

2018 Nursery and Landscape CDE
Friday, February 23, 2018
University of Florida Mid-Florida Research Center
2725 S. Binion Rd, Apopka, FL



Identification of Plant, Pest and Equipment

Thirty (30) specimen from the Nursery & Landscape Plant List, fifteen (15) from the Pests, Disorders & Beneficial Insects List, and fifteen (15) from the Equipment & Supplies List included in the Florida FFA Competitive Event Guide will be displayed to identify.

TIP: Be sure students are familiar with how to use the scantron score card and specimen list to properly identify the plants, equipment and pests at the exam. If the plant has an identifiable characteristic (such as a flower) all efforts will be made to have it present on the plant. The plants will be as healthy as possible and in pots or in the landscape. Equipment will be actual specimen rather than photos. Pests, Disorders & Beneficial Insects could be either photos or actual specimen. All efforts will be made to assure the specimen are identifiable with the naked eye. Focus on studying the most common plants, equipment, and pests/insects.

Landscape Estimating (high school only)

Participants will be asked to evaluate a landscape plan and determine an estimate. This will be done in a written format using a landscape plan. The participant must be able to read a landscape plan and create a bid for installation.

TIP: Students should be familiar with landscape plans, including what elements are required, i.e. identify NORTH on the plan, the scale, title block, how plant lists should look, etc. This practicum will rely heavily on mathematics to calculate the cost of the landscape installation. For example, “What is the total wholesale cost of the Japanese boxwoods?” They would look at the plant list and plan to see *Buxus Microphylla* – Japanese boxwood listed with a quantity of 5. They may be told the boxwoods each cost \$5.00 wholesale. The answer would be \$25. They may also be asked to calculate the labor cost to install them and will be given the formula, let’s say it is 1.5% the cost of the plant. So, labor would be \$37.50. Those are the types of questions.

Customer Service

Participants will assume the role of an employee in a nursery, garden center or landscape business. They will be asked to determine the best approach to customer service when presented with common situations they may encounter as a professional.

TIP: This practicum will be a written problem-solving activity where a scenario will be presented and the student will determine the best course of action. They will draw on their general knowledge of customer service, salesmanship and professionalism. This will take place at the same time as the Plant Soil Water Relationships practicum. High school students will take both practicums in the 25-minute rotation. Middle school students will have 25 minutes to complete the Customer Service practicum.

Plant Soil Water Relationships (high school only)

The relationship between soil, air, and water is one of the least understood aspects in the production and maintenance of plants. Participants will demonstrate a basic understanding of the factors that influence success in this relationship through a written, problem-solving exam.

TIP: This practicum will also be a written problem-solving activity. Topics covered include understanding pH and its effect on nutrient uptake. It also takes a look at the effect on plant health of soil texture, porosity, structure and temperature. This will take place at the same time as the Customer Service practicum. High

school students will take both practicums in the same 25-minute rotation. Middle school students do not complete this practicum.

Equipment

Participants must be familiar with common nursery and landscape industry equipment. They will be provided with pertinent information from the equipment users' manuals and be asked to demonstrate or explain how to do a safety evaluation, safely fuel and operate and properly maintain the equipment.

TIP: This practicum will take the students outside to look at actual equipment. Their focus should be safety, but also the understanding of the parts of the equipment. Numbered arrows or signs will point to aspects of the equipment and their questions will refer to those numbers. For example, perhaps Question #1 asked them to locate the spark plugs on a mower. There would be four signs labeled #1-a, #1-b, #1-c and #1-d on different parts of the mower. They would choose the letter that is marking the spark plugs and fill in that letter beside #1.

General Study Tools

Plant ID:

www.fnglaplantid.com

<https://quizlet.com/HortEdu/folders/fngla-plant-id-scientific-names/sets>

Pest ID:

<http://entnemdept.ufl.edu/creatures/>

Landscape Estimating:

Look at past exams in the Nursery & Landscape CDE "Resources" section.

www.flaffa.org

2008, 2011 Job Eval and Plan Layout, 2013 and 2015

Customer Service:

FCHP Manual, Chapter I, Business Issues

Pages 10-14

<http://www.fngla.org/certifications/FCHP/downloads/Chapter1.pdf>

Plant Soil Water Relationships:

FCHP Manual, Chapter III, Requirements for Plant Growth

Pages 1-7 (pH)

<http://www.fngla.org/certifications/FCHP/downloads/Chapter3.pdf>

Attached pdf document called PlantSoilWaterNL.pdf for a more in-depth look at soil texture, porosity, structure and temperature.