

Prune and Shape Ornamental Shrubs

Facilitator's Guide

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HORTICULTURE LEVEL 1
Facilitator's Guide : Prune and shape ornamental
shrubs**

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

Developed by

Lifestyle College

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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: Prune and shape ornamental shrubs, which carries 4 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 acquire a basic knowledge of the role and importance of pruning and the basic pruning procedures.

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

- Describe the consequences of pruning, deliberate or incidental.
- Describe the conditions that necessitate pruning.
- Explain the role that pruning plays in the promotion of new growth and flowers.
- Explain the selection of the pruning tools most suitable for deadheading and the removal of small stems and the reasons for selecting these tools.
- Explain the selection of the pruning tools most suitable for cutting branches and hard stems and the reasons for selecting these tools.
- Describe the factors that should be considered when rejecting pruning tools.
- Demonstrate the condition that tools should be restored to after pruning.

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- Demonstrate the correct storage and protection of the tool's cutting blades.
- Explain the importance of selecting the correct time of year for pruning.
- Demonstrate the different types of pruning cuts.
- Indicate the positions where the pruning cut should be made.
- Demonstrate the slope of the pruning cut, relative to the selected bud.
- Describe the types of plant material, suitable for clipped or formal hedging.
- Demonstrate the method and form to which a hedge should be clipped.

Specific Outcomes

This study session covers all the Specific Outcomes as outlined in the Unit Standard : prune and shape ornamental shrubs, namely:

- Demonstrate an understanding of the effects of pruning and the reasons why this should be conducted.
- Select the appropriate tools for various pruning procedures.
- Maintain pruning tools.
- Make the correct pruning cuts for various plants and shrubs.
- Demonstrate an understanding of the principles used in hedge pruning.

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.

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 recognise the different parts of a plant and their functions. This learning process caters for all learning styles and preferences.

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 : prune and shape ornamental shrubs.

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How the study session works

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

| | |
|--|---|
| Lesson 1: Pruning | After learners have worked through Lesson 1, they should be able to: <ul style="list-style-type: none">• Describe the consequences of pruning, deliberate or incidental.• Describe the conditions that necessitate pruning.• Explain the role that pruning plays in the promotion of new growth and flowers. |
| Lesson 2: Tools for pruning | After learners have worked through Lesson 2, they should be able to: <ul style="list-style-type: none">• Explain the selection of the pruning tools most suitable for deadheading and the removal of small stems and the reasons for selecting these tools.• Explain the selection of the pruning tools most suitable for cutting branches and hard stems and the reasons for selecting these tools.• Describe the factors that should be considered when rejecting pruning tools. |
| Lesson 3 : Pruning cuts | After learners have worked through Lesson 3, they should be able to: <ul style="list-style-type: none">• Explain the importance of selecting the correct time of year for pruning.• Demonstrate the different types of pruning cuts.• Indicate the positions where the pruning cut should be made.• Demonstrate the slope of the pruning cut, |

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| | |
|--|--|
| | relative to the selected bud. |
| Lesson 4 : Pruning hedges | After learners have worked through Lesson 4, they should be able to: <ul style="list-style-type: none">• Describe the types of plant material, suitable for clipped or formal hedging.• Demonstrate the method and form, to which a hedge should be clipped. |
| Lesson 5 : Pruning shrubs | After learners have worked through Lesson 5, they should be able to: <ul style="list-style-type: none">• Demonstrate the different types of pruning cuts. |
| Lesson 6 : Maintenance of tools | After learners have worked through Lesson 6, they should be able to: <ul style="list-style-type: none">• Demonstrate the condition that tools should be restored to after pruning.• Demonstrate the correct storage and protection of the tool's cutting blades. |

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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:

- 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.

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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.

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

| | |
|--|--|
| Title | Prune and shape ornamental shrubs |
| Number | 119710 |
| Level | 1 |
| Credits | 4 |
| Field | Agriculture and Nature Conservation |
| Sub field | Horticulture |
| Issue date | 2006-02-09 |
| Learning assumed to be in place | Demonstrate knowledge of communication and Numeracy at Abet level 3. |

| Specific Outcomes | Assessment Criteria |
|--|---|
| 1. Demonstrate an understanding of the effects of pruning and the reasons why this should be conducted. | 1.1. Describe the consequences of pruning, deliberate and incidental. 1.2. Describe the conditions that necessitate pruning. 1.3. Explain the role that pruning plays in the promotion of new growth and flowers. |
| 2. Select the appropriate tools for various pruning procedures. | 2.1. Explain the selection of the pruning tools most suitable for deadheading and the removal of small stems and the reasons for selecting these tools. 2.2. Explain the selection of pruning tools most suitable for cutting branches and hard stems and the reasons for selecting these tools. |

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| Specific Outcomes | Assessment Criteria |
|--|---|
| 3. Maintain pruning tools. | <ul style="list-style-type: none">3.1. Describe the factors that should be considered when rejecting pruning tools.3.2. Demonstrate the condition that tools should be restored to after pruning.3.3. Demonstrate the correct storage and protection of the tool's cutting blades. |
| 4. Make the correct pruning cuts for various plants and shrubs. | <ul style="list-style-type: none">4.1. Explain the importance of selecting the correct time of year for pruning.4.2. Demonstrate the different types of pruning cuts.4.3. Indicate the positions where the pruning cut should be made.4.4. Demonstrate the slope of the pruning cut. |
| 5. Demonstrate an understanding of the principles of hedge pruning. | <ul style="list-style-type: none">5.1. Describe the types of plant materials, suitable for clipped or formal hedging.5.2. Demonstrate the method and form, to which a hedge should be clipped. |

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, 4, 5 and 6.
- 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, 5 and 6.
- Collect, analyse, organise and critically evaluate information. Specific outcome 1, 2, 3, 5 and 6.
- 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 and 2.
- 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, 4 and 6.

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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 50 minutes

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| Day 1 – Introduction | | |
|---|--|--|
| Lesson Content | Purpose | Lesson Activities |
|  | <p>To introduce the trainer and build learner confidence.</p> | <p>Use this session to:</p> <ul style="list-style-type: none"> • introduce yourself • tell the group a little about yourself <ul style="list-style-type: none"> • trainer's name • brief background <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"> • Their name. • Where they work. • What type of work they do. • What they hope to learn, today. |
| TIME: 20 MINUTES | | |
|  | <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"> • Purpose • Who is it for? • What's in it for you? • What about assessment? • The Unit Standard? • Who does what? <p>Complete learner registration forms and Learner Information Form (AgriSETA).</p> |
| TIME: 30 MINUTES | | |

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**Day 1
Lesson 1 : Pruning**

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

- **Demonstrate an understanding of the effects of pruning and the reasons why this should be conducted.**

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

- Describe the consequences of pruning, deliberate or incidental.
- Describe the conditions that necessitate pruning.
- Explain the role that pruning plays in the promotion of new growth and flowers.

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:

- Plants that haven't been pruned.
- Plants that have already been pruned.

Lesson duration 2 hours and 10 minutes

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| Day 1 - Lesson 1 : Pruning | | |
|--|--|---|
| Lesson Content | Purpose | Lesson Activities |
| <p>What is pruning?</p>  <p>TIME: 15 MINUTES</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 13 and 14, of the learner workbook.</p> |
| <p>Why should you prune your plants?</p>  <p>TIME: 10 MINUTES</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 15, of the learner workbook.</p> |
| <p>Activity 1</p>  <p>TIME: 20 MINUTES</p> | <p>A formative assessment to check that the learner can meet the assessment criteria:</p> <p>Describe the consequences of pruning, deliberate or incidental.</p> | <p>Divide learners into small workgroups.</p> <p>Ask learners to complete Activity 1, on page 16, of the learner workbook.</p> <p>Allow 10 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> |

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| Day 1 - Lesson 1 : Pruning | | |
|---|--|---|
| Lesson Content | Purpose | Lesson Activities |
| <p>Activity 2</p>  <p>TIME: 20 MINUTES</p> | <p>A formative assessment to check that the learner can meet the assessment criteria:</p> <p>Explain the role that pruning plays in promotion of new growth and flowers.</p> | <p>Divide learners into small work groups and ask them to complete Activity 2, on page 17 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>Why do you need to prune your plants?</p> <p>Activity 3</p>  <p>TIME: 30 MINUTES</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 18 to 20, of the learner workbook.</p> <p>Divide learners into small work groups and ask them to complete Activity 3, on page 21 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> |

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| Day 1 - Lesson 1 : Pruning | | |
|---|--|--|
| Lesson Content | Purpose | Lesson Activities |
| <p>Activity 4</p>  <p>TIME: 20 MINUTES</p> | <p>A formative assessment to check that the learner can meet the assessment criteria:</p> <p>Describe the conditions that necessitate pruning.</p> | <p>Divide learners into small work groups and ask them to complete Activity 4, on page 22 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>Recap</p>  <p>TIME: 15 MINUTES</p> | <p>To recap on the lesson</p> | <p>Ask learners if check their learning by completing the Lesson Checkpoint on page 23, of the learner workbook.</p> <p>Allow 15 minutes for completion of this activity.</p> <p>As learners are completing this activity, walk around the room and check that all learners feel that they can meet the assessment criteria.</p> <p>Recap on any learning points that arise.</p> |

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**Day 1
Lesson 2 :Tools for Pruning**

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 and 3 of the Unit Standard

- **Select the appropriate tools for various pruning procedures.**
- **Maintain pruning tools.**

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

- Explain the selection of the pruning tools most suitable for deadheading and the removal of small stems and the reasons for selecting these tools.
- Explain the selection of the pruning tools most suitable for cutting branches and hard stems and the reasons for selecting these tools.
- Describe the factors that should be considered when rejecting pruning tools.

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Materials required:

- Different types of pruning tools as per the notes on pages 26 to 30, of the learner workbook.

Lesson duration : 2 hours and 40 minutes

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| Day 1 : Lesson 2 : Tools for Pruning | | |
|---|---|--|
| Lesson Content | Purpose | Lesson Activities |
| Introduction | To introduce the learning and build learner enthusiasm for the learning. | Introduce as per the notes on page 25 of the learner workbook. |
| Pruning Tools  | To build the learning to meet the specific outcome and related assessment criteria for this section. | Discuss and show learners the different types of pruning tools as per the notes, on pages 26 to 30 of the learner workbook. |
| TIME: 60 MINUTES | | |
| Activity 5  | A formative assessment to check that the learner can meet the assessment criteria: Explain the selection of pruning tools most suitable for deadheading and the removal of small stems and the reasons for | Divide learners into small work groups and ask them to complete Activity 5, on page 31 of the learner workbook. Allow 10 minutes for completion of the activity. Ask learners to share their answers and make sure that all key learning points are covered. |
| TIME: 20 MINUTES | | |

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| Day 1 : | | |
|--|--|---|
| Lesson 2 : Tools for Pruning | | |
| Lesson Content | Purpose | Lesson Activities |
| | selecting these tools. | |
| <p>Activity 6</p>  <p>TIME: 20 MINUTES</p> | <p>A formative assessment to check that the learner can meet the assessment criteria:</p> <p>Explain the selection of pruning tools most suitable for cutting branches and hard stems and the reasons for selecting these tools.</p> | <p>Divide learners into small work groups and ask them to complete Activity 6, on page 32 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>Choosing your tools</p>  <p>TIME: 20 MINUTES</p> | <p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p> | <p>Discuss and show learners the different types of mulching materials as per the notes on page 33, of the learner workbook.</p> |
| <p>Activity 7</p>  <p>TIME: 20 MINUTES</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 7, on page 34 of the learner workbook.</p> |

**GENERAL CERTIFICATE IN ORNAMENTAL
HORTICULTURE LEVEL 1**

**Facilitator's Guide : Prune and shape ornamental
shrubs**

| Day 1 : | | |
|---|---|---|
| Lesson 2 : Tools for Pruning | | |
| Lesson Content | Purpose | Lesson Activities |
| | <p>assessment criteria:</p> <p>Describe the factors that should be considered when rejecting pruning tools.</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>Learning Checkpoint</p> <div style="text-align: center;">  </div> <p>TIME: 20 MINUTES</p> | <p>To close day 2, lesson 2.</p> | <p>Ask learners if check their learning by completing the Lesson Checkpoint on page 35, of the learner workbook.</p> <p>Allow 15 minutes for completion of this activity.</p> <p>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.</p> <p>Thank learners, close for the day and advise on next dates and times for the next session.</p> |

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HORTICULTURE LEVEL 1
Facilitator's Guide : Prune and shape ornamental
shrubs**

**Day 2
Lesson 3 : Pruning Cuts**

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 4 of the Unit Standard

Make the correct pruning cuts for various plants, shrubs and roses.

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

- Explain the importance of selecting the correct time of year for pruning.
- Demonstrate the different types of pruning cuts.
- Indicate the positions where the pruning cut should be made.
- Demonstrate the slope of the pruning cut, relative to the selected bud.

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.

**GENERAL CERTIFICATE IN ORNAMENTAL
HORTICULTURE LEVEL 1**

**Facilitator's Guide : Prune and shape ornamental
shrubs**

Materials required:

- Standard classroom set up (u-shape).
- Standard stationery requirements.
- Facilitator's Guide.
- Learner Workbooks for each learner.
- Plants to demonstrate the different types of pruning cuts, as per the learner workbook notes on pages 41 to 43 and on pages 45 to 46.
- Activity 9, page 44 – plants that learners can perform a straight cut on, pruning tools.
- Activity 10, page 47 – plants that learners can perform a slanted cut on, pruning tools.

Lesson duration 3 hours and 30 minutes

**GENERAL CERTIFICATE IN ORNAMENTAL
HORTICULTURE LEVEL 1**

**Facilitator's Guide : Prune and shape ornamental
shrubs**

| Day 2 : Lesson 3 : Pruning Cuts | | |
|--|--|---|
| Lesson Content | Purpose | Lesson Activities |
| Welcome and recap  TIME: 10 MINUTES | To build learner confidence and enthusiasm and recap on day 1 key learning points. | Welcome learners back to the pruning and shaping of shrubs lesson. Who can remember what we learnt in the last study session? Ask learners what they noticed about plants and pruning since the last study session. Ask learners how learning about pruning has helped them in their jobs. |

**GENERAL CERTIFICATE IN ORNAMENTAL
HORTICULTURE LEVEL 1**

**Facilitator's Guide : Prune and shape ornamental
shrubs**

| Day 2 : Lesson 3 : Pruning Cuts | | |
|--|--|--|
| Lesson Content | Purpose | Lesson Activities |
| <p>Introduction</p> <p>How plants grow</p> <p>When is the right time to prune?</p>  <p>TIME: 30 MINUTES</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 37 of the learner workbook.</p> <p>Discuss as per the notes on page 38 of the learner workbook.</p> <p>Discuss as per the notes on page 39 of the learner workbook.</p> |
| <p>Activity 8</p>  <p>TIME: 20 MINUTES</p> | <p>A formative assessment to check that the learner can meet the assessment criteria:</p> <p>Explain the importance of selecting the correct time of year for pruning.</p> | <p>Divide learners into workgroups and instruct them to complete Activity 8 on page 40 of the workbook.</p> <p>Allow 10 minutes for this activity.</p> <p>Ask learners to share their answers and ensure that all key learning points are covered.</p> |

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HORTICULTURE LEVEL 1**

**Facilitator's Guide : Prune and shape ornamental
shrubs**

| Day 2 : | | |
|--|---|--|
| Lesson 3 : Pruning Cuts | | |
| Lesson Content | Purpose | Lesson Activities |
| <p>Types of pruning cuts</p>  <p>TIME: 60 MINUTES</p> | <p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p> | <p>Demonstrate and discuss as per the notes on pages 41 to 43 of the learner workbook.</p> |
| <p>Activity 9</p>  <p>TIME: 20 MINUTES</p> | <p>A formative assessment to check that the learner can meet the assessment criteria:</p> <p>Demonstrate the different types of pruning cuts.</p> | <p>Divide learners into workgroups and instruct them to complete Activity 9 on page 44 of the workbook.</p> <p>Allow 20 minutes for this activity.</p> <p>Watch learners as they are carrying out a straight cut and make sure that all key learning points are covered.</p> <p>Recap on the learning.</p> |
| <p>The slanted cut.</p> <p>Position to prune plants with alternate buds</p>  <p>TIME: 30 MINUTES</p> | <p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p> | <p>Demonstrate and discuss as per the notes on page 45 of the learner workbook.</p> <p>Demonstrate and discuss as per the notes on page 46 of the learner workbook.</p> |

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**Facilitator's Guide : Prune and shape ornamental
shrubs**

| Day 2 : | | |
|--|--|--|
| Lesson 3 : Pruning Cuts | | |
| Lesson Content | Purpose | Lesson Activities |
| <p>Activity 10</p>  <p>TIME: 20 MINUTES</p> | <p>A formative assessment to check that the learner can meet the assessment criteria:</p> <p>Demonstrate the different types of pruning cuts.</p> | <p>Divide learners into workgroups and instruct them to complete Activity 10 on page 47 of the workbook.</p> <p>Allow 20 minutes for this activity.</p> <p>Watch learners as they prune and make sure that all key learning points are covered.</p> |
| | <p>Indicate the position where the pruning cut should be made.</p> | |
| <p>Activity 11</p>  <p>TIME: 20 MINUTES</p> | <p>A formative assessment to check that the learner can meet the assessment criteria:</p> <p>Describe the slop of the pruning cut, relative to the selected bud.</p> | <p>Divide learners into workgroups and instruct them to complete Activity 11 on page 48 of the 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> |

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HORTICULTURE LEVEL 1
Facilitator's Guide : Prune and shape ornamental
shrubs**

**Day 2
Lesson 4 : Pruning Hedges**

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 Outcomes 5 of the Unit Standard

Demonstrate an understanding of the principles of hedge pruning.

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

- Describe the types of plant material, suitable for clipped or formal hedging.
- Demonstrate the method and form, to which a hedge should be clipped.

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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HORTICULTURE LEVEL 1
Facilitator's Guide : Prune and shape ornamental
shrubs**

Materials required:

- Examples of plants that can be grown as formal hedges, as per the learner workbook notes on pages 53 to 54.
- Pruning tools for hedges, as per the notes on page 56 of the learner workbook.
- Hedges to prune, as per the learner workbook notes on pages 56 to 57 and activity 13 on page 58.

Lesson duration 3 hours

**GENERAL CERTIFICATE IN ORNAMENTAL
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**Facilitator's Guide : Prune and shape ornamental
shrubs**

| Day 2 : Lesson 4 : Pruning Hedges | | |
|--|--|--|
| Lesson Content | Purpose | Lesson Activities |
| <p>Introduction</p> <p>Clipped or formal hedge plants</p>  <p>TIME: 60 MINUTES</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 51 and 52 of the learner workbook.</p> <p>Discuss and show learners examples of formal hedge plants as per the notes on pages 53 and 54 of the learner workbook.</p> |
| <p>Activity 12</p>  <p>TIME: 20 MINUTES</p> | <p>A formative assessment to check that the learner can meet the assessment criteria:</p> <p>Describe the types of plant material, suitable for clipped or formal hedging.</p> | <p>Divide learners into workgroups and instruct them to complete Activity 12 on page 55 of the 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>Pruning tools for hedges</p> <p>Pruning hedges</p> | <p>To build the learning to meet the specific outcome and related assessment</p> | <p>Discuss and show learners pruning tools for hedges, as per the notes on page 56 of the learner workbook.</p> <p>Demonstrate and discuss as per the notes on pages 56 and 57 of the learner workbook.</p> |

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**Facilitator's Guide : Prune and shape ornamental
shrubs**

| Day 2 : | | |
|---|--|--|
| Lesson 4 : Pruning Hedges | | |
| Lesson Content | Purpose | Lesson Activities |
|  | criteria for this section. | |
| Activity 13  | A formative assessment to check that the learner can meet the assessment criteria: | Divide learners into workgroups and instruct them to complete Activity 13 on page 58 of the workbook. |
| TIME: 60 MINUTES | | Allow 20 minutes for this activity. |
|  | Demonstrate the method and form, to which a hedge should be clipped. | Watch learners pruning the hedge and make sure that all key learning points are covered. |
| TIME: 20 MINUTES | | |
| Learning Checkpoint | To close day 3, lesson 3 and 4. | Ask learners if check their learning by completing the Lesson Checkpoint on pages 49 and 59, of the learner workbook. |
|  | | Allow 15 minutes for completion of this activity. |
| TIME: 20 MINUTES | | 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, close for the day and advise on next dates and times for the next session. |

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shrubs**

**Day 3
Lesson 5 : Pruning Shrubs**

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 Outcomes 6 of the Unit Standard

Make the correct pruning cuts for various plants and shrubs.

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

- Demonstrate different types of pruning cuts.

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.

**GENERAL CERTIFICATE IN ORNAMENTAL
HORTICULTURE LEVEL 1**

**Facilitator's Guide : Prune and shape ornamental
shrubs**

Materials required:

- Standard classroom set up (u-shape).
- Standard stationery requirements.
- Facilitator's Guide.
- Learner Workbooks for each learner.
- Assessment guide for each learner.
- Examples of shrubs that flower on last years wood, as per the learner workbook notes on pages 61 to 62.
- Deciduous shrub for pruning, as per the learner workbook notes on pages 63 to 64.
- Activity 14, page 65 – deciduous shrubs that learners can prune, pruning tools.
- Activity 16, page 68 - evergreen shrubs to prune, pruning tools per workgroup.

Lesson duration 3 hours and 30 minutes

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**Facilitator's Guide : Prune and shape ornamental
shrubs**

| Day 3 : Lesson 5 : Pruning Shrubs | | |
|--|--|---|
| Lesson Content | Purpose | Lesson Activities |
| Welcome and recap  TIME: 10 MINUTES | To build learner confidence and enthusiasm and recap on day 1 and 2 key learning points. | Welcome learners back to the pruning and shaping of shrubs lesson. Who can remember what we learnt in the last study session? Ask learners what they noticed about hedges and pruning since the last study session. Ask learners how learning about pruning has helped them in their jobs. |

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**Facilitator's Guide : Prune and shape ornamental
shrubs**

| Day 3 : Lesson 5 : Pruning Shrubs | | |
|---|---|--|
| Lesson Content | Purpose | Lesson Activities |
| <p>Pruning of deciduous shrubs that flower from late winter to early spring.</p> <p>How plants grow</p> <p>Pruning deciduous shrubs that flower from the middle of spring to autumn</p> <div style="text-align: center;">  </div> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;"> TIME: 30 MINUTES </div> | <p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p> | <p>Discuss and show learners examples of shrubs that flower on last years wood as per the notes on pages 61 to 62 of the learner workbook.</p> <p>Discuss as per the notes on pages 63 and 64 of the learner workbook.</p> |
| Activity 14 | A formative assessment to check that the learner can | Divide learners into workgroups and instruct them to complete Activity 14 on page 65 of the workbook. |

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shrubs**

| Day 3 : | | |
|--|--|--|
| Lesson 5 : Pruning Shrubs | | |
| Lesson Content | Purpose | Lesson Activities |
|  TIME: 20 MINUTES | meet the assessment criteria: | <p>Allow 20 minutes for this activity.</p> <p>Watch learners as they prune and make sure that all key learning points are covered.</p> |
| Activity 15  TIME: 25 MINUTES | A formative assessment to check that the learner can meet the assessment criteria: | <p>Divide learners into workgroups and instruct them to complete Activity 15 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> |
| Pruning evergreen shrubs.  TIME: 30 MINUTES | To build the learning to meet the specific outcome and related assessment criteria for this section. | Demonstrate and discuss as per the notes on page 67 of the learner workbook. |
|  TIME: 20 MINUTES | A formative assessment to check that the learner can meet the assessment criteria: | <p>Divide learners into workgroups and instruct them to complete Activity 16 on page 68 of the workbook.</p> <p>Allow 20 minutes for this activity.</p> <p>Watch learners as they prune and make sure that all</p> |

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shrubs**

| Day 3 : | | |
|--|---|--|
| Lesson 5 : Pruning Shrubs | | |
| Lesson Content | Purpose | Lesson Activities |
| | | key learning points are covered. |
| <p>Activity 17</p>  <p>TIME: 20 MINUTES</p> | <p>A formative assessment to check that the learner can meet the assessment criteria:</p> | <p>Divide learners into workgroups and instruct them to complete Activity 17 on page 69 of the 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>Pruning evergreen shrubs.</p>  <p>TIME: 10 MINUTES</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 70 of the learner workbook.</p> |
| <p>Activity 18</p>  <p>TIME: 20 MINUTES</p> | <p>A formative assessment to check that the learner can meet the assessment criteria:</p> | <p>Divide learners into workgroups and instruct them to complete Activity 18 on page 71 of the 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> |

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**Facilitator's Guide : Prune and shape ornamental
shrubs**

| Day 3 : | | |
|--|-----------------------|--|
| Lesson 5 : Pruning Shrubs | | |
| Lesson Content | Purpose | Lesson Activities |
| Lesson checkpoint  TIME: 15 MINUTES | To recap on lesson 5. | Ask learners to complete the lesson checkpoint on page 72 of the learner workbook. Allow 10 minutes for the exercise. Walk around as learners complete this checklist and make sure that all learners feel that they can meet the assessment criteria. Recap on any learning points that arise. |

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**Day 3
Lesson 6 : Maintenance of Tools**

Notes to the Course Facilitator

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

Lesson 6 develops the learning to meet Specific Outcomes 3 of the Unit Standard

Maintain pruning tools.

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

- Demonstrate the condition that tools should be restored to after pruning.
- Demonstrate the correct storage and protection of the tool's cutting blades.

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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HORTICULTURE LEVEL 1
Facilitator's Guide : Prune and shape ornamental
shrubs**

Materials required:

- Examples of plants that can be grown as formal hedges, as per the learner workbook notes on pages 53 to 54.
- Pruning tools for hedges, as per the notes on page 56 of the learner workbook.
- Hedges to prune, as per the learner workbook notes on pages 56 to 57.

Lesson duration 2 hours and 40 minutes

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**Facilitator's Guide : Prune and shape ornamental
shrubs**

| Day 3 : | | |
|--|--|--|
| Lesson 6 : Maintenance of Tools | | |
| Lesson Content | Purpose | Lesson Activities |
| <p>Looking after your tools</p>  <p>TIME: 10 MINUTES</p> | <p>To build the learning to meet the specific outcome and related assessment criteria for this section.</p> | <p>Discuss and demonstrate as per the notes on pages 74 to 76 of the learner workbook.</p> |
| <p>Activity 19</p>  <p>TIME: 20 MINUTES</p> | <p>A formative assessment to check that the learner can meet the assessment criteria:</p> <p>Demonstrate the condition that tools should be restored to after pruning.</p> | <p>Divide learners into workgroups and instruct them to complete Activity 19 on page 77 of the 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>Storage and protection of tools</p>  <p>TIME: 30 MINUTES</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 78 of the learner workbook.</p> |

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| Day 3 : | | |
|--|---|---|
| Lesson 6 : Maintenance of Tools | | |
| Lesson Content | Purpose | Lesson Activities |
| <p>Activity 20</p>  <p>TIME: 20 MINUTES</p> | <p>A formative assessment to check that the learner can meet the assessment criteria:</p> <p>Demonstrate the correct storage and protection of the tool's cutting blades.</p> | <p>Divide learners into workgroups and instruct them to complete Activity 20 on page 78 of the 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>Lesson checkpoint</p>  <p>TIME: 20 MINUTES</p> | <p>To recap on lesson 6.</p> | <p>Ask learners to complete the lesson checkpoint on page 80 of the learner workbook.</p> <p>Allow 10 minutes for the exercise.</p> <p>Walk around as learners complete this checklist and make sure that all learners feel that they can meet the assessment criteria.</p> <p>Ask learners if they have any final questions and recap on any learning points that arise.</p> |
| <p>Summative Assessment</p> | <p>To prepare learners for their summative assessment.</p> | <p>Conduct summative assessment preparation interview.</p> <p>Set assessment date.</p> |

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shrubs**

| Day 3 : | | |
|--|----------------|--|
| Lesson 6 : Maintenance of Tools | | |
| Lesson Content | Purpose | Lesson Activities |
|  TIME: 60 MINUTES | | <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> |