



Unit 1: Identification

Lesson Six: Equipment Identification

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STUDENT LEARNING OBJECTIVES:

After completing these activities students will...

1. Identify equipment used in the nursery/landscape industry.
2. Explain the use of each item and its purpose in the nursery/landscape industry.

TIME REQUIRED: 60 minutes

RESOURCES:

1. Nursery/Landscape CDE Handbook, <https://ffa.box.com/s/yajzverkrievuw9d9n16neh6v0a93fe>

EQUIPMENT AND SUPPLIES NEEDED:

1. "Equipment ID" PowerPoint
2. "Equipment ID Chart" notes sheet
3. National FFA Quizlet, <https://quizlet.com/214068568/nurserylandscape-equipment-id-flash-cards/?new>

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

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-C.Vision: Visualize the future and how to get there.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings

Common Core - Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Common Core - Science & Technical Subjects

- CCSS.ELA-Literacy.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- CCSS.ELA-Literacy.RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

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.

Partnership for 21st Century Skills

- Implement Innovations
- Information Literacy
- Think Creatively
- Work Creatively with Others

LESSON PLAN:

1. *Introduction*

Break students into groups of three or four. As a group, the students pretend they are starting their own landscaping company. They are tasked with identifying all the equipment they need to start their business. Make sure they focus more on the equipment instead of on irrelevant items, such as acquiring an investor, advertising, etc. Give the class five minutes to compile their list of equipment needs. After the five minutes, have each group total up the number of items on its list. On slides three and four of the PowerPoint are lists of all the items that will be covered in today's lesson. Have the group members look through this list and star the items on their list that appear on the PowerPoint slides; when they are finished, they should total the number of stars on their list.

2. *Activity*

Option A

Before beginning the lecture make sure every student has a copy of the "Equipment ID Chart" notes sheet. Refer to slides 5 to 87 on the "Equipment ID" PowerPoint.

When walking through each slide, make sure to emphasize how each tool is used in a nursery/landscape setting and any distinct characteristics. If possible, bring in real examples of the equipment. If students have any experiences with any of the equipment or know how it is used have them share with the class.

Option B

Make sure every student has a copy of the "Equipment ID Chart" notes sheet and each group has access to a computer.

Give students access to the "Equipment ID" PowerPoint. Break them into four or five groups depending on the size of the class. Assign each group a certain number of equipment items to review as a group. Each member of the group should take notes on the assigned equipment. After they have reviewed their equipment, reassign groups so that each new group has at least one member from each of the original groups. Have students take turns explaining the equipment's purpose to the rest of the group as they take notes. It is important to make sure all the tools are represented and discussed in each group.

3. *Reflection*

Have students re-group with the partners they had for the introduction activity. Have them go through the entire list of equipment and select the top five items they would purchase first if they were starting their landscape business. Have them explain their choices. Once groups are finished, take a tally on the whiteboard to determine the most popular items.

4. *Leveling Up*

Split the class into two equally balanced teams, both in number and in level of proficiency. Have one member of each team come to the front of the room at a time. Using the "Nursery/Landscape Equipment ID" Quizlet (<https://quizlet.com/214068568/nurserylandscape-equipment-id-flash-cards/?new>) have each item appear as a flashcard. Once one of the competing students knows the answer have them hit the table or raise their hand. If they can correctly identify the name and use of the equipment, they score a point for their team. However if they take longer than five seconds or answer incorrectly the other team has a chance to steal. After all the equipment has been identified the team with the highest score is the winner.

NAME: _____

Equipment ID Chart

DIRECTIONS:

Fill out the chart using the information presented in class.

<i>Tool Name</i>	<i>Description and Purpose</i>

NAME: _____

<i>Tool Name</i>	<i>Description and Purpose</i>

NAME: _____

<i>Tool Name</i>	<i>Description and Purpose</i>

NAME: _____

<i>Tool Name</i>	<i>Description and Purpose</i>

NAME: _____

<i>Tool Name</i>	<i>Description and Purpose</i>

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