small hole.5. Continue the procedure until the job is complete.6. Rinse off the shovel and store it in its proper location. <p><i><u>NOTE:</u></i></p> <p><i>In the beginning, dampen the soil so it will be easier to insert the shovel into the ground.</i></p>

RESOURCES/MATERIALS

Round point shovel



T.E.K.S. 119.2 (2)

The student identifies and safely uses hand and power tools.

Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
2. Student will use a push broom to clean an outside area.	Instruct the students, using the following procedure: <ol style="list-style-type: none">1. Grasp the handle with the right palm over the end of the handle and the left hand around the handle at waist level. (For left-handed students, reverse the hand position.)2. Stand sideways, with the left side toward the area to be swept.3. Position the feet about 10 inches apart, parallel to the brush block.4. Start the stroke directly ahead of the feet and push as far as is comfortably possible.5. Keep the right hand low so that the broom rests flat on the surface to be swept.6. Push the broom with the right hand and allow the handle to slide through the left hand.7. Strokes should be rhythmical and uniform.8. Tap the broom lightly on the ground to remove soil at the end of each stroke.9. Bring the broom back to the starting position by lifting the broom with the left hand and drawing it back with the right hand.

RESOURCES/MATERIALS

Push broom



T.E.K.S. 119.2 (2)

The student identifies and safely uses hand and power tools.

Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
3. Student will use a grass rake after mowing.	Instruct the students, using the following procedure: <ol style="list-style-type: none"><li data-bbox="795 493 1385 598">1. Grasp the rake with both hands, thumbs pointing up and away from the rake head. Hold hands about two feet apart.<li data-bbox="795 598 1385 630">2. Begin in a corner of the area to be raked.<li data-bbox="795 630 1385 714">3. Extend the rake two or three feet in front of the body and pull the rake toward your body in quick, short strokes.<li data-bbox="795 714 1385 777">4. Step one step to the side and repeat the strokes, creating a row.<li data-bbox="795 777 1385 871">5. Pile all clippings into lawn a bag, tying or fastening the bag(s) securely to prevent spillage.<li data-bbox="795 871 1385 987">6. Carry the full bag(s) to a spot where it will be picked up by a garbage truck. If bags are very heavy, load them in a wheelbarrow to transport.<li data-bbox="795 987 1385 1050">7. Return all equipment to the proper storage area.

NOTE:

Remind the students that when setting a rake down or leaning it against something, they should always make sure the prongs are pointing down.

RESOURCES/MATERIALS

Grass rake



Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
<p>4. Student will maintain and/or start a power mower.</p>	<p>Instruct the students in the skills needed to use and maintain a power mower.</p> <ol style="list-style-type: none"> 1. Maintenance of a gas-powered mower: <ol style="list-style-type: none"> a. The oil can in the lawn mower should always be full and the oil changed occasionally. b. Be sure the gas tank of the mower is empty before storing the mower for the “off” season. c. If the lawn mower will not start or is difficult to start, check the spark plug. Many times a new spark plug will solve this problem. d. Occasionally, oil the wheels of the lawn mower. e. Keep the blade sharp for easy cutting. With the sharp blade, there will be less wear on the motor. f. Clean under the mower <u>after removing the spark plug wire for safety.</u> g. Use a putty knife or a screwdriver to remove matted grass and to help eliminate clogging. h. Clean the area where the oil and the gasoline are put in before filling the mower. Wipe off any oil or gasoline that might have spilled when filling. 2. Safety: <ol style="list-style-type: none"> a. Be sure the area to be mowed is free of rocks, loose metal scraps, broken glass, or other debris that could inflict damage if propelled by the mower blade. b. Wear hard leather shoes while using a mower. c. Run the mower at medium throttle whenever possible. d. If using an electric mower with a cord, be sure the cord is not frayed and that the connection is grounded. <u>Do not run over the electric cord.</u> Plan to work from the electrical connection <u>outward</u> to the edge of the lawn.



OBJECTIVE	TEACHING ACTIVITIES
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3. Starting a mower:
 - a. The mower must be on a flat, hard, level surface.
 - b. Check oil/gasoline and fill, if necessary.
 - c. Adjust the throttle when:
 - (1) The mower hasn't been used for a period of time. Adjust throttle to "choke".
 - (2) The mower has just been used. Adjust to medium throttle.
 - d. To start the mower, place the left foot on spot indicated on the mower. (If left-handed, the procedure is reversed.) Student must be fully aware of the proper spot.
 - e. Grasp the starting cord in the dominate hand; use tow hands, if necessary.
 - f. Pull the starting cord firmly toward the shoulder, as far as the cord will go.
 - g. Repeat steps 4 through 7 until the motor is running.
 - h. Once the mower is running:
 - (1) Leave the throttle on "choke" until the engine flutters if the mower is cold. Adjust to medium throttle.
 - (2) If the mower is warm, it is ready to mow.
 - i. Let a cold motor warm up for two to three minutes.
4. Starting a reel-type mower:

NOTE: Reel-type mowers may be electric, gasoline, or battery-operated.

- a. Before starting the reel-type mower, adjust the clutch lever to disengage.
- b. Feet should remain on the ground while starting a reel mower. Pull the starting cord with the dominant hand while holding the mower handle firmly with the other hand.



Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
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5. Advantages and disadvantages of rotary mowers:
 - a. A rotary mower is easier to control, cuts closer to trees, easier to back up, cuts taller grass.
 - b. Eight to ten more accidents occur when a rotary mower is used. Blades need to be razor-sharp to cut properly.
6. Advantages and disadvantages of reel-type mowers:
 - a. A reel-type mower does superior mowing and is safer to use.
 - b. Since the surface of the lawn must be smooth, a reel-type mower does not cut grass taller than three inches.

RESOURCES/MATERIALS

Gas-powered mower
Reel mower



T.E.K.S. 119.3 (8)

The student applies technical skills in floral design, landscaping, and the production of horticultural products.

Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
5. Student will mow lawns of different shapes.	Instruct the students in the following skills: <ol style="list-style-type: none"><li data-bbox="812 533 1354 680">1. Safety: Do not start the mower without approval from the instructor. Be sure that the area to be mowed is absolutely free of debris, rocks, or wood. Always adjust the mower before starting to mow.<li data-bbox="812 686 1385 1136">2. Mowing a flat rectangular area:<ol style="list-style-type: none"><li data-bbox="906 716 1354 741">a. Start in one corner of the defined area.<li data-bbox="906 747 1354 802">b. Make two complete paths around the perimeter of the area.<li data-bbox="906 808 1354 955">c. When reaching the starting point, after the second circuit, begin a pattern of back and forth, walking at a medium pace, making sure to overlap the previously cut path.<li data-bbox="906 961 1385 1079">d. If using a grass catcher, empty the grass clippings into lawn bags as the catcher becomes full. Tie the bag securely to prevent spillage.<li data-bbox="906 1085 1317 1140">e. After the area is mowed, clean the mower and return it to storage.<li data-bbox="812 1146 1385 1596">3. Mowing an odd-shaped lawn:<p data-bbox="906 1173 1365 1262">The method for mowing odd-shaped lawns is the same as that listed in step 2; however, the steps below must be added.</p><ol style="list-style-type: none"><li data-bbox="906 1268 1365 1381">a. Have the student to identify the longest straight, or nearly straight, side of the area before beginning to mow. This is the side where mowing should begin.<li data-bbox="906 1388 1385 1596">b. Since most mowers will throw a little grass, even with a catcher, the mowing should be done in a direction that will throw the clippings on the lawn side and not on walkways or other paved surfaces. (Most mowers throw to the right.)



Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
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NOTE:

The overlap required in mowing can be cued by marking the front of the mower with tape. Have the student line up the mark with the previously cut line.

4. During the spring semester, start a lawn mowing service for faculty, family and friends.

RESOURCES/MATERIALS

Mower
Grass catcher
Lawn bags



T.E.K.S. 119.3 (8)

The student applies technical skills in floral design, landscaping, and the production of horticultural products.

Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
6. Student will mow tall grass.	Instruct the students, using the following sequence of steps: <ol style="list-style-type: none">1. Demonstrate to the students how to adjust the cutting blades of the mower before beginning the activity.2. Double check for debris and rocks that might be hidden in tall grass.3. Do not try to mow thick grass over 18 inches high.4. Adjust the blades to the highest adjustment level.5. Use the same pattern as for mowing a regular lawn.6. Press down on the mower handle, raising the front wheels off the ground. Move the mower into the grass approximately one mower depth.7. Slowly lower the mower onto the grass by raising the handle.8. Once the mower is down, move it back and forth to assure thorough cutting.9. Repeat steps 6 through 8, using a back and forth pattern.10. The speed of mowing the grass will be determined by the height of the grass.11. If the mower stops, move the mower to a flat, mowed area and restart the motor.12. If the mower clogs up, <u>stop</u> the motor (unplug if electric) and clean the mower of accumulated grass. <u>Do not move the blade with the hands.</u> After the mower is cleaned, repeat step 11.

RESOURCES/MATERIALS

Mower



T.E.K.S. 119.3 (5)

The student describes basic plant structures and physiological processes.

Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
7. Student will transplant bushes.	<p>Instruct the students, using the following procedure:</p> <ol style="list-style-type: none"><li data-bbox="812 533 1321 590">1. Locate the spot where the plant is to be moved.<li data-bbox="812 596 1377 680">2. Dig a hole in the identified spot, making the hole six inches larger and deeper than the root mass it is to accommodate.<li data-bbox="812 686 1385 806">3. When the hole is large enough to accommodate the bush, fill the hole with water and let the water soak in while digging out the plant to be moved.<li data-bbox="812 812 1377 932">4. If the plant is young or correctly pruned, dig around the plant in a circular fashion, making a vertical cut under the outside leaves.<li data-bbox="812 938 1377 1108">5. After completely circling the plant, repeat the circle, inserting the shovel at the base of the roots and prying lightly as the shovel is moved around. Avoid stripping or forcing large roots. It may be necessary to tilt the root back slightly to sever the tap root.<li data-bbox="812 1115 1385 1262">6. If the plant is small and has a woody stock, grab the plant with one hand at ground level by the base of the stock. Place the other hand underneath the root mass, being careful not to shake dirt from the roots.<li data-bbox="812 1268 1385 1381">7. If the plant is large, grab the plant by the root mass with both hands and move it to a wheelbarrow or garden canvas for transfer to the new hole.<li data-bbox="812 1388 1354 1444">8. Center the plant in the new hole, and slide the plant off the canvas or wheelbarrow.<li data-bbox="812 1451 1377 1621">9. Straighten the plant while holding it with one hand. If the hole is too deep, remove the plant and put a little loose dirt in the bottom. It is important that the plant sits no lower in the new hole than it did in its old hole.<li data-bbox="812 1627 1354 1717">10. Using a clockwise pattern, mound a combination of peat moss and dirt around the plant.



Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
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11. When the plant is in the correct position, hold it firmly with one hand and press the dirt down firmly with the other hand.
12. Add water to blend all the soil and roots and to avoid air holes.
13. Put all equipment and materials back in the proper storage areas.

RESOURCES/MATERIALS

Shovel
Wheelbarrow
Garden canvas



T.E.K.S. 119.3 (8)

The student applies technical skills in floral design, landscaping, and the production of horticultural products.

Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
8. Student will trim hedges.	<ol style="list-style-type: none">1. Inform the students that hedges need trimming regularly in order that they become full and bushy at the bottom.2. Instruct the students, using the following sequence of steps:<ol style="list-style-type: none">a. Determine the most appropriate shape for the hedge before starting to trim.b. Affix a string along the hedge at the height desired for the trimmed hedge.c. Start at one end of the hedge, then check it to see if the top of the hedge is even with the string guide.d. Do a two-foot section of the hedge, then check it to see if the top of the hedge is even with the string guide.e. When the first section is completed, move to the next section and repeat steps c and d.f. To do the sides of the hedge, affix the string guide, if needed, at the midpoint of the side to be trimmed.g. Trim both sides of the hedge, if they are accessible.h. Rake or pick up all the hedge trimmings and dispose of them in the proper manner.i. Put all equipment and materials away in their proper storage areas.

RESOURCES/MATERIALS

- Hand hedge clippers
- Electric or battery-powered hedge clippers



T.E.K.S. 119.3 (7)

The student analyzes the cost and maintenance of tools, equipment, and structures used in the horticultural industry.

Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
9. Student will maintain and use a weed-eater	<ol style="list-style-type: none">1. Discuss with the students the types of weed-eaters : electric and gas-powered.2. Introduce necessary safety precautions:<ol style="list-style-type: none">a. Wear safety glasses or goggles to protect eyes.b. Do not operate the weed-eater at above the speed necessary to trim or edge.c. Keep the face, hands and feet clear of the rotating trimming line at all times.d. Keep all bystanders at a safe distance from the work area, especially children.e. Do not force the tool at a rate faster than the rate at which it is able to cut effectively.f. Do not use this tool for any job except that for which it is intended.g. Keep proper footing and balance at all times.h. Do not operate the tool when barefoot or wearing open sandals. Always wear substantial rubber-soled footwear and long pants.i. Keep the unit free of vegetation.j. Firmly grip both handles of the tool when trimming.k. Be careful not to cross over the electric cord with the trimmer.3. Instruct the students in the operating skills, using the following procedures.<ol style="list-style-type: none">a. When starting a weed-eater, hold the tool so that the cutting lines are away from the person.b. Start the weed-eater as instructed by the manufacturer.c. Press the trigger to start the weed-eater.d. Begin to trim around areas such as a fence line, sidewalks, flower beds, etc.e. Maintain an approximate 30° angle to the trimming area, allowing for efficient trimming.f. When edging, let the tip of the trimming line do the work.



Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
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- g. To release more line, the operator should bump the head of the weed-eater in a downward direction while the unit is running. Each time the unit is bumped, approximately 1 inch of trimming line will be released. When tapping is done, it should be done on the bare ground or hard soil. If it is attempted in tall grass, the motor will probably stall.
- h. When trimming is completed, materials need to be cleaned and put away.
- i. Instruct the students in the procedure to use when adding more line.

RESOURCES/MATERIALS

- Electric weed-eater
- Gas-powered weed-eater
- Safety Goggles



T.E.K.S. 119.3 (7)

The student applies technical skills in floral design, landscaping, and the production of horticultural products.

Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
10. Student will pile debris for removal.	Instruct the students, using the following procedure: <ol style="list-style-type: none">1. Locate the area in which debris is to be piled.2. Use the appropriate tool (shovel or pitchfork) to place a <u>rounded</u> pile of debris in the wheelbarrow.3. Take the debris to the disposal area.4. Dump the debris by lifting the handles of the wheelbarrow straight up. If this is not sufficient to remove all debris, tip the wheelbarrow up again a littler farther forward.5. Lightly smooth out the piled debris (with a rake) to provide the even surface for the next load.6. Continue with steps 2 through 5 until all of the debris is in the designated area.7. Rake, or scoop up with a shovel, any debris that may have fallen away from the pile.8. If the wind is blowing the debris, or if it is to be kept in a spot several days prior to disposal, open a garden tarp over the top of the pile and stake it at the corners to hold the pile in place.9. Pick up all equipment, clean it, and return it to the storage area.

RESOURCES/MATERIALS

- Shovel or pitchfork
- Wheelbarrow
- Rake
- Garden tarp



T.E.K.S. 119.3 (8)

The student applies technical skills in floral design, landscaping, and the production of horticultural products.

Area: Horticulture

OBJECTIVE	TEACHING ACTIVITIES
11. Student will care for a lawn independently.	Instruct the students, using the following sequence of steps: <ol style="list-style-type: none">1. Take all required equipment to one area (as central to all lawn areas as possible).2. Check each section of the lawn to be mowed for loose debris, rocks, sticks, and lawn ornaments that need to be removed before starting to mow.3. When the lawn areas are clear of extraneous matter, begin mowing following the appropriate pattern.4. When mowing is completed, dump the grass catcher into a plastic garbage bag, or rake all the clippings and place them in the bag. (The bag should be disposed of according to the owner's wishes.)5. Trim all edges of the lawn flush with the borders, beds, drives, and walkways.6. Pull all weed according to the owner's instructions.7. If fertilizer is to be added, put it in a commercial spreader and distribute it evenly over the lawn. Mark the date on a calendar when fertilizer was applied so as to know when to repeat the procedure.8. Sweep all walkways, drives, and patios.9. When the area is totally free of loose clippings and weeds, get hose(s) and sprinkler(s).10. Connect the hose securely to the faucet and to the sprinkler.11. Position the sprinkler for even distribution of water over the mowed (fertilized) area.12. Turn on the water and adjust the pressure for the area to be watered.13. Dispose of all garbage and clippings.14. Collect the equipment, clean it, and return it to the proper storage area.

RESOURCES/MATERIALS

Items as specified in activities

