

Growing

Introduction to Module 2

Knowledge about plants is central to working and progressing in the horticulture sector. Learners will need a range of reading skills in order to access and understand information about plants, their planting requirements and their maintenance needs. This module uses a planting plan as a starting point and includes work to support learners in the following areas:

- understanding a planting plan
- plant names
- reading information about plants
- communicating information to others.

There is also some numeracy work which involves counting in batches.

Naming plants creates difficulties for some learners and it is important that they have strategies that will enable them to recognise and remember plant names.

There are some suggested strategies in this module; learners should be encouraged to experiment with these to establish a method that works for them.

Skills checklist

Plants are your business.

Horticulture is all about growing plants and caring for them, wherever you work and whatever your job. You need a good range of skills to know about plants and understand their needs.

You need practical skills for horticulture, but you also need the following skills to be confident about growing and caring for plants.

Tick all the skills you have already and then look again at the checklist when you have used the materials.

Skills for growing	Now	Later
Understanding planting plans		
Following instructions accurately		
Understanding plant names		
Getting information from product labels		
Counting large numbers of plants		
Following written instructions for care and maintenance of plants		
Giving information about plants to other people		

PAGES 2:1–2:2

The planting plan

Workers in amenity horticulture will often come across plans of their sites. These may include planting plans or more general plans that can be used to locate growing areas or beds. Some learners will have difficulty using a plan, finding it difficult to translate two-dimensional representations into what they see on the ground and having problems with the general concept of scale. They may also encounter difficulties orientating themselves on a plan, particularly when using positional vocabulary such as left, right, north, etc.

Physically negotiating an area using a plan is the best way to understand how a plan works. Activities on the page can reinforce this activity.

Materials

Planting plans or site plans from the workplace
Compass

Learning outcomes

- 1 To recognise that 3D objects can be represented in 2D (focus page, Tasks 1–4)
- 2 To use a plan to locate objects (focus page, Tasks 1–4)
- 3 To use a key to locate objects on a plan (focus page, Tasks 1–4)
- 4 To understand positional and directional vocabulary (focus page, Tasks 1–4)

Introduction

- Explain the points of the compass, sunrise and sunset and the relevance to growing plants. Get learners to give each other instructions to move in the relevant directions, using a compass (three steps east, two steps west, etc.). This is directional vocabulary.
- Using a plan of a nearby area or work area, ask learners to find their way around and find information using the plan. A ‘treasure hunt’ is a good way to practise this skill.

- If a plan has a key, explain its purpose and how to use it.
- Extend the activity by negotiating the area using positional vocabulary (e.g. left, right, straight on, in front, etc.) to guide learners to a particular point. This could be done using a blindfold in a safe area, though be aware that not all learners will want to participate in this kind of activity.
- Left/right confusion or directional confusion may be a particular problem for learners with dyslexia. Think of ways to remember which is which (e.g. You write with your right hand and the other one is left over – for right-handers only!). Signalling actions that reinforce the directional words will also help.
- If no outdoor plan is available, use the classroom and negotiate tables, etc.

Focus page

- Discuss the plan on the focus page. Use question-and-answer techniques to ascertain from learners the location of particular features or directions on the plan using the key (e.g. Where is the beech hedge? What is opposite the statue? What is behind Plot 1? Plot 2? Plot 3?)
- Get learners to orientate themselves by asking questions such as *If I have my back to the wall, what is on my right? Which side of the garden has the gate – south, north, east, west? Which plots are west-facing?*
- This could be made into a quiz, devised by learners or teachers.
- Explore learners’ experience from the introductory activity and offer tips such as orientating the map. A mnemonic such as ‘never eat shredded wheat’ can assist learners to remember the points of the compass.
- This is a good opportunity to introduce discussion about issues such as south-facing and wind direction.

Curric. refs	NOS	Key Skills
MSS2/E2.3	L1	N2.1
MSS2/L2.1	L15	
HD1/E3.1	L28	
SL1r/E3.2	CU19	
	CU21	

Task 1

Use the plan to answer questions about direction
MSS2/E2.3

MSS2/L2.1

HD1/E3.1

- Use the plan on the focus page for these tasks.
- Remind learners of the work about direction done on the focus page – check that they all remember north, south, east and west and note the tip about orientating the plan.
- Check learners understand the key.

If the learner has difficulty

- Ensure learners can locate the four compass points from their own real position first. Then move in a northerly direction and locate the compass points again.
- Check learners understand the questions. They may need you to work with them to understand these instructions.
- Dyslexic learners will almost certainly have a problem with directional vocabulary (north, south, east and west). They can be helped by the use of mnemonics (never eat shredded wheat, write with your right, etc.). Encourage the learner to find his/her own solution to remembering these directions. It is likely that this will continue to be a difficulty, so a solution that works for the individual learner needs to be found.
- Many learners will have problems relating two-dimensional plans to three-dimensional reality. This is best supported outside the classroom, perhaps by walking through a garden and relating the plan to features on the ground and locating compass points.
- You may need to remind learners to turn the map around to aid orientation.
- Make sure learners understand Prunus.

Extension

- Repeat the exercise using more complex directional vocabulary (e.g. NW, SSW, NNE).

- Use workplace plans to conduct similar activities. Learners could set questions for a quiz based on these plans.

Task 2

Use the plan to answer questions about direction

MSS2/E2.3

MSS2/L2.1

HD1/E3.1

- Use the plan on the focus page for these tasks.
- Remind learners of the work about direction on the focus page – check that they all remember north, south, east and west, and note the tip about orientating the plan.
- Check learners can locate the correct starting point for this task (by the fountain facing ...).

If the learner has difficulty

- Ensure learners can locate the compass points from their own location.
- Make sure the learner understands the term 'facing' and that they have located the correct starting point for the task.
- Dyslexic learners will almost certainly have a problem with positional and directional vocabulary (see above).
- The use of a more physical approach to directions (e.g. a gesture with the whole arm to indicate 'left', turning the body in the direction) may help to establish these skills.
- Many learners will have difficulty relating two-dimensional plans to three-dimensional reality. This is best supported outside the classroom, perhaps by walking through a garden and relating the plan to features on the ground.
- You may need to remind learners to turn the map around to aid orientation.

Extension

- Repeat the exercise using more complex positional vocabulary (e.g. behind, below, left, right).
- Use workplace plans to conduct similar activities. Learners could set questions for a quiz based on these plans.

Task 3

Use the plan to answer questions about position

MSS2/E2.3

MSS2/L2.1

HD1/E3.1

- Use the plan on the focus page for these questions.
- Check learners can locate the correct starting points for this task (points X and Y and the direction they are facing).

If the learner has difficulty

- Dyslexic learners will almost certainly have a problem with positional and directional vocabulary (see above).
- The addition of a more physical approach to directions (e.g. a gesture with the whole arm to indicate 'left', turning the body in the direction) may help to establish these skills. This should be done in conjunction with orientating the plan appropriately.
- Many learners will have difficulty relating two-dimensional plans to three-dimensional reality. This is best supported outside the classroom, walking through a garden relating the plan to features on the ground.

Extension

Use workplace plans to conduct similar activities. Learners could set questions for a quiz based on these plans.

Task 4 **12**

Follow verbal instructions, using positional vocabulary and the plan

MSS2/E2.3

MSS2/L2.1

HD1/L1.1

SL1r/E3.2

- Use the plan on the focus page for this task.
- Learners should be able to mark the route to be taken on the plan.
- Check learners can locate the correct starting point for this task (the gate).
- Play the whole audio clip through once for gist.
- Re-play each route in turn, allowing learners to follow the instructions. They will need to listen out for key words about direction (e.g. right, left, straight ahead). Note that the second and third routes depend on the learner being correct in the previous route.
- Play the audio clip through again for confirmation.

If the learner has difficulty

- Learners may have difficulty following verbal instructions containing a number of positional and directional cues. In normal circumstances (i.e. with workplace instructions) they would be able to ask questions to confirm understanding. You could try playing the instructions sentence by sentence to ensure that learners have established each step correctly.
- Dyslexic learners will almost certainly have a problem with positional and directional vocabulary (see above).
- Many learners will have difficulty relating two-dimensional plans to three-dimensional reality. This is best supported outside the classroom, giving similar instructions for walking through a garden.
- You may need to remind learners to turn the map around to aid orientation.

Extension

- Repeat the exercise using more complex instructions involving more complex vocabulary (e.g. behind, SSW, etc.).
- Use workplace plans to conduct similar activities. Learners could set a 'treasure hunt' based on these plans.
- Learners could develop a set of navigation instructions for a member of the public visiting their site.
- Learners who have completed the activities and extension tasks in this theme could be asked to sketch a plan of a particular garden for themselves and use it with a partner to practise orientating themselves and finding their way around.
- It would be useful to link this work with information about placing plants in gardens (e.g. plants that are tolerant of north-facing situations, plants that need a warm, sunny position, etc.).

The planting plan

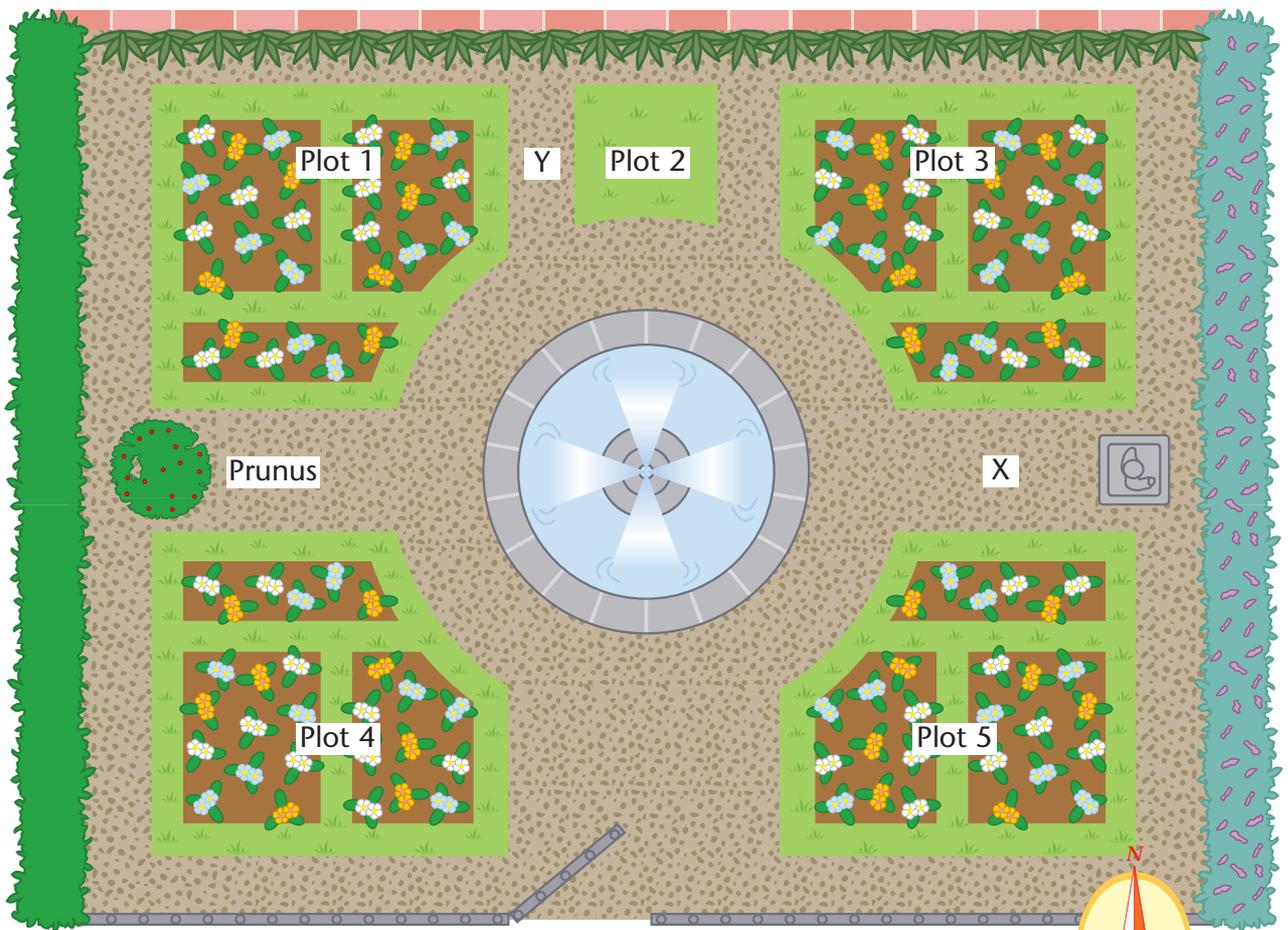
Focus

Looking at a planting plan for a garden is like looking at the garden from above. It's a bird's eye view.

Match the colours and shapes on the key to find what you are looking for on the plan.

Key

 path	 lavender hedge	 grass
 beech hedge	 fountain	 perennials
 railings	 statue	 beds



Which direction are you facing?
North, East, South or West?

If it helps, turn the plan around to match the direction you are looking from.

In your garden where does most of the wind come from? How will this affect your planting?

Why do you think that south-facing walls are a good place to plant tender plants?

If it helps, turn yourself round to face the direction you are talking about.



The planting plan

Task

Task 1

Use the plan of a garden on the focus page to answer these questions. What direction are you facing:

- 1 as you go in through the gate? _____
- 2 if you stand with your back to the brick wall? _____
- 3 if you stand by the fountain looking at the statue? _____
- 4 if you stand by the fountain looking at the Prunus? _____

Look at the compass points on the garden plan.

Task 2

What things on the garden would you be looking at if you stood by the fountain facing:

- 1 north? _____
- 2 east? _____
- 3 south? _____
- 4 west? _____

Turn the plan round if it helps.

Task 3

- 1 If you stand at point X, looking at the statue, which plot is:
 - a on your right? _____
 - b on your left? _____
- 2 What is behind you? _____
- 3 If you stand at point Y, looking south, which bed is:
 - a on your right? _____
 - b on your left? _____
- 4 What is behind you? _____



Task 4

12

Draw the route for each set of directions. Write down where you are at the end of each set.

- 1 _____
- 2 _____
- 3 _____

Follow the instructions on the plan with your finger.

PAGES 2:3–2:4

Instructions

Most instructions in horticultural workplaces will be given verbally. It is important that learners can identify the jobs they need to do by listening carefully, particularly to imperatives, both positive and negative, such as ‘sweep’ or ‘don’t put’. Learners may also have to give instructions to others, such as members of the public or other colleagues. It is useful for learners to identify the features of good instructions and practise these critical communication skills.

Materials

Garden plan from the Source material (0:04)

Learning outcomes

- 1 To listen for the things that are relevant in instructions (Tasks 1 and 2)
- 2 To know how to clarify and confirm understanding (focus page)
- 3 To give clear instructions (Task 3)

Introduction

- Introduce the theme by giving learners some muddled instructions like those on the focus page or something else relevant or interesting to the learners. These muddled instructions should include a lot of irrelevant information (*By the way, did you see X last night?*), instructions in the wrong order (e.g. start the last instruction with ‘*And before you start any of this ...*’), detail mixed in with specific instructions (e.g. *Sweep the paths clear of debris, including all leaves, litter, twigs, bits of plant, earth and so on.*).
- Ask each learner what he or she picked up from the instructions. Elicit that they weren’t ready for them, didn’t know who was to do what, had no opportunity to ask questions, etc.
- Ask learners about their experience of listening to instructions. What are the problems? What are good instructions? What can go wrong if they don’t understand or follow work instructions?

Focus page

- Read out the gang leader’s instructions. Acknowledge that there are several instructions here, but that they are quite hard to follow. The instructions are in a muddled order and are framed in a number of different ways, sometimes as direct commands (I’ll put you in charge of that, Mike), sometimes as suggestions or comments (We’ll need to take planks).
- Work through the stages on the page: Get ready to listen; Think about what’s going on; Look as if you are listening; Ask questions if you need to. Ask learners what they can do for each stage.
- Look at the examples of self-questioning and supplementary questions based on the instructions on the page. Note how this helped the worker to establish exactly what to do.
- Talk about what is meant by being an ‘active listener’ and why this is important, both as an employee and when communicating with members of the public. You may need to introduce the term ‘body language’ and demonstrate what this means. This is a useful focus for some role-play on active listening: one person talks or asks questions, the other gives no feedback, either verbally or in body language. (This is dealt with in more detail on pages 2:13–2:14 – Dealing with the public.)
- Look through – or listen to – the gang leader’s briefing and make a note of all the instructions. Try to identify who is to do what.
- It might be useful to involve learners in a role-play based on these instructions. One person reads the gang leader’s instructions; the others focus on different aspects of listening for instructions (e.g. things you have to do, things you must not do, instructions for individuals, instructions for everyone, suggestions for questions to clarify understanding).

Curric. refs	NOS	Key Skills
SLlr/L1.1	PH1	C1.1
SLlr/L1.2		
SLlr/L1.3		
SLlr/L1.4		
SLc/L1.2		
SLc/L1.3		

Task 1 13

Listen to a set of instructions and pick out the things you must do

SLlr/L1.2

- Look at the tip on the page. Explain to learners that they are listening out for positive instructions (i.e. *not* 'do not', but things you are being asked to do).
- You may want to spend time thinking about the different ways this type of instruction can be given (e.g. 'make sure', 'do this', 'clear the ...', 'you should/must ...', and so on). Confirm that work instructions can be framed in a number of different ways and that it is important to recognise these as instructions (i.e. telling you what to do).
- Play the whole audio clip through once for gist.
- Play the audio clip again, this time listening for the words that tell you what you must do. Learners could discuss this in pairs. What are the things that must be done? Learners should make a note of these instructions.
- Replay the audio clip so that learners can confirm their responses.

If the learner has difficulty

- Read the audio script aloud in smaller chunks of text – no more than one sentence at a time. Ask learners *Does the person tell you to do something? What?*
- Remind them that they are listening for things that require action. What they must do (not what they must *not* do).
- There may be some issues about language for ESOL learners (e.g. 'clear the ground', 'bed', 'soil'). Some of the sentence constructions may also be difficult to understand: ('Don't walk on the soil, remember') – this would more usually be framed as 'Remember not to walk on the soil'.

Extension

- Using their own experience, learners prepare a similar script for other learners to listen to.
- Make a note of any questions you might need to ask to clarify the instructions.

Task 2 13

Listen to the same instructions and pick out the things you must not do

SLlr/L1.2

- This task relies on learners having correct responses to Task 1.
- Replay the audio clip. Ask learners to discuss in pairs what they have heard. What are the things that must *not* be done? Point out the tip on the page.
- Replay the audio clip to confirm answers.

If the learner has difficulty

- Read the audio script aloud in smaller chunks to allow the learner to take more time.
- Remind learners to listen out for the negative words: 'no' and 'don't'.
- Note the language difficulties for ESOL learners discussed for task 1.

Extension

- Practise this skill in workplace situations in which instructions are given.
- Learners should practise making notes of instructions, perhaps in columns of 'dos and don'ts'.

Task 3

Prepare some instructions for a colleague

SLc/L1.3

- Provide learners with copies of the Garden plan from the Source material.
- Remind learners of work done on planting plans on pages 2:1–2:2.
- Learners should work alone to produce a route, using direction and positional vocabulary (e.g. north, south, east, west, left, right, etc.). They should then read this set of instructions to a colleague to follow on the plan. Accurate instructions as well as good listening skills are required for success.

- This activity could be repeated, giving and following instructions to perform a work task (e.g. using a till).

If the learner has difficulty

- Begin with very simple instructions. Give an example for the learner to follow first.
- Be aware of left/right confusion and use visual clues like hand gestures to help indicate direction.
- This is a good opportunity for ESOL learners to practice speaking and listening skills based on workplace instructions.

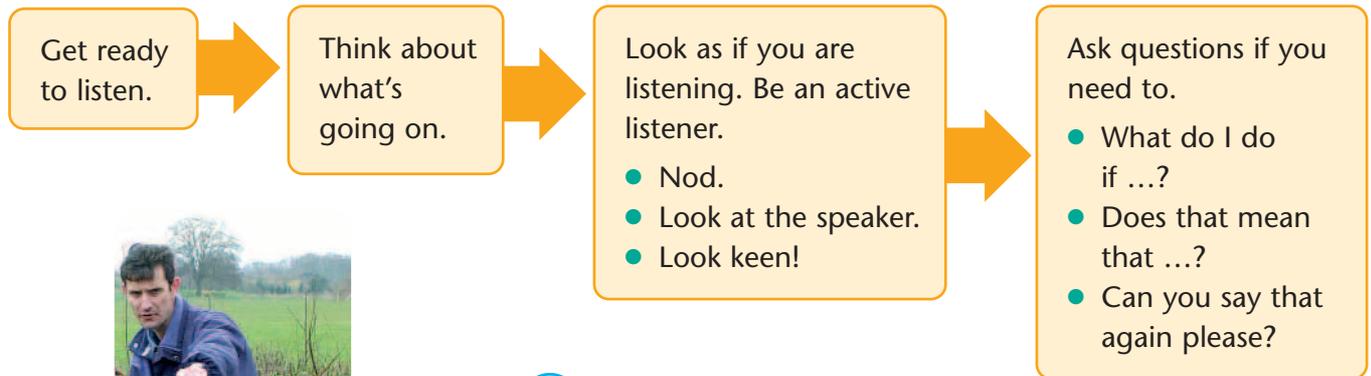
Extension

- Ask learners to give directions to their own workplace or around their own workplace.
- Ask learners to develop a brief presentation about a workplace procedure, to give to colleagues.

Instructions

Focus

Listen carefully when you are being given instructions – they may not always be clear or logical.



What have I got to do?

Oh yes take the bulbs back to HQ.

What have I got to do first?

What should I do first? Shall I collect weeds or collect the bedding?

Is there anything I must **not** do?

Oh yes. I mustn't get soil on the paths.

Right. It's that time of year again! Today we're going to start getting ready for the summer bedding. We're going to start in the park beds. We'll need to dig out all the spring bulbs, collect them and take them back to HQ. I'll put you in charge of that, Mike. Try not to get soil on the paths, it's really difficult to clear up. John, you can be in charge of the broom – keeping mud away from the public. We'll need to take planks to walk on because the soil is still wet. By tomorrow we should have dug all the bulbs out. Then I'll need Mike to collect weeds for the composter and to get some bedding from HQ ...

Is there anything that I need to ask about?

What else must I remember?

Oh yes. I must walk on a plank.

Oh yes. 'Do you want me to collect weeds or collect the bedding first?'

Remember, you may need to give some instructions to a trainee or colleague. Think how to make yourself clear.

Keep a notepad to jot down notes if you've got a lot to remember.

Instructions

Task



Get to grips with your jobs for the day by listening carefully.



Task 1

13

Listen to the day's instructions. Make a note of the jobs that **must** be done.

1 _____

2 _____

3 _____

Listen out for words like 'make sure', 'must' and 'do'.



Task 2

13

Listen to the instructions again. This time, make a note of the things that **must not** be done.

1 _____

2 _____

3 _____

Listen out for words like 'do not', 'don't', 'must not' or 'mustn't'.

Task 3

Use the Garden plan from the Source material. Plan a route from the gate to one of the beds. Give these instructions to someone else, as if you were giving them to a colleague.

Be clear and to the point.

PAGES 2:5–2:6

Plant names (1)

Workers in amenity horticulture are often called on to give information to the public. Being able to access labels can ensure that the information given is correct. The use of format and the scanning reading technique can help learners to read information efficiently. Learners may also need to read symbols on plant-care labels. Whilst this has not been covered in this theme, it can be incorporated into the introductory activity if this is a common feature of labels in the workplace.

Materials

Identical product labels from the workplace from which learners can obtain information – ideally one per learner

Series of prepared questions about the label

Role-play scenarios involving the label

Selection of product labels from the workplace for extra practice

Plant care labels if applicable to workplace

Learning outcomes

- 1 To use the organisational features of product labels to locate information (focus page, Tasks 1 and 2)

Introduction

- Give learners a series of questions about the chosen product, to establish that the only way to find technical information about products is to locate it on the label. Give out the labels and ask the same questions again.
- How did learners find the answers? Try to tease out exactly what organisational clues they used in responses such as ‘I just knew where to find it’. Give credit to replies indicating that information is accessed quickly and efficiently.
- Look for any common ways of organising the information on the labels (e.g. sections with technical information, instructions for use, etc.).

Focus page

- Discuss the label on the page. Where is it from? What is it about? How did learners know that? Elicit understanding that format can be used to find sections on a page. Look at the particular format of this label and the way the information is organised. Make sure learners understand that format is used to make technical information easier to access. Broaden the discussion to newspapers and other familiar texts.
- Ask learners to scan the label to find how many times the word ‘compost’ is written on the page (10). How did they find each word? Discuss how scanning for particular words can reduce the amount that is actually read and focuses attention on the appropriate part of the text.
- Look at the two questions from members of the public: ‘Is this compost suitable for pricking out seedlings?’; ‘Has this compost got peat in it?’ Find this information. What words should you scan for? (peat, seedlings) These are the key words to find. Are the proposed answers correct?
- If appropriate, provide other texts to be scanned for particular information.
- Finally, discuss how to give this technical information to members of the public. It might be a good opportunity to role-play giving information to customers. Stress the need to be polite and use formal language. (Note: pages 2:13–2:14 – Dealing with the public – addresses this subject.)

Curric. refs

Rt/L1.4
Rt/L1.5

NOS

Key Skills

C1.2

Task 1

Identify where to find information using section headings on a product label

Rt/L1.4
Rt/L1.5

- This is a different product label, with some different elements of format and style. Remind learners of work done on the focus page about using the format and headings to guide where to look.

- Remind learners about deciding on key words and scanning for these (e.g. 'store' in question 1 and 'storage' (section heading)).
- Learners can use the glossary to find the meanings of technical words. Note that the meaning of a word is explained on the label using the convention of an asterisk. You may need to explain this to learners.
- When checking the answers, make sure learners can state clearly the key word links between the questions and the section headings.

If the learner has difficulty

- Navigate the learner through the different sections of the label and the type of information found under each section heading, using a question-and-answer process (e.g. *What does 'storage' mean?*).
- Take one question at a time and discuss the skill involved in finding the answer. Direct the learner towards the answer. Gradually withdraw support as the learner progresses through the questions.
- Note that question 2 depends on understanding the word 'diluted' and the link between this and instructions on how to use the product.

Extension

- Ask learners to look at a range of other product labels and identify the different ways that section headings are recorded. Are there any common sections (e.g. caution notes)?
- Make a list of the different ways of describing sections (e.g. 'instructions for use', 'how to use').

Task 2

Read a product label carefully, to find specific information

Rt/L1.4

Rt/L1.5

- These questions require the learner to locate the specific section in which the information is likely to be found and then to read the information carefully.
- A good understanding of both the questions and the information is required.

If the learner has difficulty

- Check the learner understands specific terms, such as 'dilute'.

- The information for question 2 is quite difficult to extract and requires the learner to have good comprehension skills.

Extension

- Use labels from products found in the workplace to develop further practice of extracting information from product labels using organisational features.
- Ask the learner to develop a set of questions about a label familiar in the workplace and try them out on other learners.

Plant names (1)

Focus

The answers to questions from members of the public can often be found on product labels.

Is this compost suitable for pricking out **seedlings**?

There is no need to read the whole label. Scan the label until you see the **key word** you are looking for. It is the same technique as scanning for the face of a friend in a crowd.

Use the **headings** to help find the section of the label you need. They may be written: **Bigger IN CAPITALS BOLD** In different colours

Sections

The label is divided into coloured sections, including:

- product details – what it is
- where, when and how to use it.

Yes it is suitable for **seedlings**. Remember to keep them well fed and watered, though.

Boost® All-Round Compost
Healthy growth from nutrient enriched formula
Contains a wetting agent for easier watering

Boost® All-Round Compost is ideal for promoting healthy growth from seed to full bloom. It has a rich natural base of the finest Moss **Peat*** with a perfect balance of lime and plant foods.

INSTRUCTIONS FOR USE

POTTING

1. Fill the new pot with Boost® All-Round Compost and leave enough room for the plant and its existing compost.
2. Place plant in the centre of the pot.
3. Fill in around the plant with Boost® All-Round Compost and use finger tips to gently firm down.
4. Regular watering is recommended.
5. A liquid feed should be added with each watering after four weeks. This will enhance colour and vigour.

HANGING BASKETS

Boost® All-Round Compost is the ideal compost for hanging baskets, with its special blend of nutrients and wetting agent.

SEEDLINGS

Healthy growth and colour of developing plants is ensured by the use of Boost® All-Round Compost. Transplant seedlings to pots when they are large enough to handle and remember to water them regularly. Never lift seedlings by the stems as these are easily damaged. Lift them by the leaves.

* ENVIRONMENTAL INFORMATION.
THE **PEAT** IN THIS PRODUCT HAS NOT BEEN HARVESTED FROM AREAS OF SCIENTIFIC INTEREST.
Boost® is a registered trademark.

Has this compost got **peat** in it?

Peat*
A symbol (*) can send you to another part of the label for extra information.

When you find the section you need you can read it more carefully to find the answer to the question.

The extra information gives you the answer for the customer.

Always be polite

Yes it does contain **peat**, but it's not from an area of scientific interest.

Plant names (1)

Task

Ericaceous Plant Food **Concentrated**

1 Litre

Ericaceous* plant food is a concentrated liquid plant food, specially formulated with extra iron for feeding all acid-loving plants. It is recommended for plants such as rhododendrons, azaleas and heathers.

Provides a fast acting, balanced nutrient supply to promote long lasting, colourful and fragrant blooms and rich green foliage.

When and where to use

For all ericaceous plant species whether they are growing in containers or in the soil. Feed weekly from March to October. Feed monthly from November to February.

How to use

Shake the bottle before use. Use the top cap of the container as a measure. For containerised and pot

plants, dilute one cap in 3 litres of water and water the plant as normal. For a 5-litre watering can, one and two-thirds caps are required. For plants grown outdoors in the soil, the mixing rate should be doubled.

Storage

Replace the cap after use. Avoid storing under very cold or very hot conditions, either under 6°C or above 40°C.

Caution

Keep the bottle away from children and animals. Do not pour the liquid into open water or down drains.

*plants of the heather family and other lime-hating plants

Task 1

In which sections of the label would you look for the following information?

- 1 If you could store it in the shed _____
- 2 How often to use it _____
- 3 Whether it needs to be diluted _____
- 4 What kind of product it is _____
- 5 If the product has any known dangers _____

Task 2

Read the label carefully to find the following information:

- 1 Can you use the product to feed plants in winter? _____
- 2 How much of the product should you dilute in 3 litres of water to feed rhododendrons that are planted in open ground? _____
- 3 What does this product contain that makes it so good for heathers? _____
- 4 Can you flush unused product down the drains? _____
- 5 Does the product need to be stored in a cold place all the time? _____

PAGES 2:7–2:8

Plant names (2)

Learners will be required to name plants as part of a qualification or in response to requests from the public or colleagues. This section looks at some strategies to help learners remember these complex names. The use of a specialist glossary or plant dictionary that contains word derivations (etymology) can support this work, giving learners a strategy to work out Latin root words and their everyday meanings (e.g. *repens* = creeping).

Materials

Plant labels

Dictionary of plant names

Learning outcomes

- 1 To provide opportunities to practise listening to and reading plant names (focus page, Tasks 1 and 2)
- 2 To provide opportunities to discover a personal method of remembering plant names (focus page)

Introduction

- Ask everybody in the group to introduce themselves using their full name, and then ask individuals to remember the full name of others.
- Discuss the difficulties that arise: need to be told more than once, need opportunities to practise. On being told a person's name, many people use a strategy of repeating it back to the person and using the name several times. A name may need to be repeated up to 100 times before it is committed to memory!
- If successful, why was this? Do group members have tactics for remembering things they need to? Note: it is easier to remember a name if you can link it to something else (e.g. the name of a plant reminds you of another word: *clematis montana* where 'montana' reminds you of 'mountain' and climbing, so this is a climbing plant).

- Acknowledge that plant names are difficult to remember – there are hundreds of names to commit to memory – and that the only way to do this is to practise and repeat names many times. Effort is required but knowing how plant names are structured helps.
- Note that this skill area, which is almost as taxing as learning a foreign language, will require a great deal of consolidation work, which is beyond the scope of this material. It might be useful to set personal targets for memorising names (e.g. three a day).

Focus page

- Using the example on the focus page, discuss names of people and how they are written. Confirm this with the names of learners.
- Discuss the binomial system (genus, species) and how it is written, using the example on the page and adding further examples as appropriate.
- Introduce the term 'cultivar' and its links with the word 'cultivate'.
- Provide examples of plant names for learners to identify the genus, species and cultivar.
- Work through the multi-sensory approach to remembering plant names ('listen, speak, look and smell'). Give examples and ask learners to provide examples of each point if possible.
- Note that learners should select an appropriate memory technique, the simplest one that will work for them. They may need to use a range of techniques according to what they are trying to remember. It is important to associate the picture of the plant with its name.
- Some learners might like to know more about how to pronounce vowel sounds. This website has suggestions www.mabuhay.demon.co.uk/botnam.html

Curric. refs	NOS	Key Skills
SLlr/L1.2		C1.2
Ww/L2.1		
Rw/L1.3		
Rw/L1.2		
HD1/E2.1		

Task 1 14

Listen to a list of plant names to identify the correct words on a plot plan and write down missing plant names

SLlr/L1.1

- Explain the purpose of the plot plan. The task is to listen for plant names. Learners will need to listen carefully, firstly to match names on the plot plan and then to listen for the plant names that are spoken but that are not on the list.
- Play the audio clip through once for gist, then again so that learners can listen for the plant names on the list. They should tick these off as they hear them.
- Play the audio clip again and identify the names of the plants that are not on the list. Learners could do this in pairs. Spelling is not important at this stage, so plant names could be shared verbally.

If the learner has difficulty

- Learners who are hearing these plant names for the first time may find this task difficult, as some familiarity with plant names is assumed.
- For learners whose listening skills are not so good, play the audio clip sentence by sentence. You may need to replay each sentence to allow learners to identify the plant name heard.
- You may need to read out the script of the audio clip at an appropriate pace for the learner.
- Remove the burden of writing the plant names for dyslexic learners.
- Further practice in identifying written versions of plant names from speech is necessary for all learners.
- You could develop a game approach to this, using cards of plant names and pictures of the plants (snap games, pelmanism) or play 'plant name bingo'.

Extension

- Read from a prepared list of plant names for a partner to identify. (This is an opportunity for a more able learner to assist a less able one.)
- Learners could develop a set of cards for use in games (see above).

Task 2

Match the plant names on a list to names of plants in tunnels on a plan

HD1/E2.1

- This task requires the learner to locate the plant names on the list in the nursery, using the plan, then write down the tunnel code. It provides additional practice in reading plant names.
- Learners will need to read the whole plant name (genus, species, cultivar).

If the learner has difficulty

- Encourage learners to read out the names, including all parts of the names. They may need some help with reading and pronouncing the words; use the techniques on the focus page for this (i.e. breaking the words down into syllables, remembering that each syllable has to have a vowel).
- Using analogies for pronunciation can help (e.g. fuchsia is pronounced 'few-sha').
- Remember that this skill area is almost as taxing as learning a foreign language and will require repeated practice and support.
- Write the plant names on sticky notes for learners to match with those on the plan.

Extension

- A plan from the learner's workplace could be used for a similar activity, where learners are asked to locate plants using a code and plan. This could be extended using a range of other plans from the workplace for locating plants, planting locations, etc.
- Provide plants with labels for learners to read and remember using their chosen method(s).
- Develop a plant quiz, using cards of plant names and pictures of plants (or real plants).

Plant names (2)

Focus

When you first meet people, you notice what they look like and hear their names. Over time you begin to call them by their names until eventually you match what they look like with their names. If you have to learn a lot all at once it is more difficult. It's the same with plants, so try to learn them one at a time.

This is **Rosemary White**.

White tells you what family she belongs to.

Rosemary is her exact name.

Everybody calls her **Rosie**.

In the phone book she is listed with all the other Whites as **White, R**.



This is **Buddleia davidii 'Royal Red'**.

Buddleia is the family or *generic* name.

davidii is the *species* or kind of buddleia.

'Royal Red' is the particular kind of buddleia that has been made by humans, a *cultivar*.

Everybody calls it a **Buddleia**.



Listen

- Listen to the rhythm of the words.
- Listen carefully to the names when others say them.
- Think of awkward names by what they sound like not what they look like.
Row – de – den – dron
Rhododendron
- Sound out every syllable.
Am – ar – an – thus
Amaranthus

Remember where the plants are in your workplace. Associate the name with the place so that you can mentally walk around like you do when you shop in a big store.

Speak

- Make a tape recording of the names you want to remember and play it whenever you can. Repeat the names after you have heard them.
- Practise using the names as often as you can.
- Do not worry about how you pronounce the words – just say them!
- Say every vowel sound you see in the word.
Iridaceae ir-id-ac-e-ae
'ae' = 'i' as in 'I am'
Thompsonii
thomp-son-ee-i
'ii' = 'ee-i'

Look and smell

- Associate the name with:
the way the plant grows
compacta – compact
its habitat
montana – mountain
the leaves
deciduous – drops leaves
the flowers
uniflora – one-flowered
the colour
alba – white
the scent
fragrantissima – fragrant
the place it originates from
californica – California

Plant names (2)

Task



Task 1

14

Listen to the planting description. Tick off what you hear on the plant list. Make a note of the plants that have not been mentioned.

Plot plan

Lobelia erinus 'Cambridge Blue'
 Cineraria maritima
 Fuschia Mrs Marshall
 Canna generalis hybridia
 Abutilon striatum
 Lobularia maritima 'Little Dorrit'
 Heliotropium arborescens
 Centurea cyanus

Task 2

Look at the list of plants needed for the summer bedding. Use the plan of the tunnels (below) to help you decide where you would collect each batch of plants from.

Plant name	Tunnel code
7 Fuschia 'Checkerboard'	BA23
8 Heliotrope Standard	
360 Geranium 'Maverick'	
300 Pyrethrum parthenium aureum 'Golden Moss'	
120 Tagetes 'Inca Gold'	
100 Impatiens wallerana 'Merlot Mixed'	
100 Heliotrope arborescens 'Marine'	

BA21 Tagetes 'Jubilee'	BA22 Tagetes 'Inca Gold'	BA23 Fuschia 'Checkerboard'	BA24 Heliotrope Standard	BA25 Pyrethrum 'Golden Moss'	BA26 Impatiens wallerana 'Merlot Mixed'
CA11 Impatiens wallerana 'Stardust Mixed'	CA12 Begonia semperflorens	CA13 Pyrethrum 'Silver Feather'	CA14 Heliotrope arborescens 'Marine'	CA15 Geranium 'Maverick'	CA16 Geranium 'Summer Flowers'

PAGES 2:9–2:10

Planting in batches

Plants are grown in a range of tray sizes. Counting in batches is a skill used frequently in all aspects of horticulture. The background for this focus is planting out summer bedding from a plan when trays need to be collected from the nursery area for a day's planting. Learners need to be able to add, multiply and divide whole numbers. It is important to develop a knowledge of the times tables and a good feel for numbers so that learners begin to see relationships between numbers (e.g. four 25s in 100). Estimation skills are also useful when planning the day's work.

Materials

Range of trays and pots

Planting plans and bedding lists from workplace

A simple summer planting plan with plant names and numbers as an OHT

Hanging basket planting plan from Source material (0:05)

Learning outcomes

- 1 To understand the principle of counting in batches (focus page)
- 2 To calculate number of plants in a tray by using multiplication or adding (Task 1)

Introduction

Show your OHT of a simple summer planting OHT. Discuss the type of bed it shows and the number of plants involved. In pairs, ask learners to add up the total number of plants involved and the total number of each type of plant. Talk about how learners might go about planting out this plan.

Focus page

- Look at samples of planting trays. These come in a wide range of sizes from 6 to 600 cells/spaces. Give learners the trays and ask them to work out the number of plants per tray. Discuss the strategies used, which may differ according to the tray size. Show how the

number of plants in bigger trays can be calculated by counting the number of cells/spaces each way (columns and rows) and multiplying. *How long would it take to count every cell?*

- Using pots/trays, practise counting in 5s, 10s, 20s, 25s, 50s etc. Move on to less regular numbers like 6s, 35s, etc. (Dyslexic learners (and others) may need a number line or chart for support.) It might be a good idea to develop a number line for the less regular numbers.
- Practise counting in batches up to a particular number and adding on any extra (e.g. 20s up to 85 is 20, 40, 60, 80 and 5 more). Any learners having significant problems in this area will need further support – refer to *Skills for Life* numeracy materials.
- If possible, give some practice in other number skills (e.g. multiplying, dividing, adding, subtracting). Any learners having significant problems in this area will need further support – refer to *Skills for Life* numeracy materials. Note: all learners will make occasional errors; you need to watch out for learners who are consistently incorrect or who appear unable to tackle this aspect at all.
- Rounding up skills are useful. Look at the example on the focus page about 22 geraniums. It is only necessary to bring one tray holding 24 plants. Note that it is important to know the maximum number of plants in various trays.
- Approximation is also a useful skill (*About how many plants are in this tray?*). Encourage learners to develop visual estimation skills by practising with lots of examples of trays of known sizes, full of plants, with fewer plants.
- Note the problems of using a calculator for these calculations as it will not give you a remainder ($250 \div 24 = 10$ trays, remainder 10 plants, not 10.42). Learners who need to use a calculator should understand this and have other strategies (e.g. a chart showing numbers of plants in 2, 3, 4, trays, etc).

Curric. refs	NOS	Key Skills
N1/E3.1	CU79	N1.2
N1/E3.4	L2	
N1/E3.5		
N1/E3.6		
N1/E3.7		
N1/E3.9		
HD1/E2.1		

Task 1

Question 1

Use a planting plan for hanging baskets to find the number of plants per basket

HD1/E2.1

- Introduce learners to the Hanging basket planting plan from the Source material. Some may be unfamiliar with this format but the principle is the same as for other planting plans.
- The first task is to extract from the plan how many plants will be needed for each basket.
- Check that learners know in which column they should record their answers.

If the learner has difficulty

- Support learners to identify on the plan each plant named in the table and to read the number required.
- Plant names may be a barrier to some learners. Show learners how to match plant names using initial letters and variety names if they do not know them.
- Pronouncing the names and talking about the type of plant will help them to remember.
- Try colour coding to link the plan and the plant names.

Extension

Look up the plants used in a catalogue or plant book to get an impression of the hanging basket planned.

Question 2

Calculate how many plants will be needed to fill 30 baskets using the same plan

N1/E3.1

N1/E3.4

N1/E3.5

- Check answers from Question 1.

- Explain to learners that the next step will be to work out the total number of plants required to plant up 30 baskets.
- Check that learners have strategies for multiplying batches of 30 (e.g. calculator; add a zero and multiply by 3; multiply by 3, then by 10; counting in batches). It might be useful to compare strategies.
- Check that learners know in which column they should record their answers.

If the learner has difficulty

- Take the question one step at a time. Support learners through the first few plants to establish a successful method of calculating.
- Check calculator and general number skills – additional support may be needed for these skills (counting in batches, reading numbers, addition, subtraction, multiplication, division).
- Before letting learners work independently, check they have a secure method of working with which they are confident.

Extension

Ask the learner to calculate the number of plants needed for a less regular number of baskets (e.g. 16).

Question 3

Work out the number of trays needed for each plant in order to make up 30 baskets

N1/E3.6

N1/E3.7

N1/E3.9

- Check answers from Question 2.
- Direct learners to the tray numbers for each plant.
- Make sure learners are clear about the methods and strategies they can use to work out the number of trays required (e.g. division, batch counting and adding on).
- Remind learners that they need whole trays. They will therefore need to round *up* the number of trays to the next whole number. Rounding up will take account of damaged or poor plants.
- Check that learners know in which column they should record their answers.

If the learner has difficulty

- Talk the learner through on a step-by-step, plant-by-plant basis (e.g. *You need 30 Bidens aurea 'Sunshine'. They come in trays of 24. How many whole trays do you need to collect? Will one tray be enough? How many in two whole trays? Will this be enough?*)
- Learners may struggle with the fact that the number of plants required does not always equate with whole trays. Stress that this is expected, but that whole trays are needed. Assist them to round up the number of trays needed to the next whole number of trays (as in the worked example).

Extension

- Learners can work out the number of plants remaining that may need to be taken back to the nursery or discarded if not up to standard.
- A good concept of number and the ability to see relationships between numbers is the key to these skills. Plenty of practice with a range of different scenarios will help to build confidence and to check that learners have established effective strategies for counting.

Planting in batches

Focus



Plant trays come in many different sizes.

You'll need to round up here.

When you are collecting plants, work out how many are in each tray by:

- counting how many there are in one row
- counting how many rows there are, and
- multiplying these numbers together.

You'll need to multiply here.



Make sure you have enough plants. One tray of 24 will allow for damage and poor-quality plants.

Will you get me 22 geraniums, please?

We need 350 Lobelia today.

You'll need to add up here.

Bed			Number
Plot 8a	Fuchsia	Mrs Marshall	3
	Canna	Red	7
	Dahlia	Downham Market	275
	Lobelia	Crystal Palace	250
Plot 8b	Fuchsia	Perry Park	3
	Heliotrope	Marina	400
	Centaurea		10
	Alyssum		260
	Lobelia	Crystal blue	100

When the numbers are smaller, you can also work this out by counting in batches.

10 in a tray

- 10, 20, 30 and 5 more makes 35.

For larger numbers you can double up.

25 in a tray

- 25, 50, 75, 100. Double it makes 200.

That's 4 trays of 25 for 100. That's 8 trays of 25 for 200.

How much can we get done in a day?

You may also need to estimate.

$250 \div 24 = 10$ trays and 10 plants.
Use a calculator or paper if you need to.

When you know:

- the total number of plants you need
- the number of plants in each tray

divide the numbers to find out how many trays to collect.

You may also need to round up.

We'd better take 11 trays.

You'll need to divide here.

Planting in batches

Task

Your job is to plant out 30 hanging baskets using the Hanging basket planting plan from the Source material.

Task 1

- Find out how many of each plant you will need for each basket. Fill in the 'Number per basket' column on the table.

You may have some plants left over.

Plant name	Number per basket	Number per 30 baskets	Number of trays
Bidens aurea 'Sunshine'			
Nepeta 'Glechoma variegated'			
Geranium 'Maverick Star'			
Indian mint			
Fuschia 'La Campanella'			
Petunia 'Peppermint'			
Begonia 'Illumination'			
Bacopa 'Snowflake'			
Geranium 'Summer Showers'			

- Work out how many plants you will need to fill 30 baskets. Fill in the 'Number per 30 baskets' column in the table above.
- Each type of plant comes in a different size tray. Work out how many whole trays of each plant you will have to collect. Fill in the 'Number of trays' column in the table above.

Plant name	Number of plants per tray
Bidens aurea 'Sunshine'	24 (6 × 4)
Nepeta 'Glechoma variegated'	35 (7 × 5)
Geranium 'Maverick Star'	8 (2 × 4)
Indian mint	42 (6 × 7)
Fuschia 'La Campanella'	6 (2 × 3)
Petunia 'Peppermint'	40 (8 × 5)
Begonia 'Illumination'	63 (7 × 9)
Bacopa 'Snowflake'	9 (3 × 3)
Geranium 'Summer Showers'	4 (2 × 2)

PAGES 2:11–2:12

Maintenance and care

In amenity horticulture, most instructions on a day-to-day basis are given verbally, rather than written down. It is therefore important that employees can listen carefully in order to care for and maintain their plants and planting area correctly and effectively (Unit CU76).

Learning outcomes

- 1 To listen and respond to verbal instructions by identifying key words (focus page, Task 1)
- 2 To make notes to aid memory (focus page, Task 1, Task 2)
- 3 To write a set of instructions (Task 2)

Introduction

- Ask learners to listen to three or four instructions that you give them and then in pairs to decide the order and frequency (how often) in which the jobs should be done, for example 'I want you to **clear out the old flower beds**, **sometime** during the week and then **mulch** everything, but **before anything else** the **grass needs mowing** and the **clippings collected**. **Every day** check the flowers and dead head if necessary.'
- Discuss what each pair has come up with and reveal the instructions you gave them – previously written on the flipchart. Highlight the key words: 'sometime', 'before', 'every day' and ask each pair, if they have not already done so, to write the instructions in the correct order, to make them easier to remember.
- Draw out the point that, when listening to instructions, it helps to identify key words. Asking the questions **What?** and **When?** makes it easier to listen constructively to what is being said. Using different colour highlighter pens, go through your instructions and highlight the relevant parts or words.

Focus page

- Explain that the text in the middle of the focus page is a transcript of verbal instructions; the key words that help the listener are shown clearly.

- Confirm that the instructions are complex and (deliberately) not very clear. Whilst they are authentic, learners, once in work, will find that instructions are repeated and thus become familiar.
- Look carefully at the highlighted words: those in green relate to time; those in yellow tell the listener about the amount that has to be done; those in blue relate to tasks that may or may not have to be done. Note that if this page is available only in black print, then colour coding (as above) could be added as an activity.
- Note there are some jobs to be completed. Do this verbally.
- Note that some instructions are conditional (i.e. they may or may not need to be done). ESOL learners may find this difficult as they may more readily understand direct simple commands.

Curric. refs	NOS	Key Skills
SLlr/L2.2	CU76	C1.1
SLlr/L1.3		
Wt/L1.1		
Wt/L1.2		
Wt/L1.3		
SLc/L1.3		

Task 1  15

Listen to a set of work instructions to organise the work schedule

SLlr/L2.2

SLlr/L1.3

- This is a lengthy set of work instructions, requiring good listening skills. Make learners aware that they have to listen carefully. The instructions are fairly typical of many such briefing sessions in that they are fairly muddled in terms of scheduling and identifying work priorities. The language is not always very clear.
- Confirm that learners are listening for daily and weekly jobs, as well as jobs that need to be done as often as necessary and jobs that can be done if there is time (see headings in the table). Notes can be made in the chart on the page.

- Play the audio clip once for gist.
- Ask learners what key words they will listen for to make a decision about each category (e.g. this week, weekly, end of the week, every day, if you have time, once a day, daily).
- Ask learners what words will help to identify instructions (e.g. I want you to ..., before, make sure). These are usually imperatives (see the tip).
- Allow learners to listen to the audio clip once for each job category. They should note these down on a separate piece of paper.
- Allow a final listen through for clarification. Have any of the instructions given by the supervisor been missed?
- Ask learners to think about questions they would want to ask for clarification. You could use this as the basis for role-play.

If the learner has difficulty

- This is a complex listening task and will present a significant burden to many learners. Allow learners to listen to the audio clip one sentence at a time. Is there an instruction in the sentence (or more than one)? When is it to be done?
- It is likely that learners will not include all the instructions in the 'As often as necessary' category. This is because there are fewer key word clues for this category. Listen again to the audio clip and identify instructions that haven't been categorised in one of the other three categories.
- ESOL learners will have difficulty with some aspects of the fairly colloquial expression used here, for example 'special offers', 'rotate', 'liquid feed', 'topped up', 'dead heads', 'bugs', 'while you're at it', 'stock', 'funny time of year', 'awkward'. These terms may need to be explained.
- It might be useful to role-play this whole briefing session, allowing learners to interrupt to ask for clarification where necessary.
- Learners need to make notes for this task – you may want to remove the burden of writing and make notes for the learner.

Extension

- Learners could write up the instructions as a memo, using the headings provided.
- They could develop a brief presentation about the jobs undertaken in a day, using clear language.

Task 2

Give instructions for your own job to a colleague

Wt/L1.1

Wt/L1.2

Wt/L1.3

SLc/L1.3

- Learners need to spend some time working out the range of tasks involved in their own job (a task analysis). It might be a good idea to structure this with the categories already used (daily, weekly, etc.), although this may not suit their particular job circumstances.
- Having made notes, the learner should then give these as a set of spoken instructions for a colleague. The aim is to give clear, logical instructions to another person. Allow other learners to observe and give feedback on how clear the instructions were.
- You may want to spend some time considering good practice in giving instructions: clarity and structure of information, clear language.

If the learner has difficulty

- Learners may need support to categorise the tasks they do at work and to form these into notes.
- Learners may need practice in giving instructions to someone else.

Extension

- Ask learners to develop a checklist on which to judge performance in giving instructions, to include using words for time, being clear about time order, using clear language.
- Learners could develop a weekly briefing, to give as a presentation to colleagues, using good practice in organising the briefing and using clear language.

Maintenance and care

Focus

Instructions for the week will include **all** the jobs that need to be done that week.

Listen for the words that tell you when things need doing: *daily, weekly, twice weekly.*

Listen for the words that tell you **more than one job** needs to be done: *and.*

Listen for words that tell you a job only needs doing if something else happens: *if necessary, unless*



Fill in the missing jobs.

Daily jobs:

- Unlock the gates
- Collect litter
- Water the glasshouses and tunnels
- Dead head
- _____

Weekly jobs:

- Mow grass
- Collect clippings
- Edge beds
- _____

Twice weekly jobs:

- Inspect the signs for graffiti
- _____

Jobs to be done if necessary:

- Water the beds
- Empty the bins
- Re-tie the fuschias
- _____

This week we'll all be keeping it looking good! There's the usual *daily* unlocking of gates *and* collecting litter. The bins will only need emptying *twice this week* *unless* they're overflowing of course. Each patch of grass will need mowing *once this week* *and* the clippings collected. All the beds will need edging and hoeing. Go around dead-heading *daily* *and* replace those plants that have magically walked away in the night. While you're at it, check the fuchsia ties *and* re-tie them *if you need* to. The forecast is for rain but *if necessary* we'll water. The floral poles will need watering *every day* though *and* of course the glasshouses and tunnels will need watering *daily*. As usual we'll need to inspect the signs for graffiti *on Monday* and *Friday* *and* fill in the necessary form.

Use a notepad to help you remember what you've got to do.

Maintenance and care

Task

Task 1



15

Listen to the instructions. Listen for the jobs that need to be done and when they should be done. Make a note of the jobs.

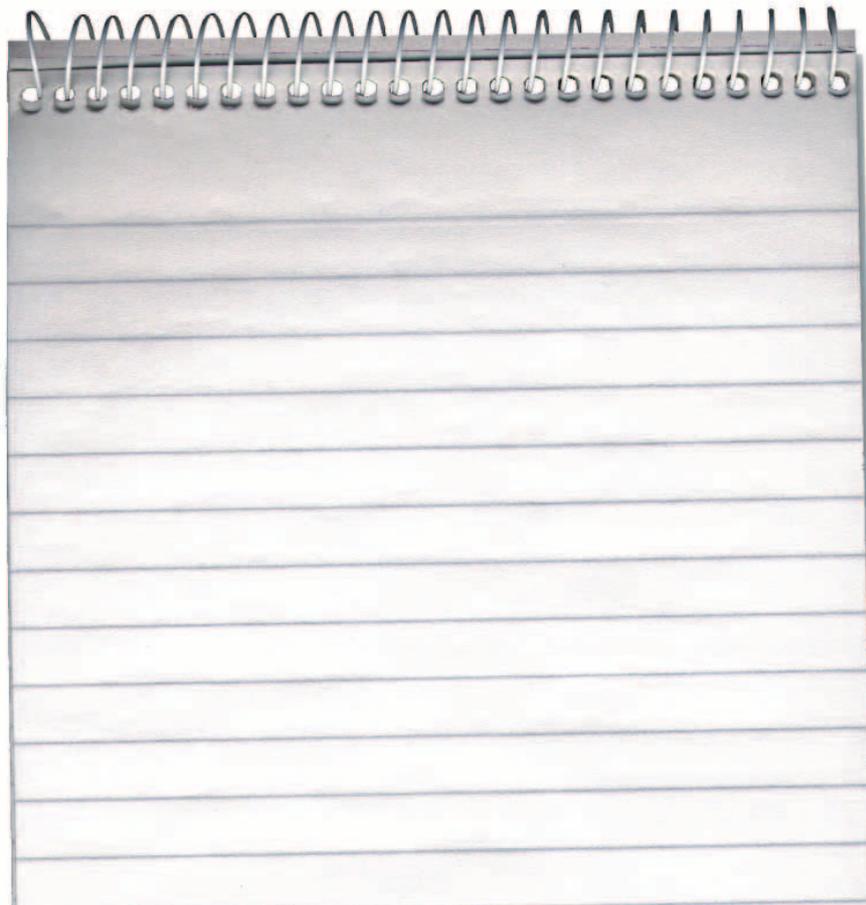
When to do the jobs	Jobs that need to be done
Daily	
Weekly	
As often as necessary	
If you have time	

Listen for key words about time: *this week, daily*.

Listen for instruction words: *make sure, must, take off, report, give*.

Task 2

Make a clear set of instructions for the jobs you have to do at work. Give them to a colleague as a set of spoken instructions.



Use your own words. It may help to make rough notes first.

PAGES 2:13–2:14

Speaking to the public

People working in amenity horticulture are often asked questions about plants by the public. Those working in public places may also have to field complaints. This theme aims to give an indication about how to speak to members of the public appropriately.

Materials

Any good-practice guidelines from the workplace

Learning outcomes

- 1 To develop skills in speaking to members of the public (focus page, Tasks 1–3)
- 2 To use good listening skills (focus page, Task 3)

Introduction

- Elicit from learners situations in which they have encountered members of the public and have had to deal with questions. What kind of questions were they asked? Were the members of the public polite? Angry? How did learners deal with this? How do you deal with a question when you don't know the answer?
- Ask learners for ideas about the points to take into consideration when dealing with the public. What is good practice? What is bad practice? What are the consequences of each of these? What impact might it have on you as an individual if you don't get this right?

Focus page

- Take each topic (petal) one at a time and ask learners to provide examples of what each means and how it is best achieved (e.g. passing on information clearly, speaking politely). Give examples of questions learners have been asked by members of the public.
- Discuss what is meant by speaking politely. Give examples (and perhaps role-play) of polite ways to talk to customers. Deal with any instances of impolite language (e.g. swearing) or behaviour by explaining why it is not polite and the effect this might have. Note that there

are cultural (and ESOL) issues about behaviour and language that may need to be discussed.

- What does body language mean? Demonstrate some positive and negative body language. Talk about the impact of body language and facial expressions. You could set a role-play in which one learner talks about something of interest to him/her and the listener gives no body language feedback at all (no eye contact, looking bored, no verbal signals). How does this make the listener feel? Role-play with the learner as a customer getting poor responses from a worker. What impact will this have?
- Talk about use of language: formal/informal, technical, clear, tone, appropriate. What do all these mean in dealing with the public? Give some examples (taken from observation of the learners if possible) of each and discuss what is good practice in each case. Note that customers' needs may vary and also that an appropriate way of speaking to a customer may not be right for others (e.g. colleagues, supervisors).
- This may be a good opportunity to role-play some typical customer situations. Ask learners to think of possible customer questions and role-play handling these. The learner should try to follow good practice when answering these, including dealing with questions to which the answer is not known.
- Note that some dyslexic (and other) learners may need to practise these skills in order to ensure that they are able to co-ordinate the skills (i.e. selecting appropriate language, using body language).

Curric. refs	NOS	Key Skills
SLlr/L1.1		C1.1
SLlr/L1.3		
SLlr/L1.4		
SLlr/L1.6		
SLc/L1.1		

Task 1  **16**

Select the most appropriate response to an enquiry from a member of the public
SLlr/L1.6

- Learners listen to three possible responses to a question from a member of the public. Clues are in what is said (content) as well as how it is said (tone).
- Listen to the first question. How would learners respond? Compare this with the range of responses given. Which is the best? Why? Learners could do this as a paired activity. Role-play the response, using tone to differentiate.
- What is wrong with the rejected answers?
- Repeat with the other questions.

If the learner has difficulty

- Explain any technical language (e.g. climber, growing medium, pH) and any language likely to be difficult for ESOL learners (e.g. 'haven't got a clue' = don't know, 'work our socks off' = work very hard).
- Some learners may find it difficult to identify language that is not polite or unprofessional. Probably the most difficult of these is to understand why '*Thunbergia alata*' is not an appropriate response and could be deemed impolite. You may need to unpick these responses with them.
- Tone is an important clue here, but learners may need guidance for what is considered appropriate.
- Work through each question and each of the possible responses using a question-and-answer technique to establish the most appropriate choice. Spend some time considering the reasons for these choices.

Extension

Draw up a good practice checklist with suggested responses to the 'top 10' questions asked by customers.

Task 2  **17**

Select the clearest response to an enquiry from a member of the public
SLlr/L1.6
SLc/L1.1

- Listen to each audio clip in turn for gist, then to assess performance against each of the points on the checklist. Listen again to confirm the choice.
- You may need to tackle this as a group discussion. What are the good and bad things about each answer?

If the learner has difficulty

- Learners may need to assess each answer against each point on the checklist one at a time (e.g. Is it easy to understand?)
- Check any language difficulties (e.g. excessive degree, meticulous, top dressing).
- It may not be clear to all learners what is or is not polite and this may need some work. You may need to unpick why the first person, who clearly is well-informed, is not giving a response that is appropriate to the needs of the customer. You may need to discuss customers' needs.

Extension

- Which words in the clips are inappropriate? How could the clips be re-worded?
- Role-play further examples of good and bad communication, using workplace experience. *How can you do it better?*
- Use the checklist on the page to assess the performance of other learners.

Task 3

Consider good practice in active listening, confirmation and clarification techniques to be used when dealing with the public
SLlr/L1.3
SLlr/L1.4

- This activity is best tackled as a discussion. Learners should consider the range of ways that will contribute to active listening. The focus page has some clues about this, but you could also talk about each point.

- There are some suggested responses which might be helpful.
- Note the tip on the page about making a good impression. This is a useful opportunity to discuss communication in general and other factors that contribute to making a good impression. Discuss why it is important to do this.

If the learner has difficulty

- Model ways to show listening, confirm understanding etc. Ask learners to think about some of the things that make a good listener.
- Write possible answers on sticky notes and arrange into categories.
- There may be some cultural aspects to listening skills (e.g. eye contact, asking questions) that you will need to understand.

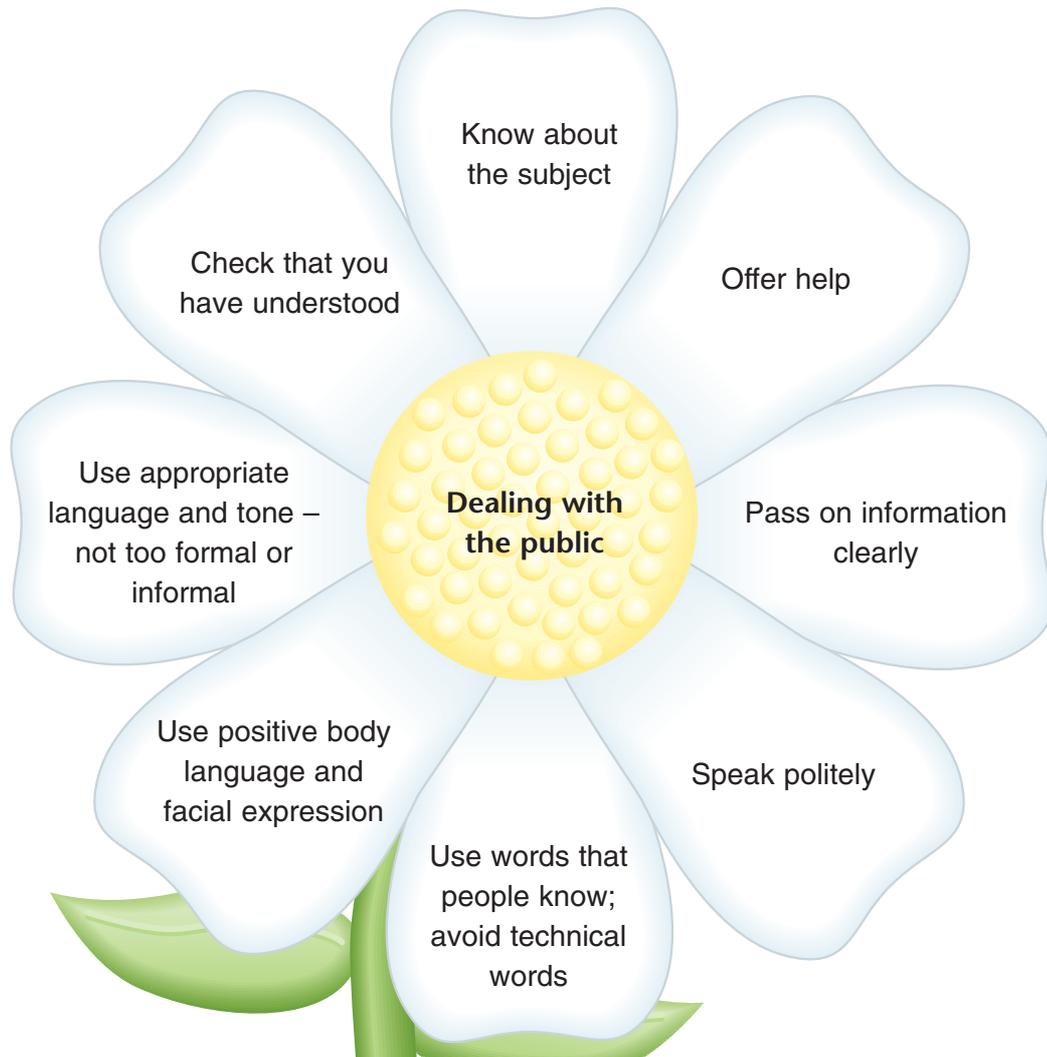
Extension

- Learners can draw up a checklist of good practice in listening to use when observing role-plays.
- Set up role-plays of 'tricky' customer questions, based on workplace experience. Learners can role-play dealing with these appropriately, performance being judged using the checklist already prepared.

Speaking to the public

Focus

When you deal with the public, your aim is to give a positive impression of yourself and the organisation you work for. This means having good knowledge of your subject and knowing how to speak to people appropriately.



Write down the sort of questions you are asked or might be asked.

Speaking to the public

Task

Task 1

16 Listen to the visitors. Which of these is the best reply? Say why.

- 1 a *Thunbergia alata* b *I haven't got a clue.* c *It's known as Black-eyed Susan. There should be a label that gives more information.*
- 2 a *Does the growing medium in your garden have a pH above or below 7?* b *You don't look like the sort of person who would be good at growing anything.* c *It depends. It grows to around 3 metres and prefers to be in full sunshine all day. Have you got somewhere like that?*
- 3 a *Ta mate. We work our socks off. They don't pay us nearly enough.* b *We try our best to keep it looking good. Thank you.* c *It'd be even better if we didn't keep getting interrupted by people like you when we're trying to work.*

Task 2

17 Listen to the three people speaking. Use the speaking checklist to assess which person gives the clearest answer to the question.

Speaking checklist	1	2	3
Uses language that is easy to understand			
Speaks politely			
Knows about the subject			
Speaks clearly			
Not too formal or informal			

It looks like velvet. I'd love to have a lawn like this. How do you keep it so beautiful?

Task 3

Discuss and make a note of two ways that you can:

- a make sure you **listen** to what is being said
- b **show** a member of the public that you are listening to him or her
- c **check** that you have understood.

REMEMBER!
Create a positive impression of yourself and the organisation you work for.

Check it

1 You walk down a path, facing directly north. If you turn sharp left, which direction are you now facing?

- A north-west
- B west
- C east
- D south

MSS2/E2.3

We're concentrating on general tidying up this week. It's a quiet week and we've got a good chance to get on with clearing beds, then if there's time, tidying the sheds and some general maintenance. Take all the cleared material to the shredder or compost area. Sort out any pernicious weeds and take them for burning.

2 Read the work instructions above. Which job is the priority this week?

- A General tidying up
- B Clearing the beds
- C Tidying the sheds
- D General maintenance

Rt/L1.3

3 What does 'pernicious' mean?

- A With blue flowers
- B Needs to be burned
- C Harmless
- D Invasive and destructive

Rw/L2.1

4 A fruit tree label has the following headings: Planting, Care, Cropping, Features. Under which heading would you look for information about how tall the tree might be after 5 years?

- A Planting
- B Care
- C Cropping
- D Features

Rt/L1.4

Weed Clearance Product

For gardens, allotments, overgrown area

Dilution A: Most annual weeds = 50 g in 500 ml water over 1 m²

Dilution B: Common perennials (including brambles, nettles, marestail, ground elder) = 100 g in 500 ml water over 1 m²

- 5 You need to spray a 2 m² area of annual weeds. What quantity of water will you need?
- A 500 ml
 - B 1 litre
 - C 5 litres
 - D 100 ml
- MSS1/L1.6
- 6 You need to spray an area of 10 m² of ground elder. What quantity of Weed Clearance Product will you need?
- A 100 g
 - B 500 g
 - C 1 kg
 - D 10 kg
- MSS1/L1.6
- 7 Which of these names is the cultivar?
- A Erica
 - B Carnea
 - C 'Vivelli'
 - D Heather
- Rw/L2.1
- 8 Lobelias are planted in trays of 24. You need 110 plants for a planting scheme. How many trays will you need?
- A 5
 - B 4
 - C 24
 - D 6
- N1/L1.3
- 9 Which of these is *not* good advice for speaking to the public?
- A Use polite language.
 - B Always use technical words.
 - C Make sure you know about your subject.
 - D Use positive body language.
- SLlr/L1.6

Work instructions

- Finish clearing greenhouse 2 for planting.
- Go on to set up 20 trays of compost for seedlings.
- Before you start, take the mower down to the workshop for its service.
- Don't forget to take the new trainee to greenhouse 2.

10 What is the last job that needs to be done today?

- A Cleaning the greenhouse
- B Setting up 20 trays of compost
- C Taking the mower for a service
- D Taking the trainee to the greenhouse

Rt/E3.1

Audio

PAGES 2:1–2:2

The planting plan

Task 4 12

- Go in through the gate. Turn right immediately. When you reach the lavender hedge, turn left and walk straight ahead to the garden feature.
- From the statue, walk straight towards the perennial border. When you reach it turn left and then take the third path left. Walk straight ahead to the tree.
- From the Prunus walk east. Bear left at the junction and follow the path round past plots 1, 2 and 3. Just after plot 3 turn left again. Keep the statue on your left and follow the path towards the railings. Take the first right and then the first left.

PAGES 2:3–2:4

Instructions

Tasks 1 and 2 13

Right. As we clear the ground, make sure you start at the back of the bed. Don't walk on the soil, remember. I want you all to look out for litter on the beds and put it into the black bags. The weeds must go into your wheelbarrow. Remember no weeds in the black bags and no litter in the wheelbarrows! Don't leave your tools around where they will be dangerous to the public.

PAGES 2:7–2:8

Plant names

Task 1 14

In Plot 2 there is going to be:
 Lobelia erinus 'Cambridge Blue' in Section A.
 Cineraria maritima in Section B.
 Fuschia Mrs Marshall in Section E.
 Lobularia maritima 'Little Dorrit' in Section C.
 Heliotropium arborescens in Section D and one Canna generalis hybridia in each of Sections A, B, C, and D.

PAGES 2:11–2:12

Maintenance and care

Task 1 15

Monday morning again! I want you to look after the seasonal section this week. It's week thirty-two on the

data sheet by the way. Before you start anything else do the weekly check for special offers and any other price changes. Make sure the new stock has arrived in Deliveries and rotate the old stock. The weather forecast is sunny all week so you'll have to water every day. I suppose you could liquid feed as well if you have time. The display must always look good so keep the stock topped up. Tidy up once a day and always look out for hazards. Remember the health and safety of the public! Take off dead heads and leaves daily. If you notice any bugs while you're at it, report them to me. Do a check of stock at the end of the week. It's a funny time of year. We might be busy, we might not, so if you find you have time you can give the benches a good clean and sterilise some pots. If you have any awkward customers, let me know! Have a good week. Anything else you need to know, just ask me.

PAGES 2:13–2:14

Speaking to the public

Task 1 16

- Excuse me. Can you tell me what that climbing plant is over there? The one with all the yellow flowers.
- It's very interesting. I'd like it in my garden. Would it be suitable?
- This is a magnificent garden. It must take a lot of looking after.

Task 2 17

Audio 1

It takes an excessive degree of work, Madam! We mow at about 6 to 13 cm two or three times a week. Last August we planted a superior seed mixture that contains fine fescue and fine bent grass after meticulous preparation of the ground. Top dressing of 6: 1: 3 is done once a year. Do you think you'd be up to doing all that?

Audio 2

Hard work is what it takes. That's why the signs say 'Keep off the grass'!

Audio 3

Thank you. It takes a lot of work but it's worth it! It's important to use high quality seed mixture and we mow it about 6 to 13 cm high about two or three times a week. Is there anything else you'd like to know?

Answers

PAGES 2:1–2:2

The planting plan

Task 1

- 1 North
- 2 South
- 3 East
- 4 West

Task 2

- 1 Plot 2, perennial border, brick wall, path
- 2 Statue, lavender hedge, path
- 3 Gate, path, railings
- 4 Prunus, beech hedge, path

Task 3

- 1 a Plot 5
b Plot 3
- 2 The fountain
- 3 a Plot 1
b Plot 2
- 4 The perennial border and the wall

Task 4

- 1 The statue
- 2 The Prunus
- 3 The gate

PAGES 2:3–2:4

Instructions

Task 1

- 1 Start clearing at the back of the bed.
- 2 Look out for litter and put it into a black bag.
- 3 Put weeds into a wheelbarrow.

Task 2

- 1 Do not walk on the soil.
- 2 Do not muddle the litter and weeds.
- 3 Do not leave tools where they may cause accidents.

PAGES 2:5–2:6

Plant names (1)

Task 1

- 1 Storage
- 2 When and where to use
- 3 How to use
- 4 Introduction
- 5 Caution

Task 2

- 1 Yes
- 2 2 caps
- 3 Extra iron
- 4 No
- 5 No

PAGES 2:7–2:8

Plant names (2)

Task 1

Abutilon striatum and *Centurea cyanus* are not mentioned.

Task 2

Plant name	Tunnel code
7 Fuschia 'Checkerboard'	BA23
8 Heliotrope Standard	BA24
360 Geranium 'Maverick'	CA15
300 Pyrethrum parthenium aureum 'Golden Moss'	BA25
120 Tagetes 'Inca Gold'	BA22
100 Impatiens wallerana 'Merlot Mixed'	BA26
100 Heliotrope arborescens 'Marine'	CA14

PAGES 2:9–2:10

Planting in batches

Task 1

Plant name	Number per basket	Number per 30 baskets	Number of trays
Bidens aurea 'Sunshine'	1	30	2
Nepeta 'Glechoma variegated'	1	30	1
Geranium 'Maverick Star'	2	60	8
Indian mint	1	30	1
Fuschia 'La Campanella'	2	60	10
Petunia 'Peppermint'	3	90	3
Begonia 'Illumination'	3	90	2
Bacopa 'Snowflake'	1	30	4
Geranium 'Summer Showers'	1	30	8

PAGES 2:11–2:12

Maintenance and care

Focus page

- Daily: Water the floral poles
- Weekly: Hoe beds
- Twice weekly: Empty litter bins
- If necessary: Replace missing plants

Task 1

Daily:

- Water
- Tidy up
- Take off dead heads and leaves

Weekly:

- Check for special offers
- Check for price changes
- Make sure the new stock has arrived
- Rotate the old stock
- Do a check of stock

As often as necessary:

- Keep the stock topped up
- Look out for hazards
- Report bugs to the supervisor
- Refer awkward customers to the supervisor
- Ask the supervisor for advice

If you have time:

- Liquid feed
- Clean the benches
- Sterilise some pots

PAGES 2:13–2:14

Speaking to the public

Task 1

1c It's known as Black-eyed Susan. There should be a label that gives more information. *This reply is best because it is polite and gives the customer information that is not too technical.*

2c It depends. It grows to around 3 metres and prefers to be in full sunshine all day. Have you got somewhere like that? *This reply is the best because it is polite, gives the customer good quality information, but it isn't too technical.*

3b We try our best to keep it looking good. Thank you. *This is the best reply because it is polite and professional.*

Task 2

The third audio clip is the best response as the person knows about the subject, uses language that is easy to understand and not too informal, and speaks politely and clearly.

Task 3

You may have some of the following:

a

Give members of the public your full attention. Concentrate on what they are saying. Do not interrupt or jump to conclusions. Let them finish what they are saying.

b

Look at them when they speak. Nod and smile. Do not look distracted, look at your watch, etc.

c

Ask appropriate questions such as, "Does that mean that ...?".

Ask for the question to be repeated: "Could you just say that again please?"; "Pardon?"

Check it

- | | |
|-----|------|
| 1 B | 6 C |
| 2 B | 7 C |
| 3 D | 8 A |
| 4 D | 9 B |
| 5 B | 10 B |