



PASSPORT TO HOSPITALITY

UNIT 3: GROUNDS & MAINTENANCE

ELEMENT 2:

GROUNDS MAINTENANCE



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DURATION: (WEEKS)

YEAR GROUP: KS5 (YEAR 12/13)

STUDENTS WILL:

- > Gain an introduction to grounds maintenance
- > Understand the health and safety of gardening and the safe use of tools
- > Understand how to look after the rest of your garden apart from the plants
- > Learn about the history of the lawn and tools used
- > Learn life skills
- > Develop employability skills for future employment
- > Hold employee encounters virtual and face to face
- > Acquire and develop an appropriate vocabulary in written and spoken language
- > Listen to and understand spoken language and use spoken Standard English whenever and wherever appropriate.

ADDITIONAL NEEDS:

- > Class teachers to differentiate according to need
- Also, class variation throughout

SKILLS USED FROM SKILLS BUILDER:

- > Listening
- > Speaking
- > Problem solving
- > Staying positive
- > Teamwork
- > Creativity

KEY WORDS:

- > Career/job
- > Employment
- > Gardening
- > Tools
- > Health and safety
- > Grounds

RESOURCES FOR ALL LESSONS:

- > Computer- internet access
- > Paper and pens
- > Gardening tools
- > PPE
- > Outside space to garden
- > **UN3E202** - Activity- Sentence match manual handling
- > **UN3E203**- Use of rakes and shovels (same as previous Element)
- > **UN3E204**- How to use a rake
- > **Un3E205**- Weed ID
- > **UN3E206**- Before and after garden
- > **UN3E107**- Groundsman job description



SESSION 1: OTHER GARDEN NEEDS



| ACTIVITIES TO SUPPORT LEARNING | LEARNING OUTCOMES | DIFFERENTIATION & RESOURCES |
|---|---|---|
| <p>1. What else needs looking after in a garden?</p> <p>Ask the group to find out or talk about what else needs tending to in a garden apart from plants and vegetables?</p> <p>Weeding, litter picking, boarders, grass/lawn care, composting, sweeping, cleaning patios, planting other plants, pests and diseases.</p> <p>2. How often should you do this?</p> <p>See if the group can find out how often this should be done</p> <p>Maybe the students could use the internet to ask Google varied questions to find the answers.</p> | <ul style="list-style-type: none"> ➤ Exploration of gardening needs ➤ Understanding the other needs of gardening ➤ To understand how regular gardening activities, need to be carried out ➤ Use of a computer to search | <ul style="list-style-type: none"> ➤ Internet access ➤ Pens and paper |



SESSION 2: HISTORY OF THE LAWN AND MOWERS



| ACTIVITIES TO SUPPORT LEARNING | LEARNING OUTCOMES | DIFFERENTIATION & RESOURCES |
|--|--|--|
| <p>Lawn history and the history of the lawn mower BBC Gardeners' world, the history of the lawn and the tools used to maintain them through the years.</p> <ol style="list-style-type: none"> Follow the 2 links to watch the history of the lawn and tools over 2 parts. See if the students can explore the following questions: <ul style="list-style-type: none"> What was used for the first lawn mowers? What stopped the sheep going into the houses? What created the stripes in the grass? Why was the smaller mower used? What sport did they play on the lawn? What happened at the start of the 20th century that caused gardens and lawns to go into disrepair? <p>Additional: seeding your lawn, Gardeners' World video (links in the resources column).</p> <p>Extension Activity: You could also set out a square on a section of lawn and look at the other plants (often weeds) to see how many different types they can spot and consider the differences between broad and narrow leaves (monocots and dicots).</p> <p>TASK VARIATION: See if the students can spot how many different lawn mowers they see in the video, the students could draw or label a picture of a lawn mower and highlight the dangerous parts.</p> <p>PMLD TASK VARIATION: if possible, collect a few different types of grasses, allow the students to feel the different textures as not all grasses are the same. Ask around the school staff for some cuttings from home or if they are out on a walk to enable the collection.</p> | <ul style="list-style-type: none"> ➤ Learning the history of the lawn and tools used. ➤ Recalling memory to answer questions from videos ➤ Listening to video content ➤ Speaking and listening | <ul style="list-style-type: none"> ➤ Gardeners' World History of the Lawn - part 1 6:50mins-13:20, part 2 6:10 – 15:20 mins ➤ Gardeners' World Fixing a patch of grass with seed 1:50mins-6:05mins |



SESSION 3: LAWN MAINTENANCE



| ACTIVITIES TO SUPPORT LEARNING | LEARNING OUTCOMES | DIFFERENTIATION & RESOURCES |
|---|--|---|
| <p>1. How to mow a lawn- different equipment you could use</p> <ol style="list-style-type: none"> Safety tips (Have a pair of goggles and ear defenders for the students to see and try on.) Manual handling – what is manual handling? and Activity- sentence match Great manual handling video with a toddler. The mowing How to Mow a Lawn This Old House - YouTube (halfway in) <p>2. If possible, get your students to have a go at mowing a patch of grass, this will obviously have to be monitored and supported heavily by the teaching staff.</p> <p>Students could work in small teams or pairs to cut the grass in the given area. Note: if this activity isn't possible, ask the students to have a go at home with a parent/carer and send in some pictures.</p> <p>TASK VARIATION: get the students to instruct the teacher how to cut the grass from the information they have picked up. They can lead and instruct from the side lines.</p> <p>PMLD TASK VARIATION: if possible, recreate the mowing of a lawn inside. Link click the link to play the sound of a lawn mower, give the students something to hold or push around the class room (with their chairs, or watch the teacher), if possible you could put a fan on to simulate the wind and bring some grass cuttings in for full effect.</p> | <ul style="list-style-type: none"> ➤ Understanding the use of gardening tool and their purpose ➤ Understanding the safety implication. ➤ Understanding how a lawn mower works ➤ How to use a lawn mower ➤ Hands on use of equipment ➤ Teamwork | <ul style="list-style-type: none"> ➤ Internet access ➤ UN3E202 - Activity- Sentence match manual handling ➤ A gardening space ➤ Gardening tools: - Mower |



SESSION 4: BOARDER MAINTENANCE



| ACTIVITIES TO SUPPORT LEARNING | LEARNING OUTCOMES | DIFFERENTIATION & RESOURCES |
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| <p>1. How to trim/edge boarders</p> <ul style="list-style-type: none"> i) Safety- this will vary depending on what tools you pick to maintain your boarder. Flash card- use of rakes and shovels ii) Manual handling - this will vary depending on what tools you pick to maintain your boarder. See info in previous lesson, just relate to tools you are using. iii) The trimming /edging <p>Edge Beds Like a Pro Using Only a Shovel - BEST Technique for GREAT results - YouTube</p> <p>How to Use a String Trimmer - YouTube</p> <p>2. If possible, get your students to have a go a trimming/edging a patch of grass, this will obviously have to be monitored and supported heavily by the teaching staff.</p> <p>Students could work in small teams or pairs to cut the grass in the given area. Note: if this activity isn't possible, ask the students to have a go at home with a parent/carer and send in some pictures.</p> <p>3. Also look at cleaning away and tidying up, along with what to do with garden waste.</p> <p>TASK VARIATION: get the students to instruct the teacher how to trim the boarders from the information they have picked up. They can lead and instruct from the side lines.</p> | <ul style="list-style-type: none"> ➤ Understanding the use of gardening tools and their purpose ➤ Understanding the safety implication. ➤ How to maintain garden edges ➤ Hands on use of equipment ➤ Teamwork | <ul style="list-style-type: none"> ➤ Internet access ➤ Flash card: <ul style="list-style-type: none"> - UN3E203- Use of rakes and shovels (same as previous Element) - UN3E204- How to use a rake ➤ Gardening space ➤ Gardening tools: <ul style="list-style-type: none"> - Shovel - Edger - Strimmer |



SESSION 5: WEEDING



| ACTIVITIES TO SUPPORT LEARNING | LEARNING OUTCOMES | DIFFERENTIATION & RESOURCES |
|---|--|---|
| <ol style="list-style-type: none"> 1. Why do we weed? See if the students understand why we weed the garden? 2. How to identify and pick weeds Link or Link. 3. If possible, get your students to have a go at weeding, this will obviously have to be monitored and supported by the teaching staff. Students could work in small teams or pairs in a given area of the garden. <p>TASK VARIATION: Pick a few different weeds before the lesson, get the students to match the weeds you have picked to the ID card.</p> <p>PMLD TASK VARIATION: Allow the students to feel and smell the different types of weeds you can find. – Ensure they are safe to do so first.</p> | <ul style="list-style-type: none"> ➤ Understanding the use of gardening tools and their purpose ➤ Understanding the safety implication ➤ Understanding the purpose of weeding ➤ How to identify weeds ➤ How to use tools or know how to remove weeds without tools ➤ Hands on use of equipment ➤ Teamwork | <ul style="list-style-type: none"> ➤ Internet access ➤ Flashcard: - Un3E205- Weed ID ➤ Gardening space ➤ Gardening tools: - Trowel - Hoe - Other weeding tools |



SESSION 6: THE SHOW CASE



| ACTIVITIES TO SUPPORT LEARNING | LEARNING OUTCOMES | DIFFERENTIATION & RESOURCES |
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| <p>1. Show before and after pictures to see if the students can highlight what has been done in each picture to get the end result. Have a go at spot the difference in each picture.</p> <p>If possible, the students can use their own before and after picture, labelling what they have done to achieve the end (after) picture.</p> <p>To finish, you could have a professional gardener to come to visit the students work. The students could talk them through their process and what they have done.</p> | <ul style="list-style-type: none"> ➤ Understanding the importance of upkeeping gardens. ➤ Identifying their progression within their garden space ➤ Identifying skills learnt ➤ Public speaking to professional, if you pick to do this. | <p>➤ Flashcard: - UN3E206- Before and after garden</p> |



SESSION 7: JOB DESCRIPTION EXPLORATION



| ACTIVITIES TO SUPPORT LEARNING | LEARNING OUTCOMES | DIFFERENTIATION & RESOURCES |
|--|--|---|
| <p>Allow the students to look over the job description, See if they have met any of the skills through the sessions Did they find any of the skills easy? Did they find anything difficult? Had they completed some of the tasks before? See if this would be something they would like to do as a job For those that wish to, you could hold a mock interview asking questions around the skills they have learnt related to Grounds Maintenance.</p> | <ul style="list-style-type: none"> ➤ Skill identification ➤ Linking activity to careers and subject learning ➤ Speaking ➤ Listening ➤ Reading | <p>➤ UN3E107 - Grounds maintenance job description</p> |

OTHER RESOURCES

| ACTIVITIES TO SUPPORT LEARNING | LEARNING OUTCOMES | DIFFERENTIATION & RESOURCES |
|---|-------------------|-----------------------------|
| <p>Other Gardeners' World clips: Gardening in a wheelchair – episode 21 2020 33 mins in. Gardening with special needs number 2- episode 13 2021 35 mins in. Gardeners' World pod cast - Gardening with a disability. Found though any podcast app. Gardening career s- Webbs of Wychbold answering some questions</p> | | |