

# **Identify the Major Categories of Ornamental Plants Facilitator's Guide**

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**GENERAL CERTIFICATE IN ORNAMENTAL  
HORTICULTURE LEVEL 1  
Facilitator's Guide :  
Identify the Major Categories of Ornamental Plants**

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**A c k n o w l e d g e m e n t s**

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**Developed by**

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**Lifestyle College**

**With special thanks to:**

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Debbie Smit from Foxgloves**

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**Study Session Overview**

**Study Session Purpose**

This study session forms part of the General Certificate in Ornamental Horticultural, NQF Level 1 and is aligned with the Unit Standard Identify the major categories of ornamental plants, worth 6 credits.

The purpose of this study session is to equip learners with the skill and knowledge necessary to identify and recognise the characteristics of commonly used plants, which forms the skills and knowledge base for people working with plants within the ornamental horticulture or landscaping industry.

These skills and knowledge will form the basis of the learners' horticultural studies and help them to meet the assessment criteria, as outlined by the Unit Standard, namely:

- Explain the difference between deciduous and evergreen trees.
- Identify ten common trees that are found in the workplace.
- Describe the growth habits of the ten identified trees.
- Explain the difference between deciduous and evergreen shrubs.
- Identify fifteen common shrubs that are found in the workplace.
- Describe the growth habits of the fifteen identified shrubs.
- Recognise different types of ground covers.
- Identify five common ground covers that are found in the workplace.
- Describe the growth habits of the five identified groundcovers.

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- Explain the growth habits, characteristics and requirements of various annuals.
- Identify ten bedding plants that are found in the workplace.
- Describe the growth habits of the ten identified annuals.
- Categorise the different types of herbaceous plants.
- Identify ten common herbaceous plants that are found in the workplace.
- Describe the growth habits of the ten identified herbaceous plants.

**Specific Outcomes**

This study session covers all the Specific Outcomes as outlined in the Unit Standard: Identify the major categories of plants, namely:

- Categorise the major types of trees and identify 10 of these.
- Categorise the basic types of shrubs and identify 15 of these.
- Categorise the different types of ground covers and identify 5 of these.
- Categorise different types of bedding plants and identify 10 of these.
- Categorise different types of herbaceous plants and identify 10 of these.

**Unit Standard Pre-requisites**

Demonstrate knowledge of communication and Numeracy at Abet level 3.

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## **NQF Principles**

This study session has been designed to meet with the principles of the National Qualifications Framework. The lessons are outcomes based and aligned with an Agriculture and Nature Conservation Unit Standard. The competence acquired is portable and the content will articulate across the Horticulture industry.

## **The Learning System**

The Learning Systems used in this study session are **outcomes based and process centered**.

The learner is expected to achieve competence in the process first and foremost. If the process is understood, learners can then adapt their actions under a range of different situations to include problem solving, critical thinking, diagnostics etc. This also means that learners can apply the same skill in different contexts, where the outcome is the same.

Furthermore learners develop the competence to reflect on decisions made and judge the value and effectiveness of their performance in the outcomes mentioned.

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In an effort to replicate the workplace situation, learners will use workplace examples and context to identify the major categories of plants.

This learning process caters for all learning styles and preferences.

**Bloom's Level**

This study session has been designed at Blooms Cognitive Doom, Application level in accordance with the level set by the Specific Outcome and Assessment Criteria of the Unit Standard: Identify the major categories of ornamental plants.

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**How this study session works**

This study session has been divided into five lessons, held over a period of 5 days:

<p><b>Lesson 1: Trees</b></p>	<p><b>After learners have worked through Lesson 1, they should be able to:</b></p> <ul style="list-style-type: none"><li>▪ Explain the difference between deciduous and evergreen trees.</li><li>▪ Identify ten common trees that are found in the workplace.</li><li>▪ Describe the growth habits of the ten identified trees.</li></ul>
<p><b>Lesson 2: Shrubs</b></p>	<p><b>After learners have worked through Lesson 2, they should be able to:</b></p> <ul style="list-style-type: none"><li>• Explain the difference between deciduous and evergreen shrubs.</li><li>• Identify fifteen common shrubs that are found in the workplace.</li><li>• Describe the growth habits of fifteen identified shrubs.</li></ul>
<p><b>Lesson 3: Ground Covers</b></p>	<p><b>After learners have worked through Lesson 3, they should be able to:</b></p> <ul style="list-style-type: none"><li>▪ Recognise different types of groundcovers.</li><li>▪ Identify five common groundcovers that are found in the workplace.</li><li>▪ Describe the growth habits of the five identified groundcovers.</li></ul>

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<b>Lesson 4 : Bedding Plants</b>	<p>After learners have worked through Lesson 4, they should be able to :</p> <ul style="list-style-type: none"><li>▪ Explain the growth habits, characteristics and requirements of various annuals.</li><li>▪ Identify ten bedding plants that are found in the workplace.</li><li>▪ Describe the growth habits of the 10 identified annuals.</li></ul>
<b>Lesson 5 : Herbaceous Plants</b>	<p>After learners have worked through Lesson 5, they should be able to :</p> <ul style="list-style-type: none"><li>▪ Categorise the different types of herbaceous plants.</li><li>▪ Identify ten common herbaceous plants that are found in the workplace.</li><li>▪ Describe the growth habits of the 10 identified herbaceous plants.</li></ul>

## **The Delivery Methods**

Background notes have been written throughout this Guide to enable the facilitator to understand the essential background, concepts and frames of reference used by the design team during the development of this study session.

The target audience profile conducted indicates the need for highly interactive and motivating lessons with much of the work being done by the learners.

The study session design is therefore highly interactive and has as its premises the following core Learning Methodology:

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- Trainee 'state' management to draw on the curiosity, anticipation, suspense, confidence building, delight and exploration in order to ready trainees for learning.
- Mind-set management to address trainees' learning barriers and mental reservations about the training at the outset of the experience.
- Planned format variety to stimulate all five of the learners' senses i.e. sight, sound smells, taste and touch and to appeal to the Visual, Auditory and Kinesthetic learning styles identified by NLP.
- Participant-centered activities to actively involve learners in the learning process. The activities are comprehensive, practical and experiential in nature with great emphasis on the process, which *integrates* foundational, practical and reflective competence.
- Activities are based on "real work" where learners work with real workplace scenarios and case studies.

The range of delivery methods include:

- Experiential activities, Demonstrations, Observation, Lecture and Self-study.

The trainer's role throughout these study sessions is that of a guide, a mentor, and a facilitator. Where explanations are needed these are provided for the facilitator.

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Your responsibility as a facilitator using this material is to establish:

- Trust – without trust we feel foolish and cease to learn. Trust is vital because many of the activities require a willingness to give genuine feedback and to experience feedback in order to develop and progress.
- Curiosity.
- Enthusiasm – nothing works better than a little enthusiasm. Enthusiasm is contagious. If you, the facilitator, are enthusiastic about the outcomes of the activities, and genuinely believe in what is possible, your enthusiasm will be communicated to the participants. It is essential to believe in the activities and feel an adventurous excitement about what can achieve.

Specific learning outcomes listed at the beginning of each section within both the Facilitator's Guide and Learner's Workbook serve to guide and inform the learning.

## **Learner Roles and Responsibilities**

The learner is expected to actively take part in the lessons by:

- Taking part in and completing group activities, practical assignments and discussions.
- Planning and preparing for the training.
- Asking for support when needed.
- Giving meaningful input into and challenging the status quo.
- Finding new and better ways of doing things
- Developing sound and effective practices given the input from the facilitator and the rest of the group
- Comply with assessment requirements.

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## **Learner Guidance and Support**

The facilitator will provide guidance as to the content and suitability of the course to potential delegates.

Throughout the learning experience, the facilitator will:

- Provide ongoing support to the learners to assist them with the achievement of the outcomes.
- Provide delegates with all the necessary training material.
- Manage the learning process during the training.

## **Assessment Strategy**

Assessment is focused on the applied competence of the learner and the assessment criteria are determined by the relevant unit standard.

- **Formative** - Learners are assessed continually during the lessons, by means of practical and experiential activities.
- **Summative** – Assessment is integrative and evidence is collected through an observation and knowledge questionnaire.
- **Rating** – On successful completion of the summative assessment, learners are rated "Competent" or "Not Yet Competent" against the Unit Standard assessment criteria.

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The laid down policies and procedures with regard to assessment, moderation, RPL and appeals govern this assessment.

**Facilitator Qualifications**

Facilitators must be selected based on their Education, Training & Development experience (facilitation / learner support/ plan a learning programme/ assessment) as well as subject matter expertise.

The facilitator must at least have a qualification on an equal NQF level as the qualification that they are facilitating or a qualification at a higher NQF level.

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## **Program Evaluation**

The program evaluation will be conducted using an on-course evaluation checklist, assessment results and feedback from the assessors.

The value of the study session will be judged in terms of Learner reaction, learning, behaviour, and transfer of learning to the workplace measured through results of learning and workplace assessments.

Facilitator Evaluation On-course evaluations forms will be used to judge:

- The facilitation skills of the facilitator.
- That the learning outcomes were stated clearly.
- That the key or major learning points were illustrated and clarified.
- That the learning outcomes were met.
- That the key or major learning points were summarised.
- That the Principles of Adult Learning were applied.

Course Evaluation On-course evaluation forms will be used to judge:

- The extent to which the course achieved the learning outcomes.
- The overall learner reaction to the programme.
- The relevance of the content of the training material.
- The sequence, pacing and timing of the lessons.
- The effectiveness of the delivery methods and activities.
- Duration of the study sessions and the number of delegates.
- The extent to which the learning can be applied back on the job.
- The use of media, handouts and equipment.

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The on-course evaluation forms will also be used to judge the value of: the logistic arrangements in terms of:

- The physical classroom environment.
- The seating arrangements.
- Meals and refreshments.
- Room layout.
- Accommodation (if applicable).

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**Unit Standard**

<b>Title</b>	<b>Identifying the major categories of ornamental plants</b>
<b>Number</b>	119689
<b>Level</b>	1
<b>Credits</b>	6
<b>Field</b>	Agriculture and Nature Conservation
<b>Sub field</b>	Horticulture
<b>Issue date</b>	2006-02-09
<b>Learning assumed to be in place</b>	Demonstrate knowledge of communication and Numeracy at Abet level 3.

<b>Specific Outcomes</b>	<b>Assessment Criteria</b>
<b>1. Categorise the major types of trees and identify ten of these.</b>	1.1. Explain the difference between deciduous and evergreen trees. 1.2. Identify ten common trees that are found in the workplace. 1.3. Describe the growth habits of the ten identified trees.
<b>2. Categorise the basic types of shrubs and identify 15 of these.</b>	2.1. Explain the difference between deciduous and evergreen shrubs. 2.2. Identify fifteen common shrubs that are found in the workplace. 2.3. Describe the growth habits of fifteen identified shrubs.

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<b>Specific Outcomes</b>	<b>Assessment Criteria</b>
<b>3. Categorise the different types of groundcovers and identify 5 of these.</b>	3.1. Recognise the different types of groundcovers. 3.2. Identify five common groundcovers that are found in the workplace. 3.3. Describe the growth habits of the five identified groundcovers.
<b>4. Categorise different types of bedding plants and identify 10 of these.</b>	4.1. Explain the growth habits, characteristics and requirements of various annuals. 4.2. Identify ten bedding plants that are found in the workplace. 4.3. Describe the growth habits of the ten identified annuals.
<b>5. Categorise the different types of herbaceous plants and identify 10 of these.</b>	5.1. Categorise the different types of herbaceous plants. 5.2. Identify ten common herbaceous plants. 5.3. Describe the growth habits of the ten identified herbaceous plants.

## Embedded Knowledge

Embedded knowledge is reflected within the assessment criteria of each specific outcome and must be assessed in its own right, through oral and written evidence. Observation cannot be the only assessment.

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**Critical Cross Field Outcomes**

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made – specific outcome 1, 2, 3, 4 and 5.
- Work effectively with others as a member of a team, group, organisation or community. Specific outcome embedded in the learning for this level of learner.
- Organise and manage oneself and one's activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information. Specific outcome 1, 2, 3, 4 and 5.
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation. Specific outcome embedded in the learning for this level of learner.
- Use science and technology effectively and critically, showing responsibility toward the environment and health of others. Specific outcome 1, 2, 3, 4 and 5.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. Specific outcome 1.

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**Unit Standard Accreditation and Moderation Options**

1. Internal moderation.
2. External moderation.
3. Moderation of assessment will be overseen by the relevant ETQA, according to the moderation guidelines in the relevant qualification the agreed ETQA procedures.
4. Internal assessment.
5. External assessment with the relevant registered/accredited industry body/ETQA.
6. An Assessor accredited by the relevant ETQA, will assess the Learner's competency.
7. Formative and summative assessment of qualifying Learners against this unit standard should be in alignment with the requirements of the NSB.
8. Practical assessment activities will be used that are appropriate to the contents in which the qualifying Learners are working.
9. Assessment will include self and peer assessment, practical and oral assessment, observations, questions and answers, etc.
10. Direct observation is required in simulated or actual work conditions.
11. Reporting skills are demonstrated by effective communication, using verbal and/or writing skills.
12. Assessment is to be structured to include formative and summative component, as well as the submission of a Portfolio of Evidence.
13. The assessment should ensure that all the specific outcomes, critical cross field outcomes and embedded knowledge are assessed.
14. Specific outcomes must be assessed in their own right, through oral and practical evidence and cannot be assessed by observation only.

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Essential embedded knowledge must be assessed in their own right, through oral and practical evidence and cannot be assessed by observation only.

15. Special outcomes and essential embedded knowledge must be assessed in relation to each other.

16. If qualifying Learners are able to explain the essential embedded knowledge, but are unable to perform the specific outcomes, then they should not be assessed as competent.

17. If qualifying Learners are able to perform specific outcomes, but are unable to explain the essential embedded knowledge, they should not be assessed as competent.

18. Evidence of the specified critical cross-field outcomes should be found, both in performance and in essential embedded knowledge.

19. Assessment activities must be fair, so that all Learners have equal opportunities. Activities must be free of gender, ethnic or other bias.

20. This unit standard can be assessed together with any other relevant registered unit standard.

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**Day 1 : Introduction**

**Note to Course Facilitator**

**Making the most of the first 60 minutes of the training:**

The first 60 minutes of any learning intervention produces the highest learning volume per second than at any other stage of the program. This is your opportunity to mold the group into active, working learners. There are many worthwhile things to do at this stage:

- Neutralise the incipient teacher-pupil relationship.
- Begin to form a class community.
- Encourage participants to discover and start to correct any non-productive learning agendas they may have.
- Encourage participants to formulate definite in-course and post-course objectives for themselves.

The lesson introduction whilst focusing on the above outcomes also includes a focus on:

- Warming up of participants.
- Building confidence
- Building rapport.
- Eliciting of learning expectations.

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**Materials required:**

- Standard classroom set up (u-shape).
- Standard stationery requirements.
- Facilitator's Guide.
- Learner Workbooks for each learner.
- Assessment Guide for each learner.
- Learner registration Forms.
- Learner Information Forms (AgriSETA)

**Lesson duration : 40 minutes**

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<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
	<p>To introduce the trainer and build learner confidence.</p>	<p>Use this session to:</p> <ul style="list-style-type: none"> <li>• introduce yourself</li> <li>• tell the group a little about yourself                             <ul style="list-style-type: none"> <li>• trainer's name</li> <li>• brief background</li> </ul> </li> </ul> <p>Tell the learners that you will be going around the room and you want each of them to tell you:</p> <ul style="list-style-type: none"> <li>• Their name.</li> <li>• Where they work.</li> <li>• What type of work they do.</li> <li>• What they hope to learn, today.</li> </ul>
<b>TIME: 15 MINUTES</b>		
	<p>To match what the learner hopes to learn with the Unit Standards specific outcomes and assessment criteria.</p>	<p>Discuss the Study Session Overview as per the notes on pages 4 to 12 of the learner workbook, covering::</p> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Who is it for?</li> <li>• What's in it for you?</li> <li>• What about assessment?</li> <li>• The Unit Standard?</li> <li>• Who does what?</li> </ul> <p>Complete learner registration forms and Learner Information Form (AgriSeta).</p>
<b>TIME: 25 MINUTES</b>		

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**Day 1  
Lesson 1: Trees**

**Notes to the Course Facilitator**

At this stage of the workshop, you should have developed an informal, relaxed training atmosphere.

Lesson 1 develops the learning to meet Specific Outcome 1 of the Unit Standard

- **Categorise the major types of trees and identify 10 of these.**

At the end of this lesson, learners should be able to:

- Explain the difference between deciduous and evergreen trees.
- Identify ten common trees that are found in the workplace.
- Describe the growth habits of the ten identified trees.

The **lesson notes** must be used as an overall guide to facilitation. It is important that each facilitator personalise the learning experience to suit personal and learner styles. However, the learning outcomes, practical exercises, theory and assessment are strictly aligned with national unit standards and must therefore be covered as they have been set out in the material. . Comfort breaks must be organised according to the facilitator and learners liking.

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**Materials required:**

- Activity 1, page 16– magazines, poster paper, glue and scissors per learner.
- Pictures and/or real examples of 10 common trees as per the notes on pages 26 to 30 of the learner workbook.

**Lesson duration 6 hours.**

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<b>Day 1 : Lesson 1 : Trees</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>What is a tree?</b></p> <p><b>Activity 1</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Cover Introduction, as per the notes on pages 13 to 15 of the learner workbook.</p> <p>Divide learners into 3 work groups and instruct learners to complete Activity 1, on page 16 of the workbook.</p> <p>Allow 15 minutes for activity.</p> <p>While learners are busy, check that all learners have collected pictures of evergreen and deciduous trees.</p>
<p><b>Activity 2</b></p>  <p><b>TIME: 20 MINUTES</b></p>	<p>A formative assessment to check that the learner can meet the assessment criteria:</p> <p>Explain the difference between deciduous and evergreen trees.</p>	<p>Divide learners into work groups and instruct learners to complete Activity 2, on page 17 of the workbook.</p> <p>Allow 10 minutes for activity.</p> <p>Ask each work group to share their answers and make sure that all key learning points have been covered.</p>

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<b>Day 1 : Lesson 1 : Trees</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>Identifying a tree.</b></p> <p><b>Activity 3</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Cover notes on pages 18 to 22 of the learner workbook.</p> <p>Ask learners to complete Activity 3, on page 23 of the learner workbook.</p> <p>Allow 10 minutes for this activity.</p> <p>Ask learners to share their answers and make sure that all key learning points are covered.</p>
<p><b>Ten common trees</b></p>  <p><b>TIME: 60 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Discuss and show examples of ten common trees on pages 24 to 30 of the learner workbook.</p>
<p><b>Activity 4</b></p>  <p><b>TIME: 40 MINUTES</b></p>	<p>A formative assessment to check that the learner can meet the assessment criteria:</p> <p>Identify 10 common trees.</p>	<p>Ask learners to complete activity 4, on page 31 of the learner workbook.</p> <p>Allow 20 minutes for completion of this activity.</p> <p>Ask learners to show each other their posters, comment and make sure that all key learning points are covered.</p>

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<b>Day 1 : Lesson 1 : Trees</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>Activity 5</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Ask learners to completed activity 5, on page 32 of the learner workbook.</p> <p>Allow 10 minutes for completion of this activity.</p> <p>Call for group responses and make sure that all key learning points are covered.</p>
<p><b>Activity 6</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Ask learners to completed activity 6, on page 33 of the learner workbook.</p> <p>Allow 15 minutes for completion of this activity.</p> <p>Make sure that all learners can identify these common trees.</p>
<p><b>Activity 7</b></p>  <p><b>TIME:</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Ask learners to completed activity 7, on page 34 of the learner workbook, as homework.</p>
<p><b>Growth habits of trees</b></p>  <p><b>TIME: 60 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Discuss as per the notes on pages 35 and 36 of the learner workbook.</p>

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<b>Day 1 : Lesson 1 : Trees</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>Activity 8</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>A formative assessment to check that the learner can meet the assessment criteria:</p> <p>Describe the growth habits of the 10 identified trees.</p>	<p>Ask learners to completed activity 8, on page 37 of the learner workbook.</p> <p>Allow 20 minutes for completion of this activity.</p> <p>Call for group responses and make sure that all key learning points are covered.</p>
<p><b>Conclusion</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>To close day 1, lesson 1.</p>	<p>Ask learners to check their learning against the lesson checkpoint, on page 38 of the learner workbook.</p> <p>Allow 15 minutes.</p> <p>Call for any questions.</p> <p>Recap on any learning points that arise.</p> <p>Thank learners, advise on date for the next lesson and close for the day.</p>

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**Day 2**

**Lesson 2 : Shrubs**

**Notes to the Course Facilitator**

At this stage of the workshop, you should have developed an informal, relaxed training atmosphere.

Lesson 2 develops the learning to meet Specific Outcome 2 of the Unit Standard

- **Categorise the basic types of shrubs and identify 15 of these.**

At the end of this lesson, learners should be able to:

- Explain the difference between deciduous and evergreen shrubs.
- Identify fifteen common shrubs that are found in the workplace.
- Describe the growth habits of fifteen identified shrubs.

The **lesson notes** must be used as an overall guide to facilitation. It is important that each facilitator personalise the learning experience to suit personal and learner styles. However, the learning outcomes, practical exercises, theory and assessment are strictly aligned with national unit standards and must therefore be covered as they have been set out in the material. . Comfort breaks must be organised according to the facilitator and learners liking.

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**Materials required:**

- Standard classroom set up (u-shape).
- Standard stationery requirements.
- Facilitator's Guide.
- Learner Workbooks for each learner.
- Assessment Guide for each learner.
- Activity 9, page 42 – magazines, posters, glue and scissors per learner.
- Pictures and/or real examples of shrubs as per notes on pages 49 to 54 of the learner workbook.

**Lesson duration: 7 hours**

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<b>Day 2 : Lesson 2 : Shrubs</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>Welcome and recap</b></p> <div style="text-align: center;">  </div> <p><b>TIME: 30 MINUTES</b></p>	<p>To build learner confidence and enthusiasm and recap on day 1 key learning points.</p>	<p>Welcome learners to Identify the major categories of plants lesson.</p> <p>Who can remember what we learnt in the last study session?</p> <p>Ask learners what they noticed about trees since the last study session.</p> <p>Ask learners to show their posters and leaves collected as per activity 7, on page 34 that they had to do for homework.</p> <p>Ask learners how learning about trees has helped them in their jobs.</p>
<p><b>What is a shrub?</b></p> <p><b>Activity 9</b></p> <div style="text-align: center;">  </div> <p><b>TIME: 45 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Discuss as per the notes on pages 40 and 41 of the learner workbook.</p> <p>Ask learners to complete Activity 9, on page 42 of the learner workbook.</p> <p>Allow 15 minutes.</p> <p>Make sure that all learners have collected pictures of shrubs.</p>

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<b>Day 2 : Lesson 2 : Shrubs</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>Activity 10</b></p>  <p><b>TIME: 20 MINUTES</b></p>	<p>A formative assessment to check that the learner can meet the assessment criteria:</p> <p>Explain the difference between deciduous and evergreen shrubs.</p>	<p>Divide learners into workgroups, and ask them to complete Activity 10, on page 43 of the workbook.</p> <p>Allow 10 minutes.</p> <p>Call for group responses and make sure that all key learning points are covered.</p>
<p><b>Identifying a shrub</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Discuss as per notes on pages 44 and 47 of the learner workbook.</p>
<p><b>Activity 11</b></p>  <p><b>TIME: 20 MINUTES</b></p>	<p>A formative assessment to check that the learner can meet the assessment criteria:</p> <p>Identify 15 shrubs.</p>	<p>Divide learners into workgroups, and ask them to complete Activity 11, on page 49, of the workbook.</p> <p>Allow 10 minutes.</p> <p>Call for group responses and make sure that all key learning points are covered.</p>

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<b>Day 2 : Lesson 2 : Shrubs</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>Fifteen common shrubs</b></p>  <p><b>TIME: 60 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Discuss as per notes on pages 49 to 54 of the learner workbook.</p> <p>Since learners will not be able to see the shrubs through the description, show pictures or real examples of these shrubs.</p>
<p><b>Activity 12</b></p>  <p><b>TIME: 35 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Ask learners to complete activity 12, on page 56 of the learner workbook.</p> <p>Allow 20 minutes for this activity.</p> <p>Ask learners to show the group their posters and make sure that all key learning points are covered.</p>
<p><b>Activity 13</b></p>  <p><b>TIME: 20 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Ask learners to complete activity 13, on page 56 of the learner workbook.</p> <p>Allow 10 minutes for this activity.</p> <p>Call for group responses and make sure that all key learning points are covered.</p>

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<b>Day 2 : Lesson 2 : Shrubs</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>Activity 14</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Ask learners to complete activity 14, on page 57 of the learner workbook.</p> <p>Allow 15 minutes.</p> <p>Make sure that all learners can identify the common shrubs.</p>
<p><b>Activity 15</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Ask learners to complete activity 15, on page 58 of the learner workbook as homework.</p>
<p><b>Growth habits of shrubs</b></p>  <p><b>TIME: 60 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Discuss as per notes on pages 59 and 60 of the learner workbook.</p>

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<b>Day 2 : Lesson 2 : Shrubs</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>Activity 16</b></p>  <p><b>TIME: 40 MINUTES</b></p>	<p>A formative assessment to check that the learner can meet the assessment criteria:</p> <p>Describe the growth habits of the 15 identified shrubs.</p>	<p>Divide learners into workgroups, and ask them to complete Activity 16, on page 61, of the workbook.</p> <p>Allow 20 minutes.</p> <p>Call for group responses and make sure that all key learning points are covered.</p>
<p><b>Conclusion</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>To close day 2, lesson 2.</p>	<p>Ask learners to check their learning against the lesson checkpoint, on page 62 of the learner workbook.</p> <p>Allow 15 minutes.</p> <p>Call for any questions.</p> <p>Recap on any learning points that arise.</p> <p>Thank learners, advise on date for the next lesson and close for the day.</p>

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**Day 3**  
**Lesson 3 : Ground Covers**

**Notes to the Course Facilitator**

At this stage of the workshop, you should have developed an informal, relaxed training atmosphere.

Lesson 3 develops the learning to meet Specific Outcomes 3 and of the Unit Standard

- **Categorise the different types of groundcovers and identify 5 of these.**

At the end of this lesson, learners should be able to:

- Recognise different types of groundcovers.
- Identify five common groundcovers that are found in the workplace.
- Describe the growth habits of the five identified groundcovers.

The **lesson notes** must be used as an overall guide to facilitation. It is important that each facilitator personalise the learning experience to suit personal and learner styles. However, the learning outcomes, practical exercises, theory and assessment are strictly aligned with national unit standards and must therefore be covered as they have been set out in the material. . Comfort breaks must be organised according to the facilitator and learners liking.

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**Materials required:**

- Standard classroom set up (u-shape).
- Standard stationery requirements.
- Facilitator's Guide.
- Learner Workbooks for each learner.
- 5 common groundcovers as per the notes on pages 72 to 74 of the learner workbook.
- Activity 17 on page 66, magazines, posters, glue and scissors for each learner.

**Lesson duration 4 hours**

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<b>Day 3 :</b>		
<b>Lesson 3 : Ground Covers</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<b>Welcome and recap</b>   <b>TIME: 30 MINUTES</b>	To build learner confidence and enthusiasm and recap on day 2 key learning points.	Welcome learners to identify the major categories of plants lesson.  Who can remember what we learnt in the last study session?  Ask learners what they noticed about shrubs since the last study session.  Ask learners how learning about shrubs has helped them in their jobs.  Ask learners to show their posters and the leaves that they collected as per homework activity 15 on page 58 of the learner workbook.

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<b>Day 3 :</b>		
<b>Lesson 3 : Ground Covers</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>What is a groundcover?</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Discuss as per the notes on pages 64 and 65 of the learner workbook.</p>
<p><b>Activity 17</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Divide learners into workgroups and instruct them to complete Activity 17 on page 66 of the workbook.</p> <p>Allow 15 minutes for this activity.</p> <p>Ask learners to share their answers and make sure that all key learning points are covered.</p>
<p><b>Identifying a groundcover.</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Discuss as per notes on pages 67 to 70 of the learner workbook.</p>

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<b>Day 3 :</b>		
<b>Lesson 3 : Ground Covers</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>Activity 18</b></p>  <p><b>TIME: 20 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Ask learners to complete Activity 18 on page 71 of the learner workbook.</p> <p>Allow 10 minutes for this activity.</p> <p>Call for group response and make sure that all key learning points are covered.</p>
<p><b>Five common ground covers</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Discuss as per notes on pages 72 to 74 of the learner workbook.</p> <p>Since learners will not be able to see the groundcovers through the description, show pictures or real examples of these groundcovers.</p>
<p><b>Activity 19</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Ask learners to complete activity 19, on page 75 of the learner workbook.</p> <p>Allow 15 minutes for this activity.</p> <p>Ask learners to show the group their posters and make sure that all key learning points are covered.</p>

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<b>Day 3 :</b>		
<b>Lesson 3 : Ground Covers</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>Activity 20</b></p>  <p><b>TIME: 20 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Ask learners to complete activity 20, on page 76 of the learner workbook.</p> <p>Allow 10 minutes for this activity.</p> <p>Call for group responses and make sure that all key learning points are covered.</p>
<p><b>Activity 21</b></p>  <p><b>TIME: 20 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Ask learners to complete activity 21, on page 77 of the learner workbook.</p> <p>Allow 10 minutes.</p> <p>Make sure that all learners can identify common groundcovers.</p>
<p><b>Activity 22</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Ask learners to complete activity 22, on page 78 of the learner workbook as homework.</p>
<p><b>Activity 23</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>A formative assessment to check that the learner can meet the assessment criteria:</p>	<p>Divide learners into workgroups, and ask them to complete Activity 23, on page 79, of the workbook.</p> <p>Allow 15 minutes.</p>

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<b>Day 3 :</b>		
<b>Lesson 3 : Ground Covers</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
	Describe the growth habits of the 5 identified groundcovers	Call for group responses and make sure that all key learning points are covered.

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**Day 3**

**Lesson 4 : Bedding Plants**

**Notes to the Course Facilitator**

At this stage of the workshop, you should have developed an informal, relaxed training atmosphere.

Lesson 4 develops the learning to meet Specific Outcome 4 of the Unit Standard

- **Categorise different types of bedding plants and identify 10 of these.**

At the end of this lesson, learners should be able to:

- Explain the growth habits, characteristics and requirements of various annuals.
- Identify ten bedding plants that are found in the workplace.
- Describe the growth habits of the 10 identified annuals.

The **lesson notes** must be used as an overall guide to facilitation. It is important that each facilitator personalise the learning experience to suit personal and learner styles. However, the learning outcomes, practical exercises, theory and assessment are strictly aligned with national unit standards and must therefore be covered as they have been set out in the material. . Comfort breaks must be organised according to the facilitator and learners liking.

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**Materials required:**

- **Activity 24, page 84 – magazines, posters, glue and scissors for each learner.**
- **Examples of annuals as per the notes on pages 89 to 95 of the learner workbook.**

**Lesson duration 3 hours.**

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<b>Day 3 :</b>		
<b>Lesson 4 : Bedding Plants</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>What is a bedding plant?</b></p>  <p><b>TIME: 20 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Discuss as per notes on pages 82 and 83 of the learner workbook.</p>
<p><b>Activity 24</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Ask learners to complete activity 24, on page 84 of the learner workbook.</p> <p>Allow 15 minutes.</p> <p>Check that all learners have cut out pictures of bedding plants (annuals).</p>
<p><b>Identifying an annual</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Discuss as per notes on pages 85 to 87 of the learner workbook.</p>

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<b>Day 3 :</b>		
<b>Lesson 4 : Bedding Plants</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>Activity 25</b></p> <div style="text-align: center;">  </div> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;"> <p><b>TIME: 20 MINUTES</b></p> </div>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Divide learners into workgroups and ask them to complete Activity 25, on page 88 of the learner workbook.</p> <p>Allow 10 minutes for this activity.</p> <p>Call for group responses and make sure that all learners can identify annuals.</p>
<p><b>Ten Annuals</b></p> <div style="text-align: center;">  </div> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;"> <p><b>TIME: 60 MINUTES</b></p> </div>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Discuss as per notes on pages 89 to 95 of the learner workbook.</p> <p>Since learners will not be able to see the annuals through the description, show pictures or real examples of these annuals.</p>
<p><b>Lesson Checkpoints</b></p>	<p>Check the learning and answer final question.</p>	<p>Ask learners to complete the lesson checkpoints on pages 80.</p> <p>Allow 10 minutes.</p> <p>Call for questions.</p> <p>Recap on any learning points that arise. Advise learners of next lesson dates and close for the day.</p>

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**Day 4**

**Lesson 4 : Bedding Plants Continued**

**Notes to the Course Facilitator**

At this stage of the workshop, you should have developed an informal, relaxed training atmosphere.

Lesson 4 develops the learning to meet Specific Outcome 4 of the Unit Standard

- **Categorise different types of bedding plants and identify 10 of these.**

At the end of this lesson, learners should be able to:

- Explain the growth habits, characteristics and requirements of various annuals.
- Identify ten bedding plants that are found in the workplace.
- Describe the growth habits of the 10 identified annuals.

The **lesson notes** must be used as an overall guide to facilitation. It is important that each facilitator personalise the learning experience to suit personal and learner styles. However, the learning outcomes, practical exercises, theory and assessment are strictly aligned with national unit standards and must therefore be covered as they have been set out in the material. . Comfort breaks must be organised according to the facilitator and learners liking.

**Lesson duration 3 hours and 30 minutes.**

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<b>Day 4 :</b>		
<b>Lesson 4 : Bedding Plants Continued</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<b>Welcome and recap</b>   <b>TIME: 30 MINUTES</b>	To build learner confidence and enthusiasm and recap on day 3 key learning points.	Welcome learners to identify the major categories of plants lesson.  Who can remember what we learnt in the last study session?  Ask learners what they noticed about trees, shrubs and groundcovers since the last study session.  Ask learners how learning about trees, shrubs and groundcovers has helped them in their jobs.  Ask learners to show their posters and the leaves that they collected as per homework activity 22 on page 78 of the learner workbook.

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<b>Day 4 :</b>		
<b>Lesson 4 : Bedding Plants Continued</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<b>Activity 26</b>  <b>TIME: 35 MINUTES</b>	To build the learning to meet the specific outcome and related assessment criteria for this section.	Divide learners into workgroups and instruct them to complete Activity 26 on page 96 of the workbook.  Allow 20 minutes for this activity.  Ask learners to show their posters and make sure that all key learning points are covered.
<b>Activity 27</b>  <b>TIME: 20 MINUTES</b>	To build the learning to meet the specific outcome and related assessment criteria for this section.	Ask learners to complete activity 27, on page 97 of the learner workbook.  Allow 10 minutes for this activity.  Call for group responses and make sure that all key learning points are covered.
<b>Activity 28</b>  <b>TIME: 30 MINUTES</b>	To build the learning to meet the specific outcome and related assessment criteria for this section.	Ask learners to complete activity 28, on page 98 of the learner workbook.  Allow 15 minutes.  Make sure that all learners can identify common annuals.

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<b>Day 4 :</b>		
<b>Lesson 4 : Bedding Plants Continued</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<b>Activity 29</b>	To build the learning to meet the specific outcome and related assessment criteria for this section.	Ask learners to complete activity 29, on page 99 of the learner workbook as homework.
<p><b>Growth habit of annuals</b></p>  <p><b>TIME: 60 MINUTES</b></p>	To build the learning to meet the specific outcome and related assessment criteria for this section.	Discuss as per the notes on pages 100 and 101 of the learner workbook.
<p><b>Activity 30</b></p>  <p><b>TIME: 35 MINUTES</b></p>	<p>A formative assessment to check that the learner can meet the assessment criteria:</p> <p>Describe the growth habits of the 10 identified annuals</p>	<p>Divide learners into workgroups, and ask them to complete Activity 30, on page 102, of the workbook.</p> <p>Allow 20 minutes.</p> <p>Call for group responses and make sure that all key learning points are covered.</p>

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**Day 4**

**Lesson 5 : Herbaceous Plants**

**Notes to the Course Facilitator**

At this stage of the workshop, you should have developed an informal, relaxed training atmosphere.

Lesson 5 develops the learning to meet Specific Outcome 5 of the Unit Standard

- **Categorise different types of herbaceous plants and identify 10 of these.**

At the end of this lesson, learners should be able to:

- Categorise the different types of herbaceous plants.
- Identify ten common herbaceous plants that are found in the workplace.
- Describe the growth habits of the 10 identified herbaceous plants.

The **lesson notes** must be used as an overall guide to facilitation. It is important that each facilitator personalise the learning experience to suit personal and learner styles. However, the learning outcomes, practical exercises, theory and assessment are strictly aligned with national unit standards and must therefore be covered as they have been set out in the material. . Comfort breaks must be organised according to the facilitator and learners liking.

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**Materials required:**

- Activity 31, page 107 – magazines, posters, glue and scissors for each learner.
- Pictures or real life examples of perennials as per the notes on pages 113 to 118 of the learner workbook.

**Lesson duration 3 hours and 30 minutes.**

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<b>Day 4 :</b>		
<b>Lesson 5 : Herbaceous Plants</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>What is a herbaceous plant?</b></p>  <p><b>TIME: 20 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Discuss as per the notes on pages 105 and 106 of the learner workbook.</p>
<p><b>Activity 31</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Divide learners into workgroups and instruct them to complete Activity 31 on page 107 of the workbook.</p> <p>Allow 15 minutes for this activity.</p> <p>Ask learners to show their posters and make sure that all key learning points are covered.</p>
<p><b>Activity 32</b></p>  <p><b>TIME: 20 MINUTES</b></p>	<p>A formative assessment to check that the learner can meet the assessment criteria:</p> <p>Categorise the different types of herbaceous plants.</p>	<p>Ask learners to complete activity 32, on page 108 of the learner workbook.</p> <p>Allow 10 minutes for this activity.</p> <p>Call for group responses and make sure that all key learning points are covered.</p>

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<b>Day 4 :</b>		
<b>Lesson 5 : Herbaceous Plants</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>Identifying a perennial.</b></p>  <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 5px;"><b>TIME: 30 MINUTES</b></div>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Discuss as per the notes on pages 109 to 111 of the learner workbook.</p>
<p><b>Activity 33</b></p>  <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 5px;"><b>TIME: 20 MINUTES</b></div>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Ask learners to complete activity 33, on page 112 of the learner workbook.</p> <p>Allow 10 minutes.</p> <p>Call for group responses and make sure that all key learning points are covered.</p>
<p><b>Ten perennials</b></p>  <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 5px;"><b>TIME: 60 MINUTES</b></div>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Discuss as per the notes on pages 113 to 118 of the learner workbook.</p>

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<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<b>Lesson Checkpoints</b>	Check the learning and answer final question.	Ask learners to complete the lesson checkpoints on pages 103.  Allow 15 minutes.  Call for questions.  Recap on any learning points that arise. Advise learners of next lesson dates and close for the day.

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**Day 5**

**Lesson 5 : Herbaceous Plants Continued**

**Notes to the Course Facilitator**

At this stage of the workshop, you should have developed an informal, relaxed training atmosphere.

Lesson 5 develops the learning to meet Specific Outcome 5 of the Unit Standard

- **Categorise different types of herbaceous plants and identify 10 of these.**

At the end of this lesson, learners should be able to:

- Categorise the different types of herbaceous plants.
- Identify ten common herbaceous plants that are found in the workplace.
- Describe the growth habits of the 10 identified herbaceous plants.

The **lesson notes** must be used as an overall guide to facilitation. It is important that each facilitator personalise the learning experience to suit personal and learner styles. However, the learning outcomes, practical exercises, theory and assessment are strictly aligned with national unit standards and must therefore be covered as they have been set out in the material. . Comfort breaks must be organised according to the facilitator and learners liking.

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Materials required:

- Course evaluations.
- Assessment guide for each learner.

Lesson duration 4 hours and 30 minutes.

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<b>Day 5 :</b>		
<b>Lesson 5 : Herbaceous Plants Continued</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<b>Welcome and recap</b>   <b>TIME: 30 MINUTES</b>	To build learner confidence and enthusiasm and recap on day 4 key learning points.	Welcome learners to identify the major categories of plants lesson.  Who can remember what we learnt in the last study session?  Ask learners what they noticed about trees, shrubs, groundcovers and annuals since the last study session.  Ask learners how learning about trees, shrubs, groundcovers and annuals has helped them in their jobs.  Ask learners to show their posters and the leaves that they collected as per homework activity 22 on page 78 of the learner workbook.

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<b>Day 4 :</b>		
<b>Lesson 4 : Bedding Plants</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>Activity 34</b></p>  <p><b>TIME: 35 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Divide learners into workgroups and instruct them to complete Activity 34 on page 119 of the workbook.</p> <p>Allow 20 minutes for this activity.</p> <p>Ask learners to show their posters and make sure that all key learning points are covered.</p>
<p><b>Activity 35</b></p>  <p><b>TIME: 20 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Ask learners to complete activity 35, on page 120 of the learner workbook.</p> <p>Allow 10 minutes for this activity.</p> <p>Call for group responses and make sure that all key learning points are covered.</p>
<p><b>Activity 36</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Ask learners to complete activity 36, on page 121 of the learner workbook.</p> <p>Allow 15 minutes.</p> <p>Make sure that all learners can identify common perennials.</p>

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<b>Day 4 :</b>		
<b>Lesson 4 : Bedding Plants</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>Growth habit of perennials</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Discuss as per the notes on pages 122 of the learner workbook.</p>
<p><b>Activity 37</b></p>  <p><b>TIME: 35 MINUTES</b></p>	<p>A formative assessment to check that the learner can meet the assessment criteria:</p> <p>Describe the growth habits of the 10 identified perennials.</p>	<p>Divide learners into workgroups, and ask them to complete Activity 37, on page 123, of the workbook.</p> <p>Allow 20 minutes.</p> <p>Call for group responses and make sure that all key learning points are covered.</p>
<p><b>Lesson Checkpoints</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>Check the learning and answer final question.</p>	<p>Ask learners to complete the lesson checkpoints on pages 124.</p> <p>Allow 10 minutes.</p> <p>Call for questions.</p>

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<b>Day 4 :</b>		
<b>Lesson 4 : Bedding Plants</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<b>Summative Assessment</b>   <b>TIME: 60 MINUTES</b>	To prepare learners for their summative assessment.	Conduct summative assessment preparation interview.  Set assessment date.  Answer any learner questions.  Hand out course evaluation sheets for completion by the learners.  Collect course evaluation sheets and close for the day.

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