



Unit 1: Identification

Lesson Five: Cultural Practices

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STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Define common cultural practices used within the nursery/landscaping industry.
2. Describe how specific practices benefit plants within the landscape.
3. Choose how practices are best used in certain scenarios.

TIME REQUIRED: 60 minutes

RESOURCES:

1. Ingels, J. (2009). *Landscaping: principles and practices* (7th ed.). Clifton Park, NY: Thomson/Delmar Learning. Equipment and Supplies

EQUIPMENT AND SUPPLIES NEEDED:

1. Cultural Practices Definitions Quizlet, <https://quizlet.com/216728649/nurserylandscape-cultural-practices-flash-cards/>
2. A copy of "Cultural Practices Notes Sheet" for each student
3. "Cultural Practices" PowerPoint
4. A copy of "What Can Be Done?" worksheet for each student
5. Notecard and paper clips for tower building
6. Internet access for each group

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- ESS.03. Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-B.Relationship: Build relationships, work as a team player and appreciate the talents of others.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Career Technical Core

- AG-ENV3 Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.

NASDCTEc

- AGPF01.03 Apply scientific principles to the study of environmental service systems in order to facilitate development of solutions to environmental issues, problems and applications.

AFNR Cluster Skills

- CS.03. Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.
- CS.04. Demonstrate stewardship of natural resources in AFNR activities.

Common Core- Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Initiative and Self-direction
- Leadership and Responsibility

LESSON PLAN:

1. *Introduction*

Divide students into groups of three or four. Have students list all the tasks they perform to maintain their health and well-being. Some examples could include brushing their teeth, taking a shower, getting haircuts, eating healthy, visiting the doctor, etc. Challenge students to see which group can come up with the longest list in five minutes.

When the time allotted has passed, go around the room and have each group share an item on the list until all items are listed on the whiteboard. Hopefully quite an extensive list has been compiled.

Why is it important that we take care of these smaller actions throughout our days and life? Allow students to respond.

What would happen to our health and well-being if we stopped taking care of our bodies? Allow students to respond.

If our health starts to decline or we don't keep up our daily hygiene, then we start to feel bad. The same can happen to landscapes. There are a lot of actions we can take to maintain the health and well-being of a landscape so it continues to look amazing after we put so much time and money into creating it.

2. *Activity*

Option A

Make sure every student has a copy of the "Cultural Practices Notes Sheet." Lecture using the "Cultural Practices" PowerPoint. The directions on the notes sheet prompt the student to collect the information they will need as the PowerPoint progresses.

Option B

There are twelve different cultural practices covered throughout the lesson. Split the class into four different groups with each group having three terms. The group's responsibility is to come up with definitions for the cultural practices the group was assigned. Once they have the definitions needed for the assigned words, have the group create a song or skit to help the rest of the class remember the words and their meanings. Once everyone is finished, have each group share the definition presentations with the rest of the class.

3. *Reflection*

Print out the definitions for each cultural practice. Cut up the individual words and keep the stack of words together. Break the students into groups so each group has one cultural practice definition. Have the students see how quickly they can define their definition and then match it with a cultural practice.

Once all the groups have their definitions defined and matched, give each student a copy of the "What Can Be Done?" worksheet. Each group is responsible for researching a specific plant that benefits greatly from this practice. After selecting a plant, each group must answer the questions on the worksheet.

4. *Leveling Up*

There is a Quizlet to practice defining each of the cultural practices in case students finish the worksheet early. The URL to the National FFA Quizlet page is <https://quizlet.com/216728649/nurserylandscape-cultural-practices-flash-cards/>.

NAME: _____

Cultural Practices Notes Sheet

DIRECTIONS

Take notes on the Cultural Practices PowerPoint in the available space below.

Cultural Practices Definition

Watering

Fertilization

Aeration

Mulching

Pest/Disease Control: Exclusion

Pest/Disease Control: Eradication

Pest/Disease Control: Protection

Pest/Disease Control: Resistance

Pruning

Weed Control

Dead Heading

Pinching

What Can Be Done?

DIRECTIONS

Research the cultural practice assigned to your group using the definition presentations. First, select a plant that greatly benefits from the assigned cultural practice, and then fill out the questions below.

Cultural Practice: _____ *Plant:* _____

What specific actions can be done with this cultural practice to benefit the plant?

1. _____

2. _____

3. _____

What health benefits will the plant and landscape see if this cultural practice is used?

1. _____

2. _____

3. _____
