



Level 2

Sample!

Horticulture

Student Worksheets



Contents

Note to the Teacher

Course Overview

Thinking about Gardening?

ASSESSMENT BRIEF 1: TREES, SHRUBS AND PLANTS

- A. The Beauty of Trees
- B. Types of Trees
- C. Common Trees
- D. Leaves
- E. Common Garden Shrubs
- F. Common Flowers
- G. Take a Walk
- H. Parts of a Tree
- I. Parts of a Flower or Plant
- J. Life Cycle of a Flowering Plant



ASSESSMENT BRIEF 2: GARDEN TOOLS & GARDEN SAFETY

- A. Garden Tools and their Uses
- B. Using Tools Safely
- C. Safety Signs & Symbols
- D. Hazardous Plants
- E. The Weather
- F. Insects
- G. Garden Chemicals
- H. General Garden Safety
- I. Demonstrating Safe Practices



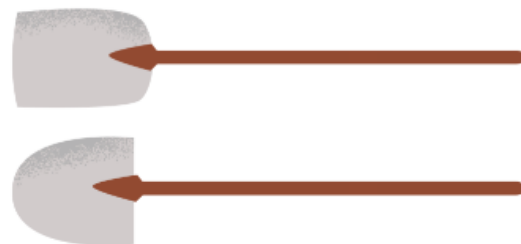
ASSESSMENT BRIEF 3: PLANTING

- A. Getting Ready to Plant
- B. Planting Ideas
- C. Starting to Plant
- D. Consider Community Gardening



ASSESSMENT BRIEF 4: PLANTING CONDITIONS

- A. Plants Need Water
- B. Plants Need Sunlight
- C. Plants Need Enough Space
- D. Plants Need Fertiliser
- E. Keeping Pests Away
- F. Summary



Appendices

Mapping of Learning Outcomes

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Assessment Brief 1



Programme Module Title:	Life Sciences: Horticulture
Component Title and Code:	M2S28
Assessment Technique:	Collection of Work
Weighting:	100%
Title:	Trees, Shrubs, Plants

Guidelines:

You will be expected to:

1. Identify some common trees and shrubs.
2. Describe some functions of a plant leaf.
3. Describe the four main stages of the life cycle of a plant.

Assessment criteria:

- Answers should be correct.
- Structure answers in a logical and clear manner.
- Ensure the correct spelling of familiar and personally relevant words.
- Show an awareness of how trees are important to Earth and how trees help us.
- Identify at least 3 trees.
- Identify at least 3 trees by looking at the leaves.
- Identify at least 3 shrubs.
- Label common trees and shrubs.
- Identify at least 3 flowers.
- Go on a nature walk to study and identify trees, shrubs, flowers and plants.
- Collect draw and measure a variety of leaves.
- Name the parts of a tree and plant and know their functions.
- List at least four functions of leaves.
- Be familiar with the word 'photosynthesis' and show a basic understanding of the process.

Sample

- Describe the main stages of the life cycle of a plant, e.g. seed, seedling, adult plant, flower, etc.
- Written and practical tasks must be complete.
- Take part in discussions.
- Include drawings and/or photographs as necessary.
- Photographic and/or video evidence may be required.

Submission Date:

I, _____, confirm that this is my own original work.

Signed:

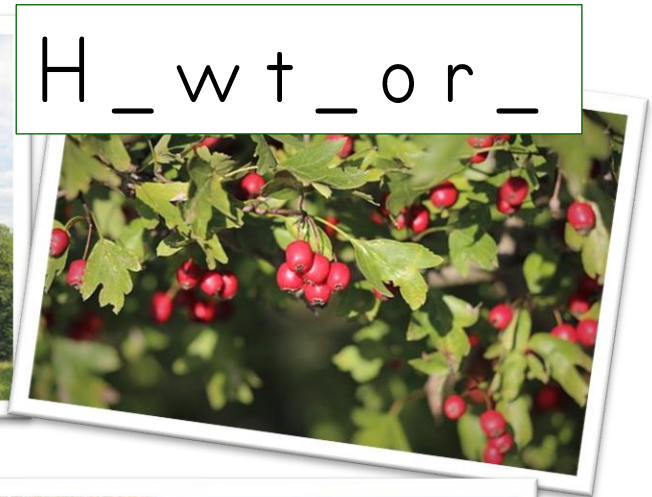
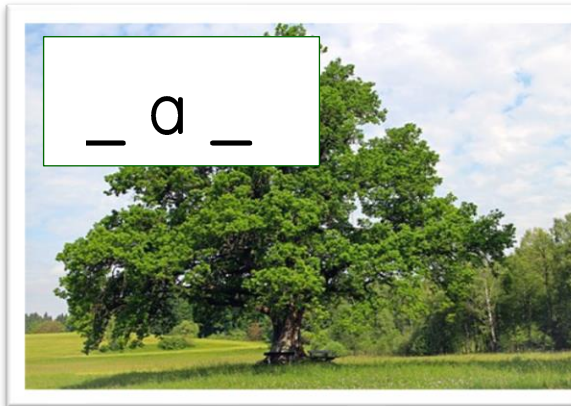
Date:



C. Common Trees

I. Complete the names of the trees:

Alder, Oak, Silver Birch, Scots Pine, Hawthorn, Yew



Scots
P _ _ _



4. Identify the flowers. Write letters on the photos.



- | | | |
|--------------|--------------|----------|
| A. buttercup | E. sunflower | I. tulip |
| B. foxglove | F. lily | |
| C. pansy | G. pansy | |
| D. bluebell | H. fuchsia | |



G. Take a Walk!

1. Go on a walk to identify as many plants as you can. Fill in the Observation Sheet. Places you could go for a walk: nature spot, park, forest, neighbourhood, public gardens, etc. Collect different leaves.

Trees	
Tick each time you see a new one!	
Name the trees if you can!	
Shrubs	
Tick each time you see a new one!	
Name the shrubs if you can!	
Flowers	
Tick each time you see a new one!	
Name the flowers if you can!	
Fruit	
Tick each time you see a new one!	
Name the fruit if you can!	
Other Plants	
Tick each time you see a new one!	
Name the plants if you can!	

2. Discuss why some areas don't have any plants!

4. Read the information about the tree trunk.



The trunk of the tree gives the tree shape and support. The trunk transports water and nutrients from the soil and sugar from the leaves.

Inside the trunk of a tree are several rings. Each year of the tree's life a new ring is added so many people refer to them as the annual rings.

5. Choose the correct words.

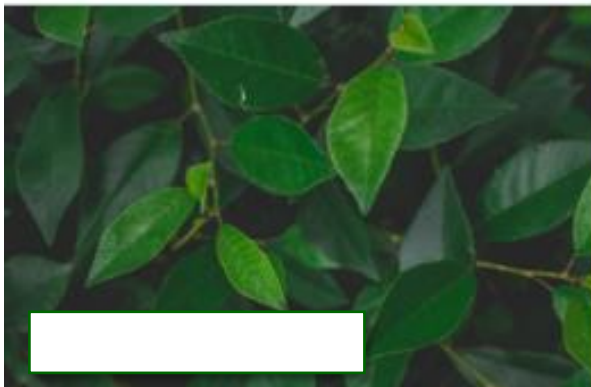
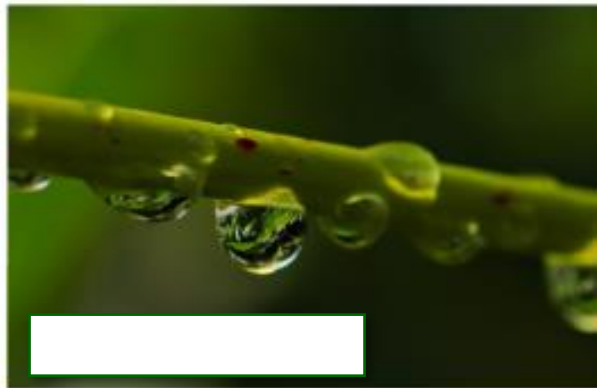
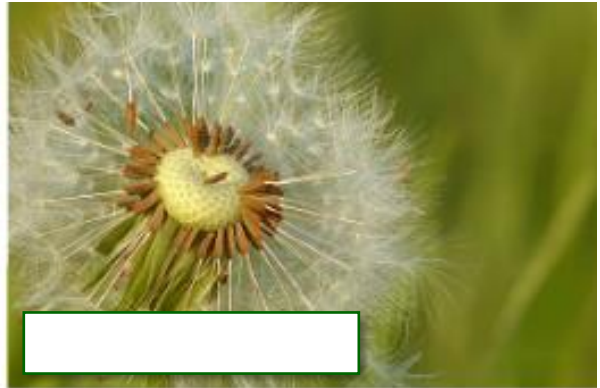
- a) The trunk transports _____ and nutrients from the soil. (leaves, water)
- b) It transports sugar from the _____.
- c) Tree rings can tell you how _____ a tree is. (tall, old)

6. How old was this tree?

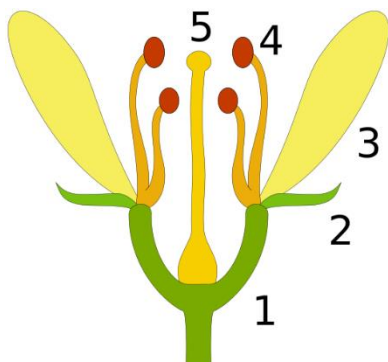


3. Do you recognise these parts? Write the labels.

leaves, seeds, stem, fruit, roots, flowers



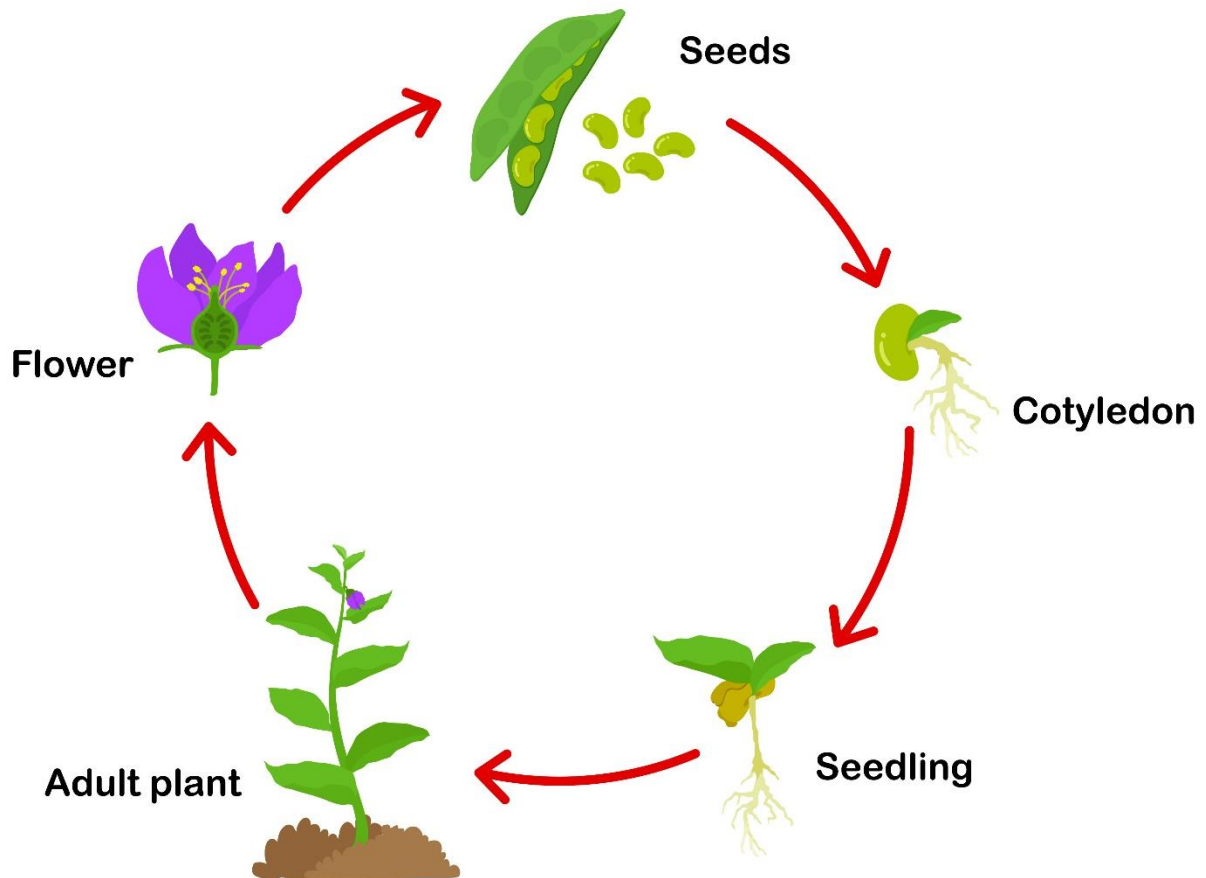
4. Read the names of the parts of a flower.



- 1.) receptacle
- 2.) sepals
- 3.) petals
- 4.) stamens
- 5.) pistil

J. Life Cycle of a Flowering Plant

The diagram shows the stages in the life cycle of a flowering plant.



I. Complete the words in the cycle.

Seeds → _____ → Seedling →
 _____ →
 _____ →
 _____ → Cotyledon →

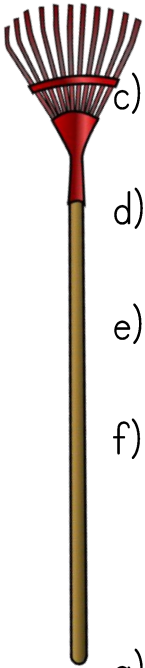
6. Draw pictures in the blank segments to show the lifecycle of a plant.



2. Fill in the correct answers:

water, hammer, labels, tray, hoe, support, fork

- a) A seed _____ is for planting seeds.
- b) To loosen soil, you could use a garden _____.
- c) You could use a spray bottle to _____ your plants.
- d) To remove weeds, I could use a _____.
- e) To put a post into the ground, you could use a _____.
- f) To help you know which plants you have planted, you could use _____.
- g) Bamboo canes can be used to _____ plants.



B. Using Tools Safely

Before you start using the gardening tools, make sure you are aware of the dangers!

I. Tick the things you should do:

- Always inspect tools for any damage.
- Remove all damaged or broken tools.
- Use any tools for any jobs.
- Follow all instructions when using tools.
- Use the correct tool for the job.
- Leave tools lying around on the ground.
- Always hold tools with your left hand only.
- When using a tool, look around you to make sure you do not injure anyone around you.
- Lift heavy items on your own.
- Keep sharp tools pointed down.
- Lifting should be done with the knees and not the back.
- Allow children to play with gardening tools.
- Store tools in your pockets.
- Use wheelbarrows to move heavy loads.
- Use tools away from your own body.



4. Match the signs and meanings. Write the letters.



- A. Do not mow the lawn.
- B. Do not stand on the flowers.
- C. Do not pick the fruit.
- D. Do not dig holes here.
- E. Do not light any fires.
- F. Do not litter.
- G. Do not water the plants.
- H. Do not chop the trees down.

Do not mow



Natural area

D. Hazardous Plants

1. What should you do if someone has ingested or had skin contact with a hazardous plant? Tick the correct steps.

- Seek medical advice immediately.
- Wait a few days to see how the person feels.
- Go to a hospital accident & emergency department.
- Drink water.
- Take a sample of the plant with you to hospital.
- Do not panic.
- Do not try to make the person sick.

2. Can you tell if a plant or fungus is poisonous?

_____ These mushrooms below are poisonous.



3. Name two things you can do to protect yourself from poisonous plants.



E. The Weather

I. Answer the questions:

Possible answers

Wellington boots, hat, warm clothing, gloves, extra socks, closed shoes, sunscreen

a) How can you protect yourself from the sun?



b) How can you protect yourself from the cold?

c) How can you protect your feet?

d) How can you protect your hands?



G. Garden Chemicals

I. Complete the sentences:

friendly, gloves, heat, wash, label, cannot

- a) Try to use environmentally _____ products instead of chemicals to control pests and diseases.
- b) If you use fertilizers to feed your plants, ensure they are kept in a safe, locked place away from _____ and water.
- c) Always follow the guidelines on the _____.
- d) Make sure children _____ get access to them.
- e) Use _____ when handling chemicals.
- f) Always _____ your hands after handling chemicals.



3. How to grow your own herb garden

What you need

- pots, troughs, window boxes or similar
- potting mix
- compost (or other fertiliser)
- seeds or seedlings
- water
- sunshine



Activity

- Find a sunny spot in the garden – most herbs need lots of sunshine.
- Fill your pots almost-full of potting mix. Add a sprinkle of compost and mix in well.
- To sow seeds, follow packet instructions.
- To plant seedlings, make a well in the pot that is as deep as your seedling. Make sure that the soil you use is good quality. Give the roots a little room by carefully loosening the soil around them. Plant into your pot, making sure the new soil stays level with the soil the seedling is planted in. Press down firmly around the plant to compact the soil a little.
- Once your herbs are in, give them a good watering to help them settle into their new soil.

Name some herbs you could grow:



 **Sample**

Paste photographs in the boxes and write a caption below each.

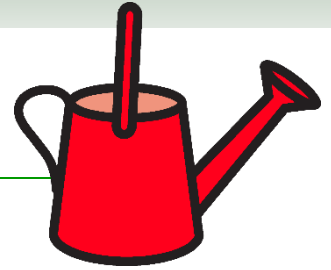
*There are extra note pages in Appendix I . You could also use your Gardening Journal.

Step 1: Show what you have done to prepare.



Step 2: Show how you prepared the soil.

A. Plants Need Water



I. Complete the following:

drowning, kill, dry, little, less, often, much

- a) Water the plants only as _____ as needed.
- b) People either water plants too _____ or too _____.
- c) Too much water can _____ plants.
- d) Here's a trick to help you tell when and how much to water: stick your finger in the dirt about an inch or so. If the soil is slightly _____, pour in enough water so that a little comes out the hole in the bottom of the pot.
- e) Avoid _____ the plant with too much water.
- f) Seedlings (young plants) generally need _____ water than mature plants.



A. Plants Need Protection

Plants need protection from pests.

slugs, plants, garden, trap



a) Outdoor _____ are often getting nibbled on by rabbits and other creatures.

b) You can keep them away by sprinkling flakes of soap around the _____.

c) Place a few cents around your garden. These help to keep _____ away or you can set up a slug _____ with beer!



Mapping of Learning Outcomes

The learner will be able to:

(LSH1) Identify some common trees and shrubs Pages 9 to 11 (beauty of trees / why we learn about them), Pages 12 (types of trees), Pages 13 to 15 (common trees - identification), Pages 16 to 19 (leaves - identification), Pages 20 and 21 (common garden shrubs), Pages 22 to 24 (common flowers – identification), Pages 25 to 27 (nature walk – identifying trees / shrubs / flowers / leaves / plants, sketching leaves)

(LSH2) Use a range of common gardening tools and equipment, e.g. lawnmower, gardening gloves, rake, spade, trowel Pages 53 to 57 (garden tools and their uses), Appendix 2 (Gardening Checklist), Appendix 4 (Evidence sheets if applicable), , Gardening Journal (if applicable)

(LSH3) Plant a vegetable or flower bed, or container under supervision Pages 89 to 92 (getting ready to plant), Pages 93 to 99 (planting ideas), Pages 100 to 108 (starting to plant), Appendix 2 (Gardening Checklist), Appendix 4 (Evidence sheets if applicable), Gardening Journal (if applicable)

(LSH4) Name conditions that help plants grow and flourish, e.g. light, heat, soil, water Pages 112 to 114 (plants need water, the water cycle), Pages 115 to 116 (plants need sunlight, photosynthesis), Page 117 (plants need enough space), Pages 118 to 119 (plants need fertiliser, nutrients, elements), Page 120

to (plants need protection), Pages 121 to 123 (summary of what plants need)

(LSH5) Describe the four main stages of the life cycle of a plant Pages 28 to 34 (parts of a tree), Pages 35 to 43 (parts of a flower or plant), Pages 44 to 49 (life cycle of a flowering plant)

(LSH6) Describe some functions of a plant leaf Page 32 (leaves and photosynthesis), Pages 39 to 41 (leaf functions, photosynthesis, leaf and labels), Pages 42 and 43 (parts of the plants and their functions)

(LSH7) Demonstrate safe working practice in the garden, e.g. manual handling, use of protective clothing Pages 59 to 62 (using tools safely), Pages 63 to 67 (safety signs and symbols), Pages 68 to 71 (hazardous plants), Pages 72 to 73 (the weather), Pages 74 to 77 (insects), Pages 78 to 79 (garden chemicals), Pages 80 to 84 (general garden safety), Page 85 (demonstrating safe practices), Appendix 2 (Gardening Checklist), Appendix 4 (Evidence sheets if applicable), , Gardening Journal (if applicable)