

# **Mow Lawns in Landscaped Areas**

## **Facilitator's Guide**

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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:**

**Tasha Tollman for material design and development  
Ken Wainman from Kensan-ji Environmental Design**

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**Study Session Overview**

**Study Session Purpose**

This study session forms part of the General Certification in Ornamental Horticulture, NQF Level 1 and is aligned with the Unit Standard: Mow lawns in landscaped areas, which carries 3 credits.

This study session and unit standard forms the skills and knowledge for learners within the ornamental horticulture or landscaping industry who are required to mow lawn areas safely to the standards laid down for the various sectors of the industry.

This study session will also help the learner to acquire the skill and knowledge necessary to:

- Explain the operating principles of rotary mowers.
- Explain the operating principles of reel mowers.
- Demonstrate the adjustment of the height of cut for rotary and reel mowers.
- Explain the difference in the fuel requirements of 2-stroke and 4-stroke petrol mowers.
- Demonstrate the correct method of filling a mower's fuel tank.
- Demonstrate the correct selection and use of PPE.
- Demonstrate and describe the mower safety and mechanical checks.
- Demonstrate the inspection and clearing of the area to be mown.

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- Demonstrate the preparation and setting of the mower.
- Demonstrate the correct start up and operation of a petrol mower's engine.
- Demonstrate the correct start up and operation of an electrical mower.
- Demonstrate the correct method and techniques of mowing a lawn.
- Describe the types of cut and their quality and finish.
- Describe the comprehensive maintenance checks that should be carried out on a mower.
- Explain how to clean and store a mower after use.

### **Specific Outcomes**

This study session covers all the Specific Outcomes as outlined in the Unit Standard : mowing lawns, namely:

- Identify the different types of mowers and their method of operation.
- Conduct necessary preparations for mowing.
- Apply the correct operating techniques and procedures for mowing.
- Demonstrate an understanding of the importance of mower maintenance and correct storage.

### **Unit Standard Pre-requisites**

Demonstrate knowledge of communication and Numeracy at Abet level 3.  
Health and Safety.

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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.

## **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.

In an effort to replicate the workplace situation, learners will use workplace examples and context to recognise the different parts of a plant and their functions. This learning process caters for all learning styles and preferences.

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**Bloom 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 : mow lawns in landscaped areas.

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**How the study session works**

This study session has been divided into four lessons, held over a period of 3 days:

<p><b>Lesson 1: Types of lawn mowers</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 operating principles of rotary mowers.</li><li>▪ Explain the operating principles of reel mowers.</li><li>▪ Demonstrate the adjustment of the height of cut for rotary and reel mowers.</li><li>▪ Explain the difference in the fuel requirements of 2-stroke and 4-stroke petrol mowers.</li><li>▪ Demonstrate the correct method of filling a mower's fuel tank.</li><li>▪ Describe the types of cut and their quality and finish.</li></ul>
<p><b>Lesson 2: Prepare for mowing</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>▪ Demonstrate the correct selection and use of PPE.</li><li>▪ Demonstrate and describe the mower safety and mechanical checks.</li><li>▪ Demonstrate the inspection and clearing of the area to be mown.</li></ul>



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<p><b>Lesson 3 :</b> <b>Mow the lawn</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>▪ Demonstrate the preparation and setting of the mower.</li><li>▪ Demonstrate the correct start up and operation of a petrol mower's engine.</li><li>▪ Demonstrate the correct start up and operation of an electrical mower.</li><li>▪ Demonstrate the correct method and techniques of mowing a lawn.</li></ul>
<p><b>Lesson 4 :</b> <b>Maintenance and storage</b></p>	<p><b>After learners have worked through Lesson 4, they should be able to:</b></p> <ul style="list-style-type: none"><li>▪ Describe the comprehensive maintenance checks that should be carried out on a mower.</li><li>▪ Demonstrate the procedures to follow in the cleaning and storage of a mower after use.</li></ul>

**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.

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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:

- 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 Facilitators' Guide and Learner's Workbook serve to guide and inform the learning.

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## **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.

## **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.

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## **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 observation and a knowledge questionnaire.
- **Rating** – On successful completion of the summative assessment, learners are rated "Competent" or "Not Yet Competent" against the Unit Standard assessment criteria.

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

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## **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>Mow lawns in landscaped areas</b>
<b>Number</b>	119697
<b>Level</b>	1
<b>Credits</b>	3
<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. Health and safety practices.

<b>Specific Outcomes</b>	<b>Assessment Criteria</b>
<b>1. Identify the different types of mowers and their method of operation.</b>	<ul style="list-style-type: none"><li>▪ Explain the operating principles of rotary mowers.</li><li>▪ Explain the operating principles of reel mowers.</li><li>▪ Demonstrate the adjustment of the height of cut for rotary and reel mowers.</li><li>▪ Explain the difference in the fuel requirements of 2-stroke and 4-stroke petrol mowers.</li><li>▪ Demonstrate the correct method of filling a mower's fuel tank</li></ul>
<b>2. Conduct necessary preparations for mowing.</b>	<ul style="list-style-type: none"><li>▪ Demonstrate the correct selection and use of PPE.</li><li>▪ Demonstrate and describe the mower safety and mechanical checks.</li><li>▪ Demonstrate the inspection and clearing of the area to be mown</li></ul>

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<b>Specific Outcomes</b>	<b>Assessment Criteria</b>
<b>3. Apply the correct operating techniques and procedures for mowing.</b>	<ul style="list-style-type: none"><li>▪ Demonstrate the preparation and setting of the mower.</li><li>▪ Demonstrate the correct start up and operation of a petrol mower's engine.</li><li>▪ Demonstrate the correct start up and operation of an electrical mower.</li><li>▪ Demonstrate the correct method and techniques of mowing a lawn.</li><li>▪ Describe the types of cut and their quality and finish.</li></ul>
<b>4. Demonstrate an understanding of the importance of mower maintenance and correct storage.</b>	<ul style="list-style-type: none"><li>▪ Describe the comprehensive maintenance checks that should be carried out on a mower.</li><li>▪ Demonstrate the procedures to follow in the cleaning and storage of a mower after use.</li></ul>

**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 2, 3 and 4.
- 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. Specific outcome 2, 3 and 4.
- Collect, analyse, organise and critically evaluate information. Specific outcome 2, 3 and 4.
- 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 and 4.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

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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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15. Essential embedded knowledge must be assessed in their own right, through oral and practical evidence and cannot be assessed by observation only.
16. Special outcomes and essential embedded knowledge must be assessed in relation to each other.
17. 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.
18. 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.
19. Evidence of the specified critical cross-field outcomes should be found, both in performance and in essential embedded knowledge.
20. All assessment activities must be fair, so that all Learners have equal opportunities. Activities must be free of gender, ethnic or other bias.
21. 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 1 hour**

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**Day 1 – Introduction**

<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>Welcome and Introductions</b></p>  <p><b>TIME: 15 MINUTES</b></p>	<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>
<p><b>Lesson Overview</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<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>




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**Day 1 – Introduction**

<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p data-bbox="167 577 411 656"><b>Lesson Introduction</b></p>  <p data-bbox="172 857 414 884"><b>TIME: 15 MINUTES</b></p>	<p data-bbox="434 577 675 716">To build learner confidence and enthusiasm for the learning.</p>	<p data-bbox="697 577 1412 656">Introduce the learning as per notes on page 13 of the learner's workbook.</p>

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**Day 1**

**Lesson 1 : Types of Lawn Mowers**

**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 and 3 of the Unit Standard

- **Identify the different types of mowers and their method of operation.**
- **Apply the correct operating techniques and procedures for mowing.**

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

- Explain the operating principles of rotary mowers.
- Explain the operating principles of reel mowers.
- Demonstrate the adjustment of the height of cut for rotary and reel mowers.
- Explain the difference in the fuel requirements of 2-stroke and 4-stroke petrol mowers.
- Demonstrate the correct method of filling a mower's fuel tank.
- Describe the types of cut and their quality and finish.

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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.

**Materials**




- Activity 3, on page 23 - sufficient rotary and reel mowers for learners to practice on and to demonstrate notes on pages 21 and 22.
- Activity 4, on page 28 –enough petrol for learners to practice with and to demonstrate notes on page 27.

**Lesson duration 5 hours and 15 minutes**

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<b>Day 1 - Lesson 1 : Types of Lawn Mowers</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
 <p><b>Introduction</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 15 and 16, of the learner workbook.</p>
 <p><b>Activity 1</b></p> <p><b>TIME: 40 MINUTES</b></p>	<p>A formative assessment to check that the learner can meet the assessment criteria:</p> <ul style="list-style-type: none"> <li>• Explain the operating principles of rotary mowers.</li> <li>• Explain the operating principles of reel mowers.</li> </ul>	<p>Divide learners into small workgroups.</p> <p>Ask learners to complete Activity 1, on page 17, of the learner workbook.</p> <p>Allow 20 minutes for this activity.</p> <p>Ask the group to share their answers and make sure that all key learning points have been covered.</p>
 <p><b>Lawn Mower Cuts</b></p> <p><b>TIME: 15 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this</p>	<p>Discuss as per the notes on pages 18 and 19, of the learner workbook.</p>

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<b>Day 1 - Lesson 1 : Types of Lawn Mowers</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>Activity 2</b></p>  <p><b>TIME: 25 MINUTES</b></p>	<p>section.</p> <p>A formative assessment to check that the learner can meet the assessment criteria:</p> <ul style="list-style-type: none"> <li>• Describe the types of cut and their finish.</li> </ul>	<p>Divide learners into small work groups and ask them to complete Activity 2, on page 20 of the learner workbook.</p> <p>Allow 15 minutes for completion of the Activity.</p> <p>Ask learners to share their answers and make sure that all key learning points are covered.</p>
<p><b>Adjusting the cutting height of lawn mowers</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>Demonstrate and explain as per the notes on pages 21 and 22, of the learner workbook.</p>
<p><b>Activity 3</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>A formative assessment to check that the learner can meet the assessment criteria:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the adjustment</li> </ul>	<p>Divide learners into small work groups and ask them to complete Activity 3, on page 23 of the learner workbook.</p> <p>Allow 30 minutes for completion of the Activity.</p> <p>Watch learners as they perform this activity, give</p>

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<b>Day 1 - Lesson 1 : Types of Lawn Mowers</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
	of the 'height of cut' for rotary and reel mowers.	learners feedback and make sure that all learners can adjust the height of cut on both rotary and reel mowers.
<p><b>The parts of a petrol driven mower engine</b></p>  <p><b>TIME: 20 MINUTES</b></p>	To build the learning to meet the specific outcome and related assessment criteria for this section.	Demonstrate and explain as per the notes on page 24, of the learner workbook.
<p><b>Different mower engines need different types of petrol</b></p>  <p><b>TIME: 15 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 page 25, of the learner workbook.




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**Day 1 -**

**Lesson 1 : Types of Lawn Mowers**



<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>How do I refuel a lawn mower.</b></p>  <p><b>TIME: 15 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Demonstrate and explain as per the notes on pages 26 and 27, of the learner workbook.</p>
<p><b>Activity 4</b></p>  <p><b>TIME: 25 MINUTES</b></p>	<p>A formative assessment to check that the learner can meet the assessment criteria:</p> <ul style="list-style-type: none"> <li>• Explain the difference between the fuel requirements of a 2-stroke and 4-stroke petrol mowers.</li> </ul>	<p>Divide learners into small work groups and ask them to complete Activity 4, on page 28 of the learner workbook.</p> <p>Allow 15 minutes for completion of the Activity.</p> <p>Ask learners to share their answers and make sure that all key learning points are covered.</p>
<p><b>Activity 5</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>A formative assessment to check that the learner can meet the</p>	<p>Divide learners into small work groups and ask them to complete Activity 5, on page 29 of the learner workbook.</p>

**TIME: 30 MINUTES**

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<b>Day 1 - Lesson 1 : Types of Lawn Mowers</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
	assessment criteria: <ul style="list-style-type: none"> <li>• Demonstrate the correct method of filling a mowers' fuel tank.</li> </ul>	Allow 30 minutes for completion of the Activity.  Watch learners as they complete this activity, give them feedback and make sure that all key learning points are covered.
	<b>Conclusion</b> To close day 1, lesson 1.	Ask learners to check their learning by completing the Lesson Checkpoint on page 30, of the learner workbook.  Allow 15 minutes for completion of this activity.  As learners are completing this activity, walk around the room and check that all learners feel that they can meet the assessment criteria.  Recap on any learning points that arise.  Thank learners, advise on date for the next lesson and close for the day.
		



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**Day 2  
Lesson 2 : Prepare for Mowing**

**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, 3 and 4 of the Unit Standard

- **Conduct necessary preparations for mowing.**

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

- Demonstrate the correct selection and use of PPE.
- Demonstrate and describe the mower safety and mechanical checks.
- Demonstrate the inspection and clearing of the area to be mown.

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.
- Activity 6, page 36 and for notes on pages 32 and 33 - PPE.
- Activity 7, page 37 and notes on pages 34 and 35 -.lawn mowers.
- Activity 8, page 39 – lawn area to be cleared for mowing.

**Lesson duration : 2 hours and 30 minutes**




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**Day 2 :**

**Lesson 2 : Which mulch should I use?**

<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>Welcome and recap</b></p> 	<p>To build learner confidence and enthusiasm and recap on day 1 key learning points.</p>	<p>Welcome learners back to the mowing lawns study session.</p> <p>Who can remember what we learnt in the last study session?</p> <p>Ask learners what they noticed about lawn mowers since the last study session.</p> <p>Ask learners how learning about lawn mowers has helped them in their jobs.</p>
<p><b>Wearing PPE</b></p> 	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Demonstrate and explain as per the notes, on pages 32 and 33 of the learner workbook.</p> <p>Discuss as per notes, on page 37 of the learner workbook.</p>
<p><b>Lawn mower pre-operating inspection</b></p> 	<p>To build the learning to meet the specific outcome and related assessment criteria for this</p>	<p>Demonstrate and explains per the notes on pages 34 and 35, of the learner workbook.</p>

TIME: 10 MINUTES


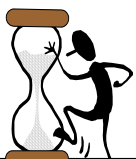

TIME: 15 MINUTES

TIME: 50 MINUTES

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<b>Day 2 :</b>		
<b>Lesson 2 : Which mulch should I use?</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>Activity 6</b></p>  <p><b>TIME: 15 MINUTES</b></p>	<p>section.</p> <p>To build the learning to meet assessment criteria:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the correct selection and use of PPE.</li> </ul>	<p>Divide learners into small work groups and ask them to complete Activity 6, on page 36 of the learner workbook.</p> <p>Allow 10 minutes for completion of the Activity.</p> <p>Ask learners to share their answers and make sure that all key learning points are covered.</p>
<p><b>Activity 7</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>To build the learning to meet assessment criteria:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate and describe the safety and mechanical checks.</li> </ul>	<p>Divide learners into small work groups and ask them to complete Activity 7, on page 37 of the learner workbook.</p> <p>Allow 30 minutes for completion of the Activity.</p> <p>Watch learners as they complete this activity, give feedback and make sure that all key learning points are covered.</p>
<p><b>Lawn pre-mowing inspection</b></p>  <p><b>TIME: 10 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 page 38 , of the learner workbook.</p>

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<b>Day 2 :</b>		
<b>Lesson 2 : Which mulch should I use?</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<b>Activity 8</b>  <b>TIME: 20 MINUTES</b>	To build the learning to meet assessment criteria: <ul style="list-style-type: none"><li>▪ Demonstrate inspection and clearing of the area to be mown..</li></ul>	Divide learners into small work groups and ask them to complete Activity 8, on page 39 of the learner workbook.  Allow 20 minutes for completion of the Activity.  Watch learners as they complete this activity, give feedback and make sure that all key learning points are covered.

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**Day 2  
Lesson 3 : Mow the Lawn**

**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 Outcome 3 of the Unit Standard

- **Apply the correct operating techniques and procedures for mowing**

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

- Demonstrate the preparation and setting of the mower.
- Demonstrate the correct start up and operation of a petrol mower's engine.
- Demonstrate the correct start up and operation of an electrical mower.
- Demonstrate the correct method and techniques of mowing a lawn.

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 9, page 51 and for notes on pages 43 to 46 – petrol and electrical mowers.
- Activity 10, page 52 -.petrol mowers.
- Activity 11, page 53 – electrical mowers.
- Activity 12, page 54 – lawn area to be mowed.

**Lesson duration : 3 hours and 20 minutes**




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**Day 2 :**

**Lesson 3 : Mow the Lawn**




<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>Start up the mower</b></p>  <p><b>TIME: 25 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Demonstrate and explain as per the notes, on pages 43 to 46 of the learner workbook.</p>
<p><b>Mowing techniques</b></p>  <p><b>TIME: 25 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p>	<p>Explains per the notes on pages 47 to 50, of the learner workbook.</p>
<p><b>Activity 9</b></p>  <p><b>TIME: 20 MINUTES</b></p>	<p>To build the learning to meet assessment criteria:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the preparation and setting of the mower.</li> </ul>	<p>Divide learners into small work groups and ask them to complete Activity 9, on page 51 of the learner workbook.</p> <p>Allow 20 minutes for completion of the Activity.</p> <p>Watch learners as they complete the activity, give feedback and make sure that all key learning points are covered.</p>



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<b>Day 2 :</b>		
<b>Lesson 3 : Mow the Lawn</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>To build the learning to meet assessment criteria:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the correct start up and operation of a petrol mower's engine.</li> </ul>	<p>Divide learners into small work groups and ask them to complete Activity 10, on page 52 of the learner workbook.</p> <p>Allow 20 minutes for completion of the Activity.</p> <p>Watch learners as they complete this activity, give feedback and make sure that all key learning points are covered.</p>
<p><b>Activity 11</b></p>  <p><b>TIME: 20 MINUTES</b></p>	<p>To build the learning to meet assessment criteria:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the correct start up and operation of an electrical mower.</li> </ul>	<p>Divide learners into small work groups and ask them to complete Activity 11, on page 53 of the learner workbook.</p> <p>Allow 20 minutes for completion of the Activity.</p> <p>Watch learners as they complete this activity, give feedback and make sure that all key learning points are covered.</p>
<p><b>Activity 12</b></p>  <p><b>TIME: 60 MINUTES</b></p>	<p>To build the learning to meet assessment criteria:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the correct</li> </ul>	<p>Divide learners into small work groups and ask them to complete Activity 12, on page 54 of the learner workbook.</p> <p>Allow 40 minutes for completion of the Activity.</p>

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<b>Day 2 : Lesson 3 : Mow the Lawn</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
	method and techniques of mowing a lawn	Watch learners as they complete this activity, give feedback and make sure that all key learning points are covered.
<b>Conclusion</b>	To close day 2, lesson 2 and 3.	Ask learners if check their learning by completing the Lesson Checkpoint on pages 40 and 55, of the learner workbook.  Allow 15 minutes for completion of this activity.  As learners are completing this activity, walk around the room and check that all learners feel that they can meet the assessment criteria.  Recap on any learning points that arise.  Thank learners, advise on date for the next lesson and close for the day.



**TIME: 30 MINUTES**

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**Day 3  
Lesson 4 : Maintenance and Storage**

**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

- **Demonstrate an understanding of the importance of mower maintenance and correct storage.**

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

- Describe the comprehensive maintenance checks that should be carried out on a mower.
- Demonstrate the procedures to follow in the cleaning and storage of a mower after use.

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 6, page 36 and for notes on pages 32 and 33 - PPE.
- Activity 7, page 37 and notes on pages 34 and 35 -.lawn mowers.
- Activity 8, page 39 – lawn area to be cleared for mowing.

**Lesson duration : 3 hours and 10 minutes**



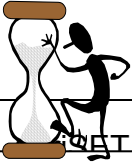
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**Day 3 :**


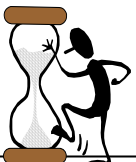
**Lesson 4 : Maintenance and Storage**

<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
<p><b>Introduction</b></p> <p><b>Preventative maintenance on lawn mowers</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 57 and 58 of the learner workbook.</p> <p>Discuss as per notes on pages 58 to 60 of the learner workbook.</p>
<p><b>Activity 13</b></p>  <p><b>TIME: 20 MINUTES</b></p>	<p>To build the learning to meet assessment criteria:</p> <ul style="list-style-type: none"> <li>▪ Describe the comprehensive maintenance checks that should be carried out on a mower.</li> </ul>	<p>Divide learners into small work groups and ask them to complete Activity 13, on page 61 of the learner workbook.</p> <p>Allow 15 minutes for completion of the Activity.</p>
<p><b>Cleaning of mowers and storage</b></p>  <p><b>TIME: 60 MINUTES</b></p>	<p>To build the learning to meet the specific outcome and related assessment</p>	<p>Discuss as per the notes, on pages 62 to 69 of the learner workbook.</p> <p>Ask learners to share their answers and make sure that all key learning points are covered.</p>

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<b>Day 3 :</b>		
<b>Lesson 4 : Maintenance and Storage</b>		
<b>Lesson Content</b>	<b>Purpose</b>	<b>Lesson Activities</b>
	criteria for this section.	
<p><b>Activity 14</b></p>  <p><b>TIME: 30 MINUTES</b></p>	<p>To build the learning to meet assessment criteria:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the correct method and techniques of mowing a lawn</li> </ul>	<p>Divide learners into small work groups and ask them to complete Activity 14, on page 70 of the learner workbook.</p> <p>Allow 20 minutes for completion of the Activity.</p> <p>Ask learners to share their answers and make sure that all key learning points are covered.</p>
<p><b>Summative Assessment</b></p>  <p><b>TIME: 60 MINUTES</b></p>	<p>To prepare learners for their summative assessment.</p>	<p>Conduct summative assessment preparation interview.</p> <p>Set assessment date.</p> <p>Answer any learner questions.</p> <p>Hand out course evaluation sheets for completion by the learners.</p> <p>Collect course evaluation sheets and close for the day.</p>