

WHAT DO YOU PROPOSE?

TRADE LINK: LANDSCAPE GARDENING

RATIONALE:

Landscape gardeners provide services to many people and organizations around the world. Students should have the opportunity to explore landscape gardening as well as the process that landscape gardeners must go through to secure work. Student will be able to determine what is involved in creating a beautiful space for all to see.

METHOD:

In this activity, students will be asked to write a proposal to design a landscape at the school. The teacher will provide a designated space within the school setting in which to construct a school garden. Dimensions of the space will be provided. The teacher can make suggestions as to what **MUST** go into the garden, but also allow students to make it their own. Research will be required in determining prices for materials, labour, etc.

Students will be required to develop three main components to a successful bid. They will submit a drawing of the proposed layout, a budget and a detailed description of what their process will be in creating the garden. This will ensure that all is equal when "submitting" their bids.

For schools that do not have gardens or environments where outdoor gardens exist, have students create either an indoor garden or turn this into an activity where students investigate provincial/territorial/national parks and understand the planning required in creating a park.

CURRICULUM OUTCOMES:

Including but not limited to:

Technology 9: Students will examine key industry sectors in New Brunswick.

Middle School Math: Use experimental or theoretical probabilities to solve problems.

MATERIALS:

- Computer with internet access;
- A request for proposals.

GETTING STARTED

Landscape gardening may be something that you see in your city or town or it may be something you have seen in movies or on TV. In this activity, you explore what it takes to plan and cost the construction of a garden.

THE ACTIVITY (SKILLS FOR SUCCESS)

Students are given the following details to carry out this assignment:

1. In the group, create a plan to research the cost of certain plants, how big they will grow, and what conditions they need to grow. Teachers will lead this discussion and brainstorm different kinds of plants/flowers to be planted, and different things to keep in mind when planning a garden.
2. Design a sketch of the space where you will build the garden, based on the dimensions of the garden. Determine where you would like to place certain plants. (Numeracy)

TEACHER BACKGROUND

Duration: Four 45-minute classes

Grade: 7-10

Group size: 2-3

Setting: Classroom (Indoors)

3. Estimate how much soil you will need to fill your new garden, assume that you don't have any soil there currently. (Numeracy)
4. Create a budget for all of the materials you need to construct your garden. This includes price for soil, plants, structures, etc. (Numeracy)
5. Determine how much you will cost per hour or day and how long you think it will take you to complete the garden. Who will do what jobs, etc. (Problem Solving, Numeracy)
6. Use Word processing software and a garden design website to create a digital version of your vision and also to write out your proposal. (Digital, Writing).
7. Present your proposal to the "client" (teacher).

BRANCHING OUT (EXTENSIONS AND VARIATIONS)

1. Give younger students pre-set prices for plants and the size for the plants and have them design their own garden.
2. Have students design an indoor classroom garden or greenhouse.
3. Create different sizes of gardens or give students more freedom for their own space.

INFORMATION BITE

Landscape gardening involves the art and science of the selection and culturing of plants, and the arrangement of landscape structures using materials such as soil, wood, stone and concrete. Combinations of all of these constitute the built landscape, where additional expertise in the care and ongoing maintenance of plants is employed.

WHAT ABOUT SKILLS FOR SUCCESS?

From the planning and layout of the landscape project, through building and finally maintenance, the specialized expertise found in this trade area draws on *critical thinking* and *problem solving*. With new plants, pests, materials, and techniques continually being introduced, and with ever-increasing global aspects of the landscape industry, continued advancement of knowledge and capability is required of the landscape gardener which includes the essential skills of document use and thinking. No one solution to a landscape problem or opportunity is ever sufficient – a great deal of creativity and understanding for alternatives is necessary. Knowledge of botanical and common plant names, plant biology and species culture, climate zones, soils and fertility, water and nutrients, and related requirements, are very basic requirements. Materials and construction knowledge that include numeracy is essential to creating functional, sustainable, and safe landscapes are critical.