This document consists of vocational education teaching aids that originated in a special needs summer workshop at Arizona State Industrial School; the units are aimed at the potential dropout/special needs type of student (rather than the handicapped) who because of cultural, psychological, or aptitudinal reasons is not able to operate on a regular program. Consequently, each unit is defined further into sub-units, and precision-type teaching is used to check students step-by-step on the carrying out of objectives and activities. For instance a veterinarian's helper unit is broken down further into areas of aiding veterinarian with treatment, grooming animals, nursing animals, cleaning reception room, helping clients, and feeding animals. Other units included are shoe repairing, lapidary, florist, silversmithing, nursery worker, gardening, cotton farm laborer, cabinet-countertop production worker, and concrete finisher's helper. (EA)
Special Training Aids for Remedial Students

Arizona State Industrial School

Vocational Education Department
THESE TEACHING AIDS WERE DEVELOPED IN A SPECIAL NEEDS WORKSHOP
THE FOLLOWING WERE PARTICIPANTS IN THE WORKSHOP.

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TITLE: AIDING VETERINARIAN WITH TREATMENT

OBJECTIVES:

1. GIVEN A BROOM, A MOP, A BUCKET, A BOTTLE OF LYSOL, A SPRAY CAN OF LYSOL AND CLEANING CLOTHS, THE EMPLOYEE WILL CLEAN THE TREATMENT AREA, ACCORDING TO THE VETERINARIAN'S PRIOR INSTRUCTIONS.

2. ASSIGNED AN ANIMAL, THE EMPLOYEE TRANSFERS THE ANIMAL BY CART, LEASH OR IN ARMS TO THE TREATMENT AREA AS INSTRUCTED BY THE VETERINARIAN.

3. ASSIGNED AN ANIMAL, THE EMPLOYEE LIFTS THE ANIMAL WITH HOISTS OR ARMS ON TO THE TREATMENT TABLE SO DISCOMFORT OR INJURY TO THE ANIMAL IS AVOIDED.

4. EMPLOYEE TAKES STRAPS, HANDS OR ARMS TO RESTRAIN THE ANIMAL WHILE THE VETERINARIAN GIVES SHOTS, MEDICATION OR PERFORMS SURGERY WITHOUT UNNECESSARY MOVEMENT.

5. ASSIGNED AN ANIMAL UNDER RESTRAINT, THE EMPLOYEE RELEASES THE ANIMAL AND RETURNS IT TO ITS QUARTERS ON A CART, A LEASH OR IN ARMS WITH THE ANIMAL'S SAFETY AND COMFORT IN MIND.
ACTIVITIES:

1. Go to cleaning supply closet
2. Take broom, dust pan, mop, bucket, lysol spray, lysol bottle and cleaning cloths from closet
3. Sweep floor with broom
4. Sweep dirt into dust pan and empty into trash can
5. Put 1/2 cup lysol from bottle into bucket with measuring cup
6. Fill bucket with water from sink faucet
7. Mop floor with mop and bucket full of water
8. Spray lysol from spray can on treatment table and counters
9. Wipe area clean and dry
10. Return cleaning materials to cleaning supply closet
11. Get cart or leash, if needed, from storage room
12. Take cart, leash or arms to carry animal to treatment room
13. Take hoists, if needed, from treatment room cupboard
14. Lift large animal on treatment table with hoists
15. Lift small animal on treatment table with arms
16. Restrained animal with straps attached to table if needed
17. Restrained animal with hands or arms if possible
18. Release straps, hands or arms after treatment
19. Place animal on cart, lease or in arms to remove from table
20. RETURN ANIMAL TO QUARTERS

21. SHUT AND SECURE LATCH ON QUARTERS

EVALUATION:

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TITLE: GROOMING ANIMALS

OBJECTIVES:

1. EMPLOYEE IS ASSIGNED AN ANIMAL, A BRUSH AND A COMB AND IS TO BRUSH AND COMB THE ANIMAL SO THAT IT LOOKS NEAT AND IS FREE FROM TANGLES.

2. EMPLOYEE IS ASSIGNED AN ANIMAL WHICH HE HOLDS WHILE THE NURSE OR VETERINARIAN CLIPS THE ANIMAL'S HAIR WITHOUT UNNECESSARY MOVEMENT.

3. EMPLOYEE IS ASSIGNED AN ANIMAL, A TUB, SOAP, WATER AND A TOWEL WITH WHICH TO BATHE THE ANIMAL UNTIL IT IS CLEAN AND FREE FROM SOAP.

4. EMPLOYEE HOLDS AN ASSIGNED ANIMAL WHILE, THE NURSE OR VETERINARIAN CLIPS ITS NAIL WITHOUT UNNECESSARY MOVEMENT.

5. EMPLOYEE HOLDS ASSIGNED ANIMAL WHILE STANDING ON THE SCALES WHILE THE NURSE OR VETERINARIAN WEIGHS IT WITHOUT UNNECESSARY MOVEMENT.

ACTIVITIES:

1. GET BRUSH AND COMB FROM SUPPLY CABINET

2. GET ANIMAL FROM QUARTERS

3. BRUSH AND COMB ANIMAL

4. RETURN ANIMAL TO QUARTERS
5. Secure latch on outside of quarters
6. Get animals from quarters
7. Hold animal while its hair is cut
8. Return animal to quarters
9. Secure latch on outside of quarters
10. Get animal from quarters
11. Hold animal for nail clipping
12. Return animal to quarters
13. Secure latch on quarters
14. Get tub, soap, water, brush or cloth and towel from cabinet and sink
15. Get animal from quarters
16. Bathe animal in tub with soap and water
17. Rinse soap from animal
18. Dry animal with towel
19. Return animal to quarters
20. Secure latch on outside of quarters
21. Get animal from quarters
22. Take animal in arms
23. Stand on scales with animal
24. Return animal to quarters
25. Secure latch on outside quarters
**EVALUATION:**

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TITLE: NURSING ANIMALS

OBJECTIVES:

1. EMPLOYEE IS GIVEN PRE-MEASURED MEDICATION OF INDIVIDUAL ANIMALS WHICH HE GIVES TO EACH ANIMAL, ACCORDING TO THE VETERINARIAN'S INSTRUCTIONS.

2. EMPLOYEE IS ASSIGNED AN ANIMAL TO EXERCISE AS DIRECTED BY VETERINARIAN.

ACTIVITIES:

____ 1. FILL, PRE-MEASURED LIQUID FROM NURSE OR VETERINARIAN
____ 2. PLACES PILL OR LIQUID DIRECTLY IN ANIMAL'S MOUTH
____ 3. PLACES PILL OR LIQUID IN SMALL AMOUNT OF FOOD
____ 4. GIVES ANIMAL MEDICATION IN FOOD TO SWALLOW
____ 5. TAKES ANIMAL ON LEASH FOR EXERCISE IN QUARTERS
____ 6. REMOVES ANIMAL FROM QUARTERS FOR EXERCISE ON LEASE
____ 7. RETURNS ANIMAL TO QUARTERS AFTER EXERCISE
____ 8. SECURES LATCH OUTSIDE ANIMAL'S QUARTERS
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TITLE: CLEANING RECEPTION ROOM

OBJECTIVES:

1. GIVEN A BROOM, A MOP, A BUCKET, A BOTTLE OF LYSOL, A SPRAY CAN OF LYSOL, CLEANING CLOTHS AND A FEATHER DUSTER, THE EMPLOYEE WILL CLEAN THE RECEPTION ROOM, ACCORDING TO THE VETERINARIAN'S PRIOR INSTRUCTIONS.

2. GIVEN MAGAZINES, BROCHURES AND BOOKS, THE EMPLOYEE WILL STRAIGHTEN UP THE RECEPTION ROOM TO THE VETERINARIAN'S SATISFACTION.

ACTIVITIES:

1. GO TO CLEANING SUPPLY CLOSET

2. TAKE BROOM, DUST PAN, MOP, BUCKET, LYSOL SPRAY, LYSOL BOTTLE, FEATHER DUSTER AND CLEANING CLOTHS FROM CLOSET.

3. SWEEP FLOOR WITH BROOM

4. SWEEP DIRT INTO DUST PAN AND EMPTY INTO TRASH CAN

5. EMPTY AND WASH ASHTRAYS

6. EMPTY TRASH CANS

7. PUT 1/2 CUP LYSOL FROM BOTTLE INTO BUCKET WITH MEASURING CUP

8. FILL BUCKET WITH WATER FROM SINK FAUCET

9. MOP FLOOR WITH MOP AND BUCKET FULL OF WATER

10. LET FLOOR DRY
11. Spray Lysol from can on counters and wipe dry with cloth
12. Dust furniture and shelves with feather duster
13. Straighten magazines, books and brochures
14. Return cleaning materials to closet

EVALUATION:

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TITLE: HELPING CLIENTS

OBJECTIVES:

1. ASSIGNED AN ANIMAL, THE EMPLOYEE TAKES THE ANIMAL FROM THE CLIENT
   UPON ARRIVAL SO THE ANIMAL IS RESTRAINED AND NOT FRIGHTENED.
2. ASSIGNED AN ANIMAL, THE EMPLOYEE BRINGS THE ANIMAL TO THE CLIENT
   UPON DEPARTURE SO THE ANIMAL IS RESTRAINED AND NOT FRIGHTENED.
3. ASSIGNED A TELEPHONE, THE EMPLOYEE ANSWERS IT IN THE ABSENCE OF
   THE RECEPTIONIST IN A COURTEOUS AND UNDERSTANDABLE MANNER.

ACTIVITIES:

1. TAKE THE ANIMAL BY LEASH, IN CAGE OR IN ARMS FROM CLIENT
2. RESTRAIN THE ANIMAL UNTIL VETERINARIAN GIVES DIRECTIONS
3. GET ANIMAL FROM QUARTERS
4. TAKE THE ANIMAL BY LEASH, IN CAGE OR IN ARMS TO CLIENT
5. ANSWER TELEPHONE IN ABSENCE OF RECEPTIONIST
6. SPEAK CLEARLY
7. BE COURTEOUS
8. ASK CLIENT TO WAIT
9. CALL RECEPTIONIST, NURSE OR VETERINARIAN
EVALUATION:

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TITLE: FEEDING ANIMALS

OBJECTIVES:

1. EMPLOYEE IS GIVEN FEEDING MATERIALS, INCLUDING A DISH, FOOD, WATER AND MILK, WHICH HE MIXES TOGETHER AND PLACES IN THE FEEDING DISH, ACCORDING TO THE VETERINARIAN'S PRIOR INSTRUCTIONS.

2. EMPLOYEE TAKES MEASURED FEEDING AND PLACES FEEDING DISH IN ANIMAL'S QUARTERS SO ANIMAL CAN REACH THE FOOD EASILY.

3. GIVEN A BROOM, DUST PAN, TRASH CAN, MOP, BUCKET SINK AND BOTTLE OF LYSOL, THE EMPLOYEE CLEANS THE ANIMAL'S QUARTERS TO MEET VETERINARIAN'S APPROVAL.

ACTIVITIES:

_____ 1. REMOVE FEEDING DISH FROM CABINET

_____ 2. PLACE PRE-MEASURED FOOD AND/OR WATER AND/OR MILK IN DISH

_____ 3. MIX MATERIALS TOGETHER

_____ 4. FILL SEPARATE DISH WITH PLAIN WATER

_____ 5. PLACE FOOD DISH AND WATER DISH IN ANIMAL'S QUARTERS

_____ 6. PLACE DISHES CLOSE ENOUGH TO ANIMAL TO BE REACHED

_____ 7. SECURE LATCH ON OUTSIDE OF QUARTERS

_____ 8. REMOVE FEEDING DISH WHEN ANIMAL IS FINISHED

_____ 9. SECURE LATCH ON OUTSIDE OF QUARTERS
10. GO TO CLEANING SUPPLY CLOSET

11. TAKE BROOM, DUST PAN, MOP, BUCKET AND LYSOL BOTTLE

12. SWEEP FLOOR WITH BROOM

13. SWEEP FOOD AND TRASH INTO DUST PAN

14. PLACE TRASH INTO TRASH CAN

15. PLACE THREE CAPSFUL OF LYSOL LIQUID INTO BUCKET

16. FILL BUCKET HALF-FULL OF WATER FROM SINK FAUCET

17. MOP FLOOR OF ANIMAL'S QUARTERS

18. RETURN CLEANING MATERIALS TO CLEANING SUPPLY CABINET

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I.W. SHEWMAKE

SHOE REPAIRING
TITLE: REMOVING AND REPLACING HEEL

OBJECTIVES:

1. Given a shoe that needs the heel removed and a heel puller to remove the old heel with, the student will remove the old heel.
2. With his eyes, student will check base of shoe to make sure it is clean and secure.
3. Given a shoe and a choice of heels, student will pick a heel that fits.
4. Given an autosoler, the student will place a new heel and shoe on the auto sole and nail it securely.
5. Given a sanding machine and shoe, student applies shoe to sander and sands to a smooth finish.
6. Given polish, a shoe, polishing machine and a small polish brush, student will apply polish to shoe with brush and complete polishing on machine until shoe has a high polish.
ACTIVITIES:

1. GET SHOE FROM INSTRUCTOR
2. TAKE HEEL PULLER FROM TOOL HOLDER
3. APPLY HEEL PULLER TO HEEL
4. DISPOSE OF OLD HEEL
5. PUT HEEL PULLER BACK IN TOOL HOLDER
6. LOOK AT BASE OF SHOE
7. CLEAN IF DIRTY
8. LOOK OR FEEL IF BASE OF SHOE IS SECURE
9. GO TO HEEL STOCK
10. PICK HEEL TO FIT BASE OF SHOE
11. PICK PROPER STYLE OF HEEL FOR SHOE
12. TAKE HEEL AND SHOE TO AUTO-SOLER
13. PLACE SHOE ON AUTO-SOLER
14. PLACE HEEL ON SHOE
15. SET AUTO-SOLER TO PROPER NAIL LENGTH
16. TURN ON AUTO-SOLER
17. NAIL HEEL
18. TURN OFF AUTO-SOLER
19. REMOVE SHOE FROM AUTO-SOLER
20. CHECK TO MAKE SURE HEEL IS NAILED SECURELY TO SHOE
21. TAKE SHOE TO SANDING MACHINE
22. TURN ON THE SANDING MACHINE
23. TAKE SHOE IN HAND
24. APPLY SHOE TO THE SANDER
25. Sand to a smooth finish
26. Take the shoe to the polish machine
27. Take polish brush
28. Apply polish to the shoe
29. Apply shoe to the polish machine
30. Polish to a fine finish
31. Place shoe on finish shelf
### Evaluation

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TITLE: SANDING AND POLISHING SHOE

OBJECTIVES:

1. GIVEN A SANDING MACHINE AND A REPAIRED SHOE, SAND THE EDGES AND SHANK OF SHOE TO NEW SHOE STANDARD.
2. GIVEN POLISH AND SMALL BRUSH, APPLY POLISH TO THE EDGE AND SHANK OF SHOE WITH SMALL BRUSH UNTIL AREA TO BE POLISHED IS COMPLETELY COVERED WITH POLISH.
3. GIVEN A BUFFING MACHINE AND A POLISHED SHOE, APPLY SHOE TO THE BUFFER AND BUFF TO A SMOOTH EVEN POLISH.
4. GIVEN STICK POLISH AND BUFFING MACHINE, APPLY THE STICK POLISH TO BUFFING WHEEL AND APPLY ENOUGH POLISH TO GET A HIGH SMOOTH SHINE.
ACTIVITIES:

___ 1. GET A SHOE
___ 2. TAKE SHOE TO SANDING MACHINE
___ 3. TURN MACHINE ON
___ 4. SAND SHOE TO SMOOTH FINISH
___ 5. TURN MACHINE OFF
___ 6. TAKE SHOE TO BUFFING MACHINE
___ 7. TAKE BRUSH OUT OF POLISH JAR
___ 8. APPLY POLISH TO SHOE
___ 9. SET SHOE UP ON SHELF AND LET DRY
___10. TAKE SHOE OFF SHELF
___11. GO TO BUFFING MACHINE
___12. TURN BUFFER ON
___13. TAKE SHOE IN HAND
___14. APPLY SHOE TO BUFFER
___15. BUFF THE POLISHED AREA TO A SMOOTH EVEN POLISH
___16. TAKE STICK POLISH FROM TOP OF BUFFING MACHINE
___17. APPLY POLISH TO BUFFING WHEEL
___18. TAKE SHOE AND APPLY TO BUFFING WHEEL
___19. BUFF TO A HIGH SHINE
___20. TURN OFF BUFFING MACHINE
___21. PLACE FINISHED SHOE TO SHELF
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MARY TAYLOR

LAPIDARY
TITLE: CHOOSING THE ROCK SLAB

OBJECTIVES:

1. GIVEN TWO OR THREE ROCK SLABS, THE STUDENT Chooses DESIRED PATTERN OR COLOR TO CUSTOMER'S TASTE.

2. GIVEN CHOSEN ROCK SLAB AND A SET OF TEMPLATES, TRACE THE DESIRED SHAPE FROM A PATTERN ONTO THE ROCK SLAB SO THAT YOU HAVE A PERFECT OUTLINE.

ACTIVITIES:

1. GO TO THE CUPBOARD AND TAKE OUT TWO OR THREE ROCK SLABS
2. TAKE THE ROCK SLABS TO THE TABLE
3. LOOK THE ROCK SLABS OVER AND CHOOSE WHICH ONE YOU WANT TO WORK WITH
4. PLACE YOUR CHOSEN ROCK SLAB ASIDE
5. RETURN THE OTHER ROCK SLABS TO THE CUPBOARD
6. GET A SET OF TEMPLATES FROM THE CUPBOARD
7. GET YOUR CHOSEN ROCK SLAB
8. PICK OUT THE PATTERN ON THE ROCK SLAB
9. LAY THE PATTERN ON THE ROCK SLAB
10. GET A PENCIL
11. WITH THE PENCIL, TRACE THE PATTERN ONTO THE ROCK SLAB
12. RETURN THE TEMPLATES TO THE CUPBOARD
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TITLE: ROUGH SHAPING THE STONE

OBJECTIVES:

1. GIVEN THE ROCK SLAB AND A DIAMOND SAW, TRIM ROUGH OUTLINE WITH DIAMOND SAW SO THAT YOU HAVE A CUT CLOSE TO YOUR OUTLINE.

2. GIVEN THE LAPIDARY MACHINE AND WATER FAUCET, TURN ON THE MACHINE AND THE WATER FAUCET SO THAT THE WATER IS ONLY A MIST.

3. TAKING THE ROUGH SLAB AND USING THE LAPIDARY MACHINE, ROUGH GRIND TO THE DRAWN OUTLINE SO THAT A ROUGH SHAPE OF THE STONE IS LEFT.

4. TAKING THE ROUGH-CUT STONE, ROUGH GRIND THE TOP OF THE STONE, SO THAT THE STONE HAS A ROUNDED SURFACE.
ACTIVITIES:

1. Get your rock slab from the table
2. Take your rock slab to the diamond saw
3. Turn the saw on
4. Carefully saw around the outline you have drawn
5. Turn the saw off
6. Wipe off saw blade and the rock
7. Go to the lapidary machine
8. Turn on the machine
9. Turn on the water faucet
10. Adjust the water faucet so that only a fine mist is coming out
11. Get your rock slab
12. Grind to the drawn outline
13. Check that you have a rough shape of your outline left
14. Turn off the machine
15. Get your stone
16. Take the stone to the lapidary machine
17. Turn the machine on and adjust the water to a mist
18. Grind the top of the stone
19. Check that you have a rounded surface
20. Turn off the machine
EVALUATION:

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TITLE: FINE GRINDING THE STONE

OBJECTIVES:

1. GIVEN THE LAPIDARY MACHINE AND WATER FAUCET, TURN ON THE MACHINE AND THE WATER FAUCET, SO THAT THE WATER IS ONLY A MIST.
2. GIVEN THE LAPIDARY MACHINE AND THE ROUGH CUT STONE, FINE GRIND THE TOP OF THE STONE SO THAT YOU HAVE A SMOOTH ROUNDED SURFACE.
3. GIVEN THE LAPIDARY MACHINE AND THE ROUGH CUT STONE, FINE GRIND THE OUTLINE OF THE STONE SO THAT YOU HAVE A SMOOTH OUTLINE.

ACTIVITIES:

_____ 1. GO TO THE LAPIDARY MACHINE
_____ 2. TURN ON THE MACHINE
_____ 3. TURN ON THE WATER FAUCET
_____ 4. ADJUST THE WATER TO A FINE MIST
_____ 5. GET YOUR STONE
_____ 6. GRIND THE TOP OF THE STONE
_____ 7. CHECK THAT YOU HAVE A SMOOTH SURFACE
_____ 8. TURN OFF THE MACHINE
_____ 9. TURN OFF THE WATER
_____10. GO TO THE LAPIDARY MACHINE
_____11. TURN ON THE MACHINE
_____12. TURN ON THE WATER
_____13. ADJUST THE WATER TO A FINE MIST
_____14. GET YOUR STONE
15. GRIND THE OUTLINE OF THE STONE
16. CHECK THAT YOU HAVE A SMOOTH OUTLINE
17. TURN OFF THE MACHINE
18. TURN OFF THE WATER

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TITLE: DRY SANDING THE STONE

OBJECTIVES:

1. GIVEN THE #80 SANDING DISC AND THE SANDING MACHINE, PLACE THE SANDING DISC ON THE SANDER SO THAT IT IS IN PROPER POSITION.

2. GIVEN THE STONE, A DOP STICK, AND STICK SHELLAC, ATTACH THE STONE TO THE DOP STICK WITH THE SHELLAC SO THAT THE STONE IS FIRMLY ATTACHED.

3. GIVEN THE SANDING MACHINE, A #180 SANDING DISC, AND THE STONE ON THE DOP STICK, CAREFULLY SMOOTH AWAY ALL GRINDING MARKS SO THAT YOU HAVE A SMOOTH SHAPE LEFT TO THE STONE.

ACTIVITIES:

1. GO TO THE CUPBOARD.

2. TAKE OUT A #180 SANDING DISC.

3. TAKE THE DISC TO THE SANDING MACHINE.

4. PLACE THE DISC ON THE SANDER.

5. CHECK TO BE SURE DISC IS ON PROPERLY.

6. GET YOUR STONE.

7. GET A DOP STICK.

8. GET THE STICK SHELLAC.

9. PLACE SOME STICK SHELLAC ON THE STONE.

10. ATTACH THE DOP STICK TO THE STONE.

11. GET YOUR STONE THAT IS ON THE DOP STICK.

12. TURN ON THE MACHINE.

13. HOLD THE STONE NEXT TO THE SANDING WHEEL.
14. Keep rotating the stone.
15. Sand the stone as smooth as possible.
16. Turn off the machine.
17. Remove the number 180 sanding disc.
18. Take the sanding disc back to the cupboard.
19. Take out a #220 sanding disc.
20. Repeat steps 3 through 16.
21. Remove the #220 sanding disc.
22. Take the sanding disc back to the cupboard.
23. Take out a #400 sanding disc.
24. Repeat steps 3 through 16.
25. Remove the #400 sanding disc.
26. Take the sanding disc back to the cupboard.
27. Take out a #600 sanding disc.
28. Repeat steps 3 through 16.
29. Remove the #600 sanding disc.
**EVALUATION:**

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TITLE:  POLISHING THE STONE

OBJECTIVES:

1. GIVEN A LEATHER POLISHING DISC, WATER, AND POLISHING COMPOUND, MOISTEN THE LEATHER DISC WITH WATER AND COVER WITH POLISHING COMPOUND UNTIL THE LEATHER IS WET.

2. GIVEN A WET LEATHER DISC AND THE SANDER, ATTACH THE LEATHER DISC TO THE SANDER SO THAT IT IS IN PROPER POSITION.

3. GIVEN THE SANDING MACHINE, WITH THE WET LEATHER DISC, AND THE STONE ON THE DOP STICK, POLISH THE STONE UNTIL A GLOSS APPEARS.

ACTIVITIES:

1. GO TO THE CUPBOARD AND TAKE OUT A LEATHER POLISHING DISC.
2. TAKE OUT THE POLISHING COMPOUND.
3. MOISTEN THE LEATHER DISC.
4. COVER THE LEATHER DISC WITH THE POLISHING COMPOUND.
5. BE SURE THE DISC IS EVENLY WET AND COATED.
6. RETURN THE POLISHING COMPOUND TO THE CUPBOARD.
7. GET THE WET LEATHER DISC.
8. GO TO THE SANDING MACHINE
9. ATTACH THE LEATHER DISC TO THE SANDER.
10. BE SURE IT IS IN PROPER POSITION.
11. TURN ON THE MACHINE.
12. Take the stone on the dop stick and rotate it on the leather.

13. Take the stone and keep polishing it until it looks glossy.

14. Turn off the machine.

15. Remove the leather disc.

16. Return the leather disc to the cupboard.

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TITLE: CLEANING THE STONE

OBJECTIVES:

1. GIVEN THE STONE ON THE DOP STICK AND A REFRIGERATOR, CHILL THE STONE IN THE REFRIGERATOR UNTIL THE WAX BECOMES BRITTLE AND RELEASES THE STONE.

2. GIVEN THE STONE, SOAP, AND WATER, WASH THE STONE UNTIL IT IS CLEAN AND FREE OF ALL RESIDUE.

ACTIVITIES:

___ 1. GET THE STONE ON THE DOP STICK.
___ 2. PLACE THE STONE IN THE REFRIGERATOR.
___ 3. LEAVE STONE IN THE REFRIGERATOR UNTIL WAX BECOMES BRITTLE.
___ 4. REMOVE STONE FROM THE WAX.
___ 5. GET SOAP AND WATER.
___ 6. SCRAPE OFF ANY EXCESS WAX ON THE STONE.
___ 7. WASH THE STONE THOROUGHLY UNTIL IT IS CLEAN.
___ 8. CHECK TO BE SURE ALL RESIDUE IS OFF THE STONE.
## EVALUATION:

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TITLE: SAFETY HABITS

OBJECTIVES:

1. GIVEN YOURSELF, ALWAYS BE CAREFUL. DON'T RUN OR PUSH SO THAT YOU ARE SAFE AT ALL TIMES.

2. GIVEN USED SUPPLIES, RETURN ALL GOOD MATERIALS WHERE THEY BELONG. THROW AWAY ALL TRASH AND RESTORE NEATNESS AND ORDER TO THE WORK AREA.
ACTIVITIES:

1. DON'T RUN
2. DON'T PUSH
3. FOLLOW SAFETY RULES
4. LOOK AT SUPPLIES YOU USED
5. PUT RIBBON AWAY
6. PUT WIRE AWAY
7. PUT TOOLS WHERE THEY BELONG
8. GET BROOM FROM BROOM CLOSET
9. SWEEP FLOOR WITH BROOM
10. PICK UP SWEPT UP TRASH
11. EMPTY TRASH IN TRASH CAN
12. EMPTY TRASH CAN WHEN FULL OF TRASH
13. TAKE TRASH CAN OUTSIDE
14. DUMP TRASH IN OUTSIDE TRASH CAN
15. BRING TRASH CAN BACK INSIDE
16. REPLACE TRASH CAN WHERE YOU GOT IT
17. RETURN BROOM TO BROOM CLOSET
18. CLOSE CLOSET DOOR
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TITLE: CONTAINER CARE

OBJECTIVES:

1. GIVEN FLOWERS IN POTS IN WALK IN BOX, REMOVE FLOWER POTS FROM WALK IN BOX AND PLACE POTS ON WORK TABLE TO GET POTS READY TO CLEAN.

2. GIVEN A VASE OF FLOWERS YOU TAKE OUT ALL OLD DEAD FLOWERS AND SAVE FLOWERS YOU CAN USE.

3. GIVEN DIRTY POTS OF WATER, YOU DUMP WATER OUT OF POTS AND WASH POTS, PUTTING CLEAN POTS ASIDE FOR FUTURE USE.

4. GIVEN EMPTY POT, FILL POT WITH WATER AND SET POT ASIDE UNTIL NEEDED FOR FRESH FLOWERS.

5. GIVEN FRESH FLOWERS AND POT OF WATER, PLACE THE FRESH FLOWERS IN THE POT OF WATER AND RETURN POT OF FLOWERS TO WALK IN BOX FOR FUTURE USE.
ACTIVITIES:

1. Go to walk in box
2. Take pots with flowers in them
3. Close walk in box door
4. Pick up pots of flowers and place on work table
5. Take out all dead flowers
6. Throw dead flowers in trash
7. Take out fresh good flowers
8. Lay fresh flowers to one side
9. Get clean pot of water from table
10. Put good flowers in pot of water
11. Take pot with flowers
12. Put pot of flowers in walk in box
13. Close door of walk in box
14. Pick up dirty pot of water
15. Go to the sink
16. Throw the water away
17. Dry the pot
18. Walk to pot storage shelf
19. Set clean pot on shelf
20. Go back to table
21. Do other pots as you did that one
22. Make sure all pots are clean
23. Set all clean, full pots on shelf for future use
24. Pick up pot with no water in it
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ACTIVITIES:

1. WALK TO WORK TABLE
2. SEE IF IT IS DIRTY
3. GO GET TRASH CAN
4. TAKE TRASH CAN TO WORK AREA
5. GO GET WET RAG
6. TAKE TRASH FROM TABLE IN YOUR HAND
7. THROW TRASH IN TRASH CAN
8. TAKE USABLE MATERIALS AND PUT AWAY
9. PUT TOOLS AWAY
10. EMPTY TRASH CAN
11. WIPE TABLE CLEAN
12. GET BROOM OUT OF BROOM CLOSET
13. SWEEP FLOOR
14. RETURN BROOM TO BROOM CLOSET
15. GET MOP AND BUCKET
16. FILL UP MOP BUCKET
17. MOP FLOOR UNTIL CLEAN
18. EMPTY MOP BUCKET AND RINSE MOP
19. PUT MOP AND BUCKET AWAY
20. STRAIGHTEN ROOM
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TITLE: CUSTOMER COURTESY

OBJECTIVES:

1. GIVEN A CUSTOMER, BE POLITE. TELL HIM THE PRICE, TELL HIM THAT YOU DELIVER, COMPLETE THE SALE AND THANK THE CUSTOMER FOR HIS BUSINESS. BE SURE YOU HAVE PLEASED THE CUSTOMER UNTIL HE LEAVES THE STORE.
ACTIVITIES:

1. Go up to customer in store
2. Smile
3. Ask if you may help him
4. Show him the kind of flowers he wants
5. Show or tell him the price (These are usually on the plants or bottom of containers)
6. Tell him you deliver
7. Get a sales book
8. Write down what he bought
9. Write down the price
10. Figure the tax
11. Add tax and price of purchase
12. Go to cash register
13. Take his money
14. Give him change from register if necessary
15. Give him a card to sign
16. Put card on purchase
17. Address card to person that is to get flowers
18. Thank customer for his business
19. Tell him to come again
20. Place this purchase with others to be delivered
EVALUATION:

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TITLE: TAKE OUT TRASH

OBJECTIVES:

1. GIVEN A FULL TRASH CAN YOU WILL TAKE FULL CAN OF TRASH OUTSIDE TO THE OUTSIDE CONTAINER AND THROW AWAY TRASH, BRINGING EMPTY CAN BACK INSIDE. DO THIS UNTIL ALL TRASH CANS ARE EMPTIED AND PUT IN PROPER PLACE.
ACTIVITIES:

1. PICK UP FULL TRASH CAN
2. TAKE FULL TRASH CAN OUTSIDE
3. GO TO OUTSIDE CAN
4. DUMP TRASH IN OUTSIDE CAN
5. GO BACK INSIDE
6. PLACE TRASH CAN WHERE IT BELONGS
7. REPETE PROCESS UNTIL ALL TRASH CANS ARE EMPTIED
EVALUATION:

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TITLE:  FILL CONTAINERS

OBJECTIVES:

1. GIVEN EMPTY CONTAINERS, FILL WITH WATER AND SET TO ONE SIDE UNTIL ALL CLEAN CONTAINERS ARE FILLED, PLACE IN WALK IN BOX FOR FUTURE USE.
ACTIVITIES:

1. TAKE EMPTY CONTAINERS
2. GO TO SINK
3. TURN ON COLD WATER
4. FILL CAN WITH COLD WATER
5. TURN OFF WATER
6. PUT FULL CONTAINER ON WORK TABLE
7. GET ANOTHER EMPTY CONTAINER
8. REPEAT WHAT YOU DID BEFORE UNTIL ALL CANS ARE FULL
9. PICK CANS UP ONE AT A TIME
10. WALK TO WALK IN BOX
11. OPEN DOOR OF WALK IN BOX
12. SIT CANS IN WALK IN BOX
13. SHUT DOOR
14. REPEAT THIS UNTIL ALL CANS ARE FILLED AND PUT IN WALK IN BOX
### EVALUATION:

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JUDY MATZKANIN

SILVERSMITHING
TITLE: MAKING PLAIN RING

OBJECTIVES:

1. WITH A RING GAUGE AND TINSNIPS, DETERMINE SIZE AND CUT SILVER 1/16 INCH LONGER THAN NEEDED.

2. USING A GAS TORCH, ANNEAL MATERIAL TO CHERRY RED AND LET COOL SLOWLY.

3. WITH A RING MANDREL AND FINGERS, BEND SILVER TO RING SIZE.

4. WITH FLUX, SOLDER AND SOLDER TORCH, APPLY HEAT AND SOLDER MATERIAL UNTIL IT BINDS TOGETHER.

5. WITH DILUTED SULFURIC ACID AND TWEEZERS, DIP RING INTO ACID UNTIL RING IS COMPLETELY COVERED AND PULL BACK OUT.

6. WITH JEWELER'S ROUGE AND POLISHING WHEEL AND SOFT BRUSH, POLISH SILVER UNTIL SHINY.
ACTIVITIES:

____ 1. TAKE RING GAUGE FROM HOLDER
____ 2. GET SILVER FROM INSTRUCTOR
____ 3. MEASURE SILVER TO RING SIZE
____ 4. TAKE TINSNIPS FROM HOLDER
____ 5. CUT SILVER 1/16 INCH LONGER THAN RING SIZE
____ 6. RETURN EXTRA SILVER TO INSTRUCTOR
____ 7. PUT TOOLS BACK IN HOLDERS
____ 8. TAKE DOWN GAS TORCH
____ 9. GET TORCH LIGHTED
____ 10. PLACE SILVER ON FIRE-PROOF BLOCK
____ 11. HEAT SILVER WITH TORCH UNTIL SILVER IS CHERRY RED
____ 12. TURN DOWN FLAME ON TORCH
____ 13. PLACE TORCH ON HANGER
____ 14. LET SILVER COOL
____ 15. TAKE RING MANDREL FROM TOOL HOLDER
____ 16. FORM SILVER AROUND RING MANDREL
____ 17. CHECK RING SIZE TO BENT SILVER
____ 18. PUT RING MANDREL BACK ON HOLDER
____ 19. TAKE LID OFF FLUX JAR
____ 20. TAKE SOLDER WIRE FROM RACK
____ 21. TAKE TORCH OFF HOLDER
____ 22. ADJUST FLAME ON TORCH
____ 23. DAB FLUX ON PART OF SILVER TO BE SOLDERED
____ 24. TAKE TORCH IN ONE HAND AND SOLDER IN OTHER AND APPLY BOTH TO RING
25. Solder material until it binds together
26. Turn down flame on torch
27. Put tools back in holders
28. Replace lid on flux jar
29. Take tweezers out of tool holder
30. Pick up ring with tweezers
31. Dip ring into jar of diluted sulfuric acid until ring is completely covered
32. Pull ring out of acid
33. Put ring on workbench until dry
34. Put tweezers back in tool holder
35. Take jeweler's rouge out of drawer
36. Apply rouge to polishing brush on wheel
37. Turn on wheel
38. Hold ring up to brush on turning wheel
39. Rotate ring until all sides are polished
40. Turn off wheel
**EVALUATION:**

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TITLE: MAKING PINS

OBJECTIVES:

1. USE A PLATE OF SILVER, TEMPLATE AND JEWELER'S SAW, TRACE
SHAPE ON SILVER AND CUT UNTIL FREE.

2. WITH A GAS TORCH, ANNEAL MATERIAL TO CHERRY RED AND LET
COOL SLOWLY.

3. WITH AN ASSORTMENT OF STAMPS, MALLET AND WORK AREA, STAMP
OUT DESIGN ON SILVER UNTIL DESIGN IS COMPLETED.

4. WITH A FASTENER OR PIN, SOLDER, FLUX AND SOLDER TORCH,
SOLDER THE FASTENER TO BACK OF PIN UNTIL BOUND TOGETHER.

5. WITH DILUTED SULFURIC ACID AND TWEEZERS, DIP PIN INTO ACID
UNTIL COMPLETELY COVERED AND PULL BACK OUT.

6. USING JEWELER'S ROUGE AND POLISHING WHEEL AND SOFT BRUSH,
POLISH SILVER UNTIL SHINY.
ACTIVITIES:

1. GET SILVER PLATE FROM INSTRUCTOR
2. TAKE TEMPLATE AND JEWELER'S SAW FROM TOOL HOLDER
3. PUT TEMPLATE ON SILVER AND TRACE SHAPE
4. CUT SHAPE WITH SAW
5. RETURN EXTRA SILVER TO INSTRUCTOR
6. GET FILE FROM TOOL HOLDER
7. FILE OFF ROUGH EDGES IF NECESSARY
8. GIVE FILINGS TO INSTRUCTOR
9. PUT TOOLS IN TOOL HOLDER
10. TAKE DOWN GAS TORCH FROM HOLDER
11. GET TORCH LIGHTED
12. PLACE SILVER ON FIRE PROOF BLOCK
13. HEAT SILVER WITH TORCH UNTIL SILVER IS CHERRY RED
14. TURN DOWN FLAME ON TORCH
15. PLACE TORCH ON HANGER
16. LET SILVER COOL
17. GET STAMPS AND MALLET FROM TOOL HOLDER
18. STAMP DESIGN ON SILVER
19. PUT TOOLS BACK INTO TOOL HOLDER
20. GET FASTENER FROM INSTRUCTOR
21. GET SOLDER WIRE FROM RACK
22. TAKE TORCH OFF HOLDER AND TURN FLAME UP
23. TAKE FLUX OUT OF JAR AND DAB ON BACK OF PIN WHERE SOLDERING IS TO BE DONE
24. Solder fastener to back of pin
25. Turn down torch and put back on holder
26. Put solder wire back on rack
27. Take tweezers out of tool holder
28. Pick up pin with tweezers
29. Dip pin into jar of diluted sulfuric acid until pin is completely covered
30. Pull pin out of acid
31. Put pin on workbench until dry
32. Put tweezers back in tool holder
33. Take jeweler’s rouge out of drawer
34. Apply rouge to polishing brush on wheel
35. Turn on wheel
36. Hold pin up to brush on turning wheel
37. Rotate ring until all sides are polished
38. Turn off wheel
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TITLE: MAKING CONCHA BUTTONS

OBJECTIVES:

1. WITH A TEMPLATE, SMALL TINSNIPS OR JEWELER'S SAW AND PLATE OF SILVER AND FILE, PLACE TEMPLATE ON SILVER AND CUT. TRIM UP EDGES WITH FILE UNTIL EDGE IS SMOOTH.

2. USING A GAS TORCH, ANNEAL MATERIAL TO CHERRY RED AND LET COOL SLOWLY.

3. USING AN ANVIL, ASSORTMENT OF STAMPS, HAMMER AND FILE, STAMP DESIGN ON SILVER AND HAMMER BACK INTO SHAPE AND FILE EDGE UNTIL DESIGN IS COMPLETED AND EDGE IS SMOOTH.

4. USING SOLDER, SOLDER TORCH, FLUX AND A LOOP OF SILVER, SOLDER LOOP ON BACK OF BUTTON UNTIL BOUND TOGETHER.

5. USING DILUTED SULFURIC ACID AND TWEEZERS, DIP BUTTON INTO ACID UNTIL BUTTON IS COMPLETELY COVERED AND PULL OUT.

6. WITH JEWELER'S ROUGE, POLISHING WHEEL AND SOFT BRUSH, POLISH SILVER UNTIL SHINY.
ACTIVITIES:

  1. Take template, small tinsnips or jeweler's saw from tool holder
  2. Get silver from instructor
  3. Place template on silver and cut
  4. Cut a length of silver from silver wire for loop
  5. Put tools back in tool holder
  6. Return extra silver to instructor
  7. Get file from tool holder
  8. File edge of silver smooth
  9. Catch silver filings and return to instructor
 10. Put file back in tool holder
 11. Take down gas torch
 12. Get torch lighted
 13. Place silver on fire proof block
 14. Heat silver with torch until silver is cherry red
 15. Turn down flame on torch
 16. Place torch on hanger
 17. Let silver cool
 18. Place silver plate on anvil
 19. Get stamps and hammer from tool holder
 20. Decide on design and choose stamps
 21. Stamp design on silver
 22. Turn silver over and hammer back into shape
 23. Get file and file edge if necessary
24. REPLACE TOOLS ON HOLDERS
25. GET SOLDER WIRE FROM RACK
26. GET TORCH FROM HOLDER AND TURN FLAME UP
27. TAKE THE LENGTH OF SILVER AND FORM INTO A LOOP WITH FINGERS
28. DAB FLUX ON BACK OF BUTTON AND ON ENDS OF LOOP
29. SOLDER TOGETHER LOOP AND BUTTON UNTIL THEY HOLD
30. TURN DOWN TORCH AND PUT BACK IN HOLDER
31. REPLACE SOLDER WIRE ON RACK
32. TAKE TWEEZERS OUT OF TOOL HOLDER
33. PICK UP BUTTON WITH TWEEZERS
34. DIP BUTTON INTO JAR OF DILUTED SULFURIC ACID UNTIL IT IS COVERED COMPLETELY
35. PULL BUTTON OUT OF ACID
36. PUT BUTTON ON WORKBENCH UNTIL DRY
37. PUT TWEEZERS BACK IN TOOL HOLDER
38. TAKE JEWELER'S ROUGE OUT OF DRAWER
39. APPLY ROUGE TO POLISHING BRUSH ON WHEEL
40. TURN ON WHEEL
41. HOLD BUTTON UP TO BRUSH ON TURNING WHEEL
42. ROTATE BUTTON UNTIL ALL SIDES ARE POLISHED
43. TURN OFF WHEEL
EVALUATION:

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TITLE: MAKING RING WITH SETTING

OBJECTIVES:

1. WITH A RING GAUGE AND TIN SNIPS, DETERMINE SIZE AND CUT SILVER 1/16 INCH LONGER THAN NEEDED. CUT SILVER PLATE TO SIZE OF STONE.

2. WITH A GAS TORCH, ANNEAL MATERIAL TO CHERRY RED AND LET COOL SLOWLY.

3. WITH A RING MANDREL AND FINGERS, BEND SILVER TO RING SIZE AND SHAPE.

4. WITH FLUX AND SOLDER TORCH AND SOLDER, APPLY HEAT AND SOLDER MATERIAL UNTIL IT BINDS TOGETHER.

5. USING DILUTED SULFURIC ACID AND TWEEZERS, DIP RING INTO ACID UNTIL RING IS COMpletely COVERED AND PULL BACK OUT.

6. USE FINGERS OR TWEEZERS AND BEVEL TOOL AND PUT STONE IN RING AND BEVEL UNTIL THE STONE IS SECURE IN SETTING.

7. USE JEWELER'S ROUGE AND POLISHING WHEEL AND SOFT BRUSH AND POLISH SILVER UNTIL SHINY.
ACTIVITIES:

1. Take ring gauge from holder
2. Get silver from instructor
3. Measure silver to ring size
4. Take tinsnips from holder
5. Cut silver 1/16 inch longer than ring size
6. Choose stone for setting
7. Shape bezel around stone and cut to size
8. Cut plate to stone size and set aside—do not anneal
9. Return extra silver to instructor
10. Put tools back in holders
11. Take down gas torch
12. Get torch lighted
13. Place silver on fireproof block
14. Heat silver with torch until silver is a cherry red
15. Turn down flame on torch
16. Place torch on hanger
17. Let silver cool
18. Take ring mandrel from tool holder
19. Form silver around ring mandrel
20. Check ring size to bent silver
21. Put ring mandrel back on holder
22. Get torch from holder and turn flame up
23. Get solder wire from rack
24. Take flux from jar and dab on places to be soldered
25. SOLDER BEZEL TOGETHER
26. SOLDER BEZEL TO PLATE
27. GET FILE FROM TOOL HOLDER
28. FILE PLATE TO SIZE AND SMOOTH EDGES
29. GIVE FILINGS TO INSTRUCTOR
30. SOLDER SHANK TO BOTTOM OF PLATE
31. TURN DOWN FLAME ON TORCH
32. PUT TORCH ON HOLDER
33. RETURN SOLDER WIRE TO RACK
34. PUT FILE IN TOOL HOLDER
35. TAKE TWEEZERS OUT OF TOOL HOLDER
36. PICK UP RING WITH TWEEZERS
37. DIP RING INTO JAR OF DILUTED SULFURIC ACID UNTIL RING IS COMPLETELY COVERED
38. PULL RING OUT OF ACID
39. PUT RING ON WORKBENCH UNTIL DRY
40. PUT TWEEZERS BACK IN TOOL HOLDER
41. PICK UP STONE AND PUT IN BEZEL
42. TAKE BEVELING TOOL OUT OF TOOL HOLDER
43. BEVEL AROUND STONE UNTIL STONE IS SECURE IN SETTING
44. TAKE JEWELER'S ROUGE OUT OF DRAWER
45. APPLY ROUGE TO POLISHING WHEEL
46. TURN ON WHEEL
47. HOLD RING UP TO BRUSH ON TURNING WHEEL
48. ROTATE RING UNTIL ALL SIDES ARE POLISHED
49. TURN OFF WHEEL.
## EVALUATION:

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TITLE: MAKING RING / ITH DESIGNS - STAMPED AND SOLDERED

OBJECTIVES:

1. WITH A RING GAUGE AND TINSNIPS, DETERMINE SIZE AND CUT SILVER 1/16 INCH LONGER THAN NEEDED.

2. USE A GAS TORCH AND ANNEAL MATERIAL TO CHERRY RED AND LET COOL SLOWLY.

3. WITH AN ASSORTMENT OF STAMPS AND MALLET AND A SPECIFIED WORK AREA, STAMP DESIGN UNTIL DESIGN IS COMPLETED.

4. WITH A RING MANDREL AND FINGERS, BEND SILVER TO RING SIZE AND SHAPE.

5. WITH FLUX AND SOLDER TORCH AND SOLDER, APPLY HEAT AND SOLDER MATERIAL UNTIL IT BINDS TOGETHER.

6. USE DILUTED SULFURIC ACID AND TWEEZERS, DIP RING INTO ACID UNTIL RING IS COMPLETELY COVERED AND PULL BACK OUT.

7. WITH SOLDER, SOLDER TORCH, FLUX AND FINE NOSED TWEEZERS, APPLY SOLDER TO RING AND SHAPE DESIGN UNTIL DESIGN IS COMPLETED. CLEAN AGAIN IF TARNISHED.

8. WITH JEWELER'S ROUGE, POLISHING WHEEL AND SOFT BRUSH, POLISH SILVER UNTIL SHINY.
ACTIVITIES:

  1. TAKE RING GAUGE FROM HOLDER
  2. GET SILVER FROM INSTRUCTOR
  3. MEASURE SILVER TO RING SIZE
  4. TAKE TINSNIPS FROM HOLDER
  5. CUT SILVER 1/16 INCH LONGER THAN RING SIZE
  6. RETURN EXTRA SILVER TO INSTRUCTOR
  7. PUT TOOLS BACK IN HOLDERS
  8. TAKE DOWN GAS TORCH
  9. GET TORCH LIGHTED
 10. PLACE SILVER ON FIRE PROOF BLOCK
 11. HEAT SILVER WITH TORCH UNTIL SILVER IS CHERRY RED
 12. TURN DOWN FLAME ON TORCH
 13. PLACE TORCH ON HANGER
 14. LET SILVER COOL
 15. TAKE STAMPS AND MALLET FROM TOOL HOLDER
 16. DECIDE ON DESIGN AND WHICH STAMPS TO USE
 17. STAMP DESIGN ON SILVER
 18. PUT TOOLS BACK INTO TOOL HOLDER
 19. TAKE RING MANDREL FROM TOOL HOLDER
 20. FORM SILVER AROUND RING MANDREL
 21. CHECK RING SIZE TO BENT SILVER
 22. PUT RING MANDREL BACK IN HOLDER
 23. TAKE LID OFF FLUX JAR
 24. TAKE SOLDER FROM RACK
25. TAKE TORCH OFF HOLDER

26. ADJUST FLAME ON TORCH

27. DAB FLUX ON PART OF SILVER TO BE SOLDERED

28. TAKE TORCH IN ONE HAND AND SOLDER IN THE OTHER AND APPLY TO RING.

29. SOLDER MATERIAL UNTIL THEY BIND TOGETHER

30. TURN DOWN FLAME ON TORCH

31. PUT TOOLS BACK IN HOLDERS

32. TAKE TWEEZERS OUT OF TOOL HOLDER

33. PICK UP RING WITH TWEEZERS

34. DIP RING INTO JAR OF DILUTED SULFURIC ACID UNTIL RING IS COMPLETELY COVERED

35. PULL RING OUT OF ACID

36. PUT RING ON WORKBENCH UNTIL DRY

37. PUT TWEEZERS BACK IN TOOL HOLDER

38. TAKE SOLDER FROM RACK

39. TAKE TORCH FROM HOLDER AND TURN UP FLAME

40. TAKE FINE NOSED TWEEZERS FROM TOOL HOLDER

41. TAKE FLUX FROM JAR & APPLY TO RING WHERE SOLDERING IS TO BE DONE

42. APPLY TORCH AND SOLDER TO RING AT DESIGNATED PLACES

43. SHAPE SOLDER INTO DESIGN WITH TWEEZERS

44. REPEAT UNTIL DESIGN IS COMPLETED

45. TURN DOWN TORCH & PUT BACK IN HOLDER

46. RETURN SOLDER TO RACK
47. Clean ring in acid if it got tarnished
48. Return tweezers to tool rack
49. Take jeweler's rouge out of drawer
50. Apply rouge to polishing brush on wheel
51. Turn on wheel
52. Hold ring up to brush on turning wheel
53. Rotate ring until all sides are polished
54. Turn off wheel
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WARNER GREEN

NURSERY WORKER
TITLE: PREPARING THE FLAT AND POTTING MATERIALS

OBJECTIVES:

1. GIVEN A CONTAINER, SAND, COMPOST, AND COMMERCIAL SOIL MIXTURES, 
   THE STUDENT WILL MEASURE OUT MATERIALS IN THE DESIGNATED 
   PROPORTIONS WITHIN A 10% MARGIN FOR ERROR.

2. GIVEN THE MEASURED MATERIALS AND A TROWEL, SHOVEL, OR HANDS, 
   THE STUDENT WILL MIX THESE MATERIALS UNTIL ANY AMOUNT TAKEN TO 
   FILL A POT CONTAINS THE CORRECT PROPORTIONS OF MATERIALS

3. GIVEN ALL THE TOOLS NECESSARY TO COMPLETE THE ABOVE TASKS, 
   THE STUDENT WILL RETURN EACH TOOL TO ITS PROPER STORAGE AREA 
   LEAVING THE STORE ROOM NEAT AND FREE OF ACCIDENT CAUSING 
   CLUTTER.
ACTIVITIES:

1. Fill the container with sand and level off to top - this is one part
2. Measure out materials for a 1:1:1 ratio (one part sand, one part compost, one part soil mix)
3. Measure out materials for a 2:1:1 ratio
4. Place all materials in one pile
5. Take the shovel and shovel material from the base of the pile and dump it on top
6. Repeat the process making sure the center of the pile is reached until all materials are thoroughly mixed
7. Hang shovel on the wall
8. Return trowel to it's place on the wall
9. Put container back on shelf
10. Return any other tools that may be laying around to their proper place
11. Make sure work area is left neat and clean
EVALUATION:

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TITLE: PLANTING SEEDS

OBJECTIVES:

1. GIVEN A FLAT WITH PREPARED SOIL MIXTURE AND A GARDEN TROWEL, THE STUDENT WILL MAKE TRENCHES IN THE SOIL TO WITHIN 1/2 INCH OF A DESIGNATED DEPTH AND 2 INCHES OF A DESIGNATED SPACING.

2. GIVEN A FLAT WITH PREPARED SOIL MIXTURE, TRENCHES TO A DESIGNATED DEPTH AND WIDTH, AND SEEDS, THE STUDENT WILL PLACE THE SEEDS IN THE TRENCHES TO WITHIN 1/2 INCH OF A DESIGNATED SPACING.

3. GIVEN A FLAT WITH PREPARED SOIL MIXTURE, TRENCHES OF THE DESIRED DEPTH, AND SEEDS PLACED IN TRENCHES AT THE DESIRED SPACING, THE STUDENT WILL COVER THE SEEDS WITHOUT DISTURRING THEIR PLACEMENT AND KEEPING THEM WITHIN 1/2 INCH OF THE DESIRED DEPTH.


5. GIVEN ALL THE TOOLS NECESSARY TO COMPLETE THE ABOVE TASKS, THE STUDENT WILL RETURN EACH TOOL TO IT'S PROPER STORAGE AREA, LEAVING THE STORE ROOM NEAT AND FREE OF ACCIDENT CAUSING CLUTTER.
ACTIVITIES:

1. Practice making 1/2 inch trenches in the soil until you can make 6 consecutive rows 1/2 to 1 inch deep. (No more than 1 inch deep at any one spot). Practice making 1 inch and 1 1/2 inch trenches the same way.

2. Practice making trenches 6 inches apart until you can fill a flat with trenches that are no less than 4 inches and no more than 8 inches apart at any one spot.

3. Make 6 trenches, 6 inches apart, in a flat. Make the first two trenches 1/2 inch deep, the second two 1 inch deep and the third two 1 1/2 inches. The width of the rows must be within 2 inches and the depth within 1/2 inches.

4. With your finger or a stick, make a series or marks 1 1/2 inches apart along the side of a trench. Practice doing this until you can make a whole row of marks that are no more than 2 inches nor less than 1 inch apart.

5. Place seeds in the trenches one at a time and 1 1/2 inches apart. (No more than 2 inches nor less than 1 inch).

6. Make another trench 1 inch deep in an unused portion of the flat or if there is not enough room make it in another flat. Find a stick about 1/8 inch in diameter and 3-4 inches long. Lay the stick in the bottom of the trench and cover 1/2 of it with soil, watching that the exposed end does not move more than 1/4 inch from side to side. After this is accomplished, measure to see that
The depth of soil on top of the stick is between 1/2 and 1 1/2 inches. Practice this until you can do it correctly with consistency.

7. Using the skill you acquired above, cover the seeds in the flat.

8. Measure one pint of water into the watering can. Carefully sprinkle this amount over the entire flat. Use a continuous motion. If you stop you will concentrate the water into one spot and risk disturbing the soil. Wait 2 or 3 minutes and then with your finger, dig to the bottom of the flat and check to see if the water has soaked though the entire depth of soil without collecting in the bottom. If it has not soaked through, continue to add water 1/2 pint at a time with the watering can until the soil is moist all the way through. Keep a count of the amount used so you will know how much to use next time.

9. Check the flat periodically to be sure the soil remains moist all the way through.

10. Return watering can and measuring can to shelf.

11. Return trowel to its place on the wall.

12. Make sure tool storage area is left neat and clean.

13. Make sure water is turned off tightly.

14. Make sure work area is left neat and clean.
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TITLE: MAKING CUTTINGS AND PLACING THEM IN THE ROOTING MEDIUM

OBJECTIVES:

1. Given a tree or shrub and a small pair of pruning shears, the student will make cuttings from the tree or shrub at the designated point and to within 1 inch of the designated length.

2. Given a stem cutting and a rooting compound, the student will apply the rooting compound to the bottom end of the cutting, making sure the entire end and at least 1/4 inch of the base of the stem is covered.

3. Given a properly prepared cutting, a trowel, and a flat filled with a prepared soil mixture, the student will place the cutting in the soil, being careful not to damage the base of the stem and to within one inch of a designated depth.

4. Given a flat of freshly planted cuttings and a watering can, the student will water the flat without disturbing the soil around the cuttings and without flooding the flat.

5. Given all the tools required to complete the above tasks, the student will return each tool to its proper storage area, leaving the storeroom neat and free of accident causing clutter.
ACTIVITIES:

1. Locate a rose bush and determine the newest growth. This is usually characterized by a lighter color, it is smaller in diameter and found at the extremities of the bush.

2. Remove any old blossoms or fruit from the branch selected from the cutting.

3. Make the cutting 6 - 8 inches long (no less than 5 nor more than 9 inches) with the bottom cut made just below a bud or node. Make the top cut square and the bottom cut at an angle so that it will be easy to determine top from bottom later.

4. Remove the cover from the rooting compound and pour a small amount onto the lid. Moisten the base of the cutting, then dip and roll it in the rooting compound until the end and 1/4 inch of the base are completely covered with the compound.

5. With the trowel, scratch a "V" about 1/2 inch deep in the soil. This will loosen the top crust of the soil and reduce the risk of damage to the cutting.

6. Jam the cutting, base first, about 3 inches into the soil or until about 3 or 4 inches are left above the soil.

7. Continue placing cuttings along the "V" about 1 inch apart until the row is filled.

8. Firmly pack the soil around the cuttings.
9. Water the flat following procedures and precautions outlined in Activity #8 under "Planting Seeds"

10. Return the pruning shears and the trowel to their proper place on the wall

11. Replace the cover on the rooting compound and return it and the watering can to its proper place on the shelf

12. Return any other tools that may be laying around to their proper storage place and straighten tool room if necessary

13. Leave work area neat and clean

14. Make sure water is turned off tightly
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TITLE: WEEDING GREENHOUSE AND NURSERY PLANTS

OBJECTIVES:

1. GIVEN A FLAT WITH BOTH DESIRED PLANTS AND WEEDS, THE STUDENT WILL REMOVE ALL UNWANTED WEEDS WITHOUT DESTURBING THE DESIRED PLANTS UNTIL ALL WEEDS AND NO MORE THAN 10% OF THE DESIRED PLANTS ARE REMOVED.

2. GIVEN A WEEDED FLAT WITH GREEN, HEALTHY PLANTS, DEAD PLANTS, AND PLANTS WITH DEAD LEAVES, THE STUDENT WILL REMOVE DEAD PLANTS AND LEAVES UNTIL ONLY A FLAT OF GREEN, HEALTHY LOOKING PLANTS ARE LEFT.

3. GIVEN A FLAT WITH PLANTS GROWING TOO CLOSE TOGETHER, THE STUDENT WILL THIN OUT THE FLAT BY REMOVING THE SMALL-LESS HEALTHY PLANTS LEAVING REMAINING PLANTS WITHIN ONE INCH OF A DESIGNATED SPACING.

4. GIVEN ALL THE TOOLS REQUIRED TO COMPLETE THE ABOVE TASKS, THE STUDENT WILL RETURN EACH TOOL TO IT'S PROPER STORAGE AREA LEAVING THE STORE ROOM NEAT AND FREE OF ACCIDENT CAUSING CLUTTER.
ACTIVITIES:

1. Before pulling any weeds, indicate to the instructor the plants you believe should be removed and those that should remain.

2. With the instructor's permission proceed to pull out the weeds being careful not to pull both plants and weeds when working close to plants.

3. Replace any soil disturbed from the plant roots and water the flat using the same procedures and precautions used when watering freshly planted flats.

4. Pull out brown and dead plants and discard them.

5. With small succulent plants, pinch off dead leaves and blossoms with thumb and fore finger.

6. With larger, more woody plants and trees and shrubs, a pruning shear will be necessary to remove dead leaves and blossoms.

7. (See activity #3)

8. Indicate to the instructor the plants you feel should be removed to leave a 2 inch spacing.

9. With the instructor's permission, pull out the smaller plants leaving the larger no more than 3 nor less than 1 inches apart.

10. Transplant the removed plants into spaces that are 4 or more inches wide (follow directions in packet titled "Transplanting plants from flats to pots").
11. DISCARD PLANTS REMOVED AND NOT NEEDED FOR TRANSPLANTING

12. (SEE ACTIVITY #3)

13. RETURN WATERING CAN TO IT'S PLACE ON THE SHELF

14. RETURN WEEDER, TROWEL, AND PRUNING SHEARS TO THEIR PROPER PLACE ON THE WALL

15. MAKE SURE TOOL STORAGE AREA IS NEAT AND CLEAN

16. MAKE SURE WATER IS TURNED OFF TIGHTLY

17. MAKE SURE WORK AREA IS LEFT NEAT AND CLEAN
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TITLE: WATERING GREENHOUSE AND NURSERY PLANTS

OBJECTIVES:

1. GIVEN A HOSE AND SOAKER ATTACHMENT, THE STUDENT WILL WATER A POTTED NURSERY PLANT UNTIL ENOUGH WATER HAS BEEN APPLIED TO BEGIN SEEPING OUT THE BOTTOM OF THE POT.

2. GIVEN A HOSE AND A SOAKER ATTACHMENT, THE STUDENT WILL WATER GREENHOUSE AND NURSERY PLANTS UNTIL ALL PLANTS HAVE BEEN WATERED.

3. USING HIS HANDS, THE STUDENT WILL REMOVE WEEDS, DEAD LEAVES AND DEAD BLOSSOMS FROM THE POT SPENDING ONLY AS MUCH TIME AT THIS AS IT TAKES TO CORRECTLY WATER THE POTS.

4. GIVEN ALL THE TOOLS NECESSARY TO COMPLETE THE ABOVE TASKS, THE STUDENT WILL RETURN EACH TOOL TO ITS PROPER STORAGE AREA LEAVING THE STORE ROOM NEAT AND FREE OF Accident CAUSING CLUTTER.
ACTIVITIES:

1. Attach the hose to the faucet. Attach the soaker to the other end of the hose.

2. Using very low water pressure add water to the pot, being careful not to disturb the soil around the roots, until a small amount is observed seeping out the bottom of the pot.

3. Arrange pots in a row so that you can start at one end and work systematically to the other, reducing the risk of missing pots.

4. If pots have to be placed one behind the other, place smaller plants in front so they are not hidden by larger ones.

5. Start at one end of the row of plants and water the first bank of pots from front to back, then the second bank of pots, and so on until all of the pots in the entire row have been watered.

6. In pots where there are just one or two weeds or a dead leaf or blossom, remove this material, if there is time while watering, following steps outlined under "Weeding Greenhouse and Nursery Plants".

7. Be careful while weeding not to leave the water in one spot too long causing mudholes in the walkway or washing soil away from the roots of plants.
8. Roll hose back up on hose hanger
9. Return the soaker attachment to its place on the shelf
10. Make sure water is turned off tightly
11. Return any other tools that may be laying around and straighten storage area if necessary
12. Make sure work area is left neat and clean
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TITLE: FERTILIZING POTTED PLANTS

OBJECTIVES:

1. GIVEN A QUANTITY OF FERTILIZER AND AN ASSORTMENT OF MEASURING TOOLS, THE STUDENT WILL MEASURE OUT A DESIGNATED AMOUNT OF FERTILIZER WITH 100% ACCURACY.

2. GIVEN THE MEASURED AMOUNT OF FERTILIZER AND A POTTED PLANT, THE STUDENT WILL APPLY THE FERTILIZER TO THE POT WITH AN EVEN DISTRIBUTION AROUND THE POT AND WITH NO WASTE.


4. GIVEN ALL THE TOOLS NECESSARY TO COMPLETE THE ABOVE TASKS, THE STUDENT WILL RETURN EACH TOOL TO IT'S PROPER STORAGE AREA LEAVING THE STORE ROOM NEAT AND FREE OF ACCIDENT CAUSING CLUTTER.
ACTIVITIES:

1. Lay out the measuring tools on the bench and indicate to the instructor which one is the 1/2 teaspoon, the 1 teaspoon, and the 1 tablespoon measure.

2. Determine how many teaspoons are required to equal one tablespoon.

3. Measure out one tablespoon of fertilizer.

4. Spread the tablespoon of fertilizer around the very outside edge of the pot. Spread a very thin layer to insure enough material to go all the way around the pot. Continue around the pot until all the fertilizer has been applied.

5. Leave the pot where it is and have the instructor check for waste and even distribution.

6. Apply the water following procedures outlined under "Watering Greenhouse and Nursery Plants".

7. Close up fertilizer sack and return to store room.

8. Return watering can to its place on the shelf.

9. Return measuring spoons to their proper place on the wall.

10. Make sure water is turned off tightly.

11. Make sure work area is left neat and clean.
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TITLE: TRANSPLANTING PLANTS FROM FLATS TO POTS

OBJECTIVES:

1. GIVEN A FLAT OF PLANTS, A PREPARED SOIL MIXTURE, AND AN
   ASSORTMENT OF POTS, THE STUDENT WILL SELECT THE PROPER SIZE
   OF POT AND FILL IT WITH SOIL MIXTURE TO WITHIN ONE INCH OF THE
   TOP OF A POT LARGE ENOUGH TO SUPPORT THE TOP AND ROOT GROWTH
   OF THE PLANT TO BE TRANSPLANTED BUT NOT SO LARGE AS TO BE
   WASTEFUL OF SPACE, FERTILIZER, WATER AND SOIL.

2. GIVEN A FLAT OF PLANTS TO BE TRANSPLANTED AND A WEEDER OR
   A PAINTED STICK, THE STUDENT WILL REMOVE THE PLANTS FROM THE
   FLAT ONE AT A TIME WITHOUT DAMAGING THE ROOTS OR THE STEM
   OF THE PLANT.

3. GIVEN A POT FILLED WITH A SOIL MIXTURE AND A PLANT, THE
   STUDENT WILL PLACE THE PLANT IN THE POT SO THAT ALL OF THE
   ROOTS ARE COVERED WITH SOIL AND NO MORE THAN 1/4 INCH OF THE
   STEM IS COVERED

4. GIVEN A POT WITH FRESHLY TRANSPLANTED PLANT, A WATERING CAN,
   AND WATER, THE STUDENT WILL WATER THE PLANT WITHOUT DISTURBING
   THE ROOTS OF THE PLANT.

5. GIVEN ALL THE TOOLS NECESSARY TO COMPLETE THE ABOVE TASKS,
   THE STUDENT WILL RETURN EACH TOOL TO ITS PROPER STORAGE AREA
   LEAVING THE STOREROOM NEAT AND FREE OF ACCIDENT CAUSING CLUTTER.
ACTIVITIES:

1. Select a pot suitable for receiving a plant and show it to the instructor for his okay.

2. Fill the pot with soil up to about one inch from the top.

3. Gently take hold of a leaf of the plant with your left hand. (Do not take hold of the stem as you may pinch it and kill the plant). With the weeder or pointed stick in your right hand, carefully loosen the soil around the roots of the plant and gently pry up with the stick while pulling the plant out by the leaf.

4. With the stick still in the right hand, dig a hole in the soil large enough and deep enough to accommodate the roots of the plant.

5. Place the plant in the hole and cover the roots with soil being careful not to go too far up on the stem (no more than 1/4 inch).

6. Pack the soil around the roots and show to the instructor for approval.

7. Fill watering can with water. Use sprinkler head to disperse water. Water gently so as not to wash away soil from the roots. Water until it starts seeping through the bottom of the pot.

8. Keep plant moist by watering at least twice daily in the summer.

9. Return watering can to its place on the shelf.

10. Return the weeder to its place on the wall and/or the stick to its place in the drawer.
11. Make sure water is turned off tightly

12. Return any other tools that are laying around the storeroom and straighten storage area if necessary

13. Make sure work area is left neat and clean
TITLE: KEEPING THE NURSERY AND GREENHOUSE AREA NEAT AND CLEAN

OBJECTIVES:

1. GIVEN THE GREENHOUSE AND NURSERY AREA, THE STUDENT WILL KEEP FLATS AND POTS IN NEAT ORDER AT ALL TIMES.

2. GIVEN THE GREENHOUSE AND NURSERY AREA, A BROOMRAKE, OR A STREET BROOM AND HOSE, WHERE PAVED WALKWAYS ARE PROVIDED, THE STUDENT WILL KEEP THE WALK WAYS FREE OF WEEDEDS, CUTTINGS, AND OTHER CLUTTER AND FREE OF ANY MUD HOLES AT ALL TIMES.

3. GIVEN A DUST MOP, BROOM, AND DUST PAN, THE STUDENT WILL KEEP THE SHELVES DUSTED AND NEAT AND SWEEP THE SALES ROOM FLOOR AT LEAST ONCE A DAY UNLESS OTHERWISE DIRECTED BY THE EMPLOYER.

4. GIVEN A BROOMRAKE AND AN EMPTY PASTE BOARD BOX THE STUDENT WILL PICK UP CUTTINGS, PAPER, AND OTHER LITTER FROM THE PARKING AREA LEAVING IT FREE OF ALL UNNECESSARY MATERIAL.

5. GIVEN ALL THE TOOLS NECESSARY TO COMPLETE THE ABOVE TASKS, THE STUDENT WILL RETURN EACH TOOL TO ITS PROPER STORAGE AREA LEAVING THE STOREROOM NEAT AND FREE OF ACCIDENT CAUSING CLUTTER.
ACTIVITIES:

1. Continually rearrange flats and pots as they are removed so that the established pattern is maintained and watering and maintenance are facilitated.

2. If dirt walkways are provided, use the broom rake and sweep periodically discarding debris to compost pile.

3. If water collects on dirt walkways, remove it by sweeping or dipping and fill in the hole with gravel or sand.

4. If paved walkways are provided, sweep them periodically with a street broom. Once a day, preferably just before or right after closing. Wash the walkway with water and a broom.

5. Dust all empty spaces on the shelves as well as all products on the shelves.

6. Place new shipments on the shelves as they are received or as they are drawn from the store room.

7. Sweep the sales room floor at least once a day, preferably just before or right after closing time.

8. Use the broom rake to sweep cuttings and other closely scattered debris into a pile then pick it up and put it in the box.

9. Make a circle of the parking area picking up scattered paper and litter.
10. RETURN THE BROOM RAKE, STREET BROOM, HOUSE BROOM AND 
   DUST PAN TO THEIR PROPER PLACE ON THE WALL.
11. HANG THE HOSE BACK ON THE HOSE HANGER
12. MAKE SURE WATER IS TURNED OFF TIGHTLY
13. EMPTY ORGANIC DEBRIS ON THE COMPOST PILE
14. RETURN ALL OTHER TOOLS THAT MAY BE LAYING AROUND TO 
   THEIR PROPER PLACE AND STRAIGHTEN STORE ROOM IF 
   NECESSARY
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TITLE: MISCELLANEOUS DUTIES

OBJECTIVES:

1. GIVEN A POTTED PLANT SELECTED BY A CUSTOMER, THE STUDENT WILL CARRY THE PLANT TO AND PLACE IT IN THE CUSTOMER'S CAR BEING CAREFUL NOT TO DAMAGE THE PLANT OR GET DIRT ON OR IN THE CUSTOMER'S CAR.

ACTIVITIES:

   1. PULL OFF ANY DEAD MATERIAL FROM THE PLANT AND WRAP THE POT IN A NEWSPAPER TO PREVENT ANY WATER OR DIRT FROM GETTING IN THE CUSTOMER'S CAR.

   2. CARRY THE PLANT TO THE CAR CAREFULLY. IF YOU HAVE TO SET THE PLANT DOWN TO OPEN THE DOOR, SET IT ON THE GROUND, NOT ON THE CAR.

   3. RECLOSE THE CAR DOOR FIRMLY BUT DO NOT SLAM IT

   4. LEARN TO RECOGNIZE THE MORE COMMON PLANTS SO THAT WHEN YOU ARE ASKED TO GO GET ONE YOU CAN GO STRAIGHT TO IT BY SIGHT INSTEAD OF LOOKING CLEAR THROUGH THE NAMES.

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TITLE: PREPARING TREES AND SHRUBS FOR SHIPPING

OBJECTIVES:

1. GIVEN A TREE OR SHRUB IN A CAN AND A PAIR OF TIN SNIPS, THE STUDENT WILL REMOVE THE TREE OR SHRUB WITHOUT DAMAGING THE ROOTS OR STEM OR TRUNK.

2. GIVEN A TREE OR SHRUB ALREADY REMOVED FROM THE CAN AND A PRUNING SHEARS, THE STUDENT WILL PRUNE THE ROOTS BACK TO A DESIGNATED LENGTH AND SHAPE.

3. GIVEN A TREE OR SHRUB WITH ROOTS, PRUNED FOR PACKING, WRAPPING MATERIAL AND PEAT MOSS, THE STUDENT WILL MOISTEN THE PEAT MOSS AND PACK IT AROUND THE ROOTS COVERING ALL THE ROOTS SO THAT THEY WILL BE KEPT MOIST DURING SHIPPING.

4. GIVEN A TREE OR SHRUB WITH PRUNED AND PACKED ROOTS, WATERPROOF WRAPPING MATERIAL, WIRE AND PLIERS, THE STUDENT WILL WRAP THE PACKED ROOTS AS TIGHTLY AS POSSIBLE TO PREVENT EVAPORATION DURING SHIPPING.

5. GIVEN ALL THE TOOLS NECESSARY TO COMPLETE THE ABOVE TASKS, THE STUDENT WILL RETURN EACH TOOL TO ITS PROPER STORAGE AREA LEAVING THE STOREROOM NEAT AND FREE OF ACCIDENT CAUSING CLUTTER.
ACTIVITIES:

1. Set the can on the floor and with the tin snips, cut the side of the can from top to bottom. Do the same on the opposite side of the can.

2. Spread the two sides of the can out so that the tree can be easily lifted out. Carefully remove the dirt from the roots either by crumbling with the hands or gently shaking.

3. Indicate to the instructor which root is the tap root (central root that runs straight down from the base of the tree) and which are the lateral roots (roots running side ways off the tap root).

4. With the pruning shears, trim the tap root back to 6-8 inches.

5. Trim the lateral roots back to a diameter of 6-8 inches.

6. Soak the peat moss in water until it is thoroughly wet. Place the tree roots on the wrapping paper and pack the moistened peat moss around the roots making sure all the roots are covered with peat moss.

7. Carefully fold the wrapping paper up over the packed roots and roll it up tightly to prevent loss of moisture.

8. Cut off about a six inch length of wire and wrap it tightly around the top of the wrapper but not so tight as to cut into the truck of the tree.

9. Return the tin snips and pliers to the instructor.
10. Return the water can to its place on the shelf
11. Return the pruning shears to their place on the wall
12. Pick up any other tools that may be laying around and return them to their proper place, straighten tool room if necessary.
13. Leave work area clean and neat
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TITLE: MAKING AND CARING FOR A COMPOST PILE

OBJECTIVES:

1. GIVEN A GARDEN FORK, SHOVEL, GARDEN HOSE, PLANT DEBRIS, TOP SOIL AND BARNYARD MANURE, THE STUDENT WILL BUILD A COMPOST PILE 3-5 FEET HIGH.

2. GIVEN A GARDEN FORK AND A GARDEN HOSE, THE STUDENT WILL CARE FOR THE COMPOST PILE BY KEEPING IT MOIST AND TURNING IT OVER EVERY THREE MONTHS.

3. GIVEN ALL THE TOOLS REQUIRED TO COMPLETE THE ABOVE TASKS, THE STUDENT WILL RETURN EACH TOOL TO IT'S PROPER STORAGE AREA LEAVING THE STORE ROOM NeAT And FREE OF ACCIDENT CAUSING CLUTTER.
ACTIVITIES:

1. Pile the plant debris evenly over a site about 6 feet by 6 feet. Pack down until you have a layer about 6 inches thick.

2. Spread about 1 or 2 inches of barnyard manure over the layer.

3. Cover the pile with top soil and soak with water.

4. If you have more plant debris than you need or as you collect additional plant debris, start another layer, repeating the same steps as for the first layer. Continue piling on layers until you have a pile 3-5 feet high.

5. Whenever the pile shows signs of becoming dry, soak it thoroughly with water.

6. Every 3 months turn the pile over with a garden fork to hasten the decay of material.

7. Return the garden fork and shovel to their proper place on the wall.

8. Roll the garden hose up on the hosehanger.

9. Make sure water is turned off tight.

10. Pick up any other tools that may be laying around and return them to their proper storage area.

11. Straighten tool room if necessary.

12. Leave work area clean and neat.
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VIVIAN MATSLER

GARDENING
TITLE: PLANTING LAWNS

OBJECTIVES:

1. GIVEN A SPADE, STUDENT SPADES UP GROUND UNTIL ALL OF THE GROUND FOR THE NEW LAWN IS SPADED.

2. GIVEN A SHOVEL, STUDENT SPREADS TOPSOIL ON GROUND EVENLY, UNTIL ALL OF GROUND FOR NEW LAWN IS COVERED.

3. GIVEN A RAKE, STUDENT RAKES TOPSOIL UNTIL ALL OF LAWN AREA IS RAKED SMOOTH.

4. USING HANDS, A RAKE AND A WHEELBARROW, STUDENT PICKS OUT THE WEEDS, STONES AND TRASH FROM THE SOIL AND PUTS IT INTO THE WHEELBARROW UNTIL ALL OF IT IS PICKED UP IN THE LAWN AREA.

5. GIVEN A WHEELBARROW, STUDENT TAKES TRASH TO TRASH CANS UNTIL ALL OF TRASH IS GONE.

6. GIVEN A RAKE, STUDENT RAKES SEEDBED AND SMOOTHs THE SEEDBED OUT WITH THE BACK OF THE RAKE UNTIL THE SEEDBED IS SMOOTH AND LEVEL.

7. USING A SPREADER OR HIS HAND, STUDENT SOWS THE LAWN SEED EVENLY OVER THE SEEDBED UNTIL ALL OF THE GROUND IN THE SEEDBED IS COVERED.

8. USING A RAKE, STUDENT RAKES THE SEED LIGHTLY INTO THE SOIL UNTIL ALL OF THE SEEDBED IS RAKED.

9. USING A HAND SPREADER AND A RAKE, STUDENT SPREADS FERTILIZER EVENLY AND RAKes IT LIGHTLY INTO SEEDBED UNTIL ALL OF THE SEEDBED IS COVERED.
10. GIVEN A HOSE, STUDENT SPRINKLES WATER OVER THE SEEDBED UNTIL ALL OF THE SEEDBED IS DAMP.

11. GIVEN ROPES AND STAKES, STUDENT PUTS UP A FENCE AROUND THE SEEDBED SO THAT LARGER ANIMALS AND PEOPLE WON'T GET INTO THE NEW LAWN.
ACTIVITIES:

1. GET SPADE FROM STORAGE SHED RACK
2. TAKE SPADE TO LAWN AREA
3. SPADE UP THE ENTIRE LAWN AREA AS FINELY AS POSSIBLE
4. CLEAN OF THE SPADE BY TURNING THE HOSE ON IT UNTIL ALL THE DIRT IS OFF
5. WIPE OFF WATER FROM SPADE WITH RAG
6. PUT SPADE BACK ON STORAGE SHED RACK
7. GET SHOVEL FROM RACK IN STORAGE SHED
8. TAKE SHOVEL TO LAWN AREA
9. SHOVEL TOPSOIL EVENLY OVER THE LAWN AREA
10. CLEAN OFF THE SHOVEL BY TURNING THE HOSE ON IT UNTIL ALL OF THE DIRT IS OFF
11. WIPE OFF WATER WITH RAG
12. PUT SHOVEL BACK ON STORAGE SHED RACK
13. GET RAKE FROM STORAGE AREA
14. TAKE RAKE TO END OF LAWN AREA
15. RAKE THE TOPSOIL EVENLY INTO THE SOIL FOR THE LAWN
16. GET WHEELBARROW FROM STORAGE SHED
17. TAKE WHEELBARROW AND RAKE TO LAWN AREA
18. USING THE RAKE, RAKE UP ALL OF THE WEEDS, STONES AND TRASH IN THE YARD INTO A NEAT PILE
19. BRING THE WHEELBARROW TO THE PILE OF TRASH
20. USING THE RAKE AND YOUR HANDS, PICK UP THE TRASH AND PUT IT IN THE WHEELBARROW
21. Take the wheelbarrow to trash cans
22. Dump the trash neatly into the trash cans
23. Clean wheelbarrow with hose
24. Dry wheelbarrow with rag
25. Put wheelbarrow back in shed
26. Take the rake and rake the seedbed until the dirt is broken up and fine
27. Take the rake and smooth out the soil with the back of the rake until the seedbed is even
28. Clean rake with hose
29. Dry rake with rag
30. Put rake back in tool shed
31. Get the spreader and the grass seed from the storage shed
32. Take the spreader and seed to the lawn area
33. Put seed in spreader
34. Sow the grass seed evenly over the seedbed
35. Empty and clean spreader
36. Take the spreader and seed back to the storage area
37. Rake the seed gently into the seedbed
38. Put rake by side of lawn area
39. Get the handspreader and fertilizer from the storage shed
40. Fill the spreader with fertilizer and spread the fertilizer lightly over the seedbed
41. Rake the fertilizer lightly into the seedbed
42. Clean out the spreader and rake and put them back in storage area
43. Get hose and nozzle from storage shed
44. Sprinkle water over the seedbed until all of seedbed is completely damp
45. Put hose back in storage area
46. Get ropes and stakes from storage shed
47. Drive stakes into ground around seedbed about four feet apart
48. Put rope around top of stakes and bottom of stakes to make the fence
49. Put away all tools and materials in storage area
EVALUATION:

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TITLE: PLANTING FLOWERS

OBJECTIVES:

1. GIVEN A GARDEN SPADE, STUDENT SPADES UP ENTIRE AREA WHERE FLOWERS ARE TO BE PLANTED.

2. USING A RAKE AND HANDS AND A BASKET, STUDENT PICKS OUT STONES, WEEDS AND TRASH FROM PLANTING AREA AND PUTS THEM INTO A BASKET, THEN RAKES UP THE AREA UNTIL IT'S CLEAN AND SMOOTH.

3. GIVEN A HAND SPREADER, STUDENT SPREADS ABOUT TWO INCHES OF MANURE ON TOP OF THE PLANTING AREA UNTIL ALL OF IT IS COVERED (TWO MONTHS BEFORE PLANTING, OR AS DIRECTED)

4. GIVEN A SPADE, TOPSOIL, AND A WHEELBARROW, STUDENT SCATTERS ON TOPSOIL OVER THE PLANTING AREA, UNTIL ALL OF THE AREA IS COVERED EVENLY.

5. GIVEN A HAND SPREADER, PEAT MOSS AND SOIL AID, STUDENT SPREADS PEAT MOSS AND SOIL AID OVER THE TOP SOIL UNTIL PLANTING AREA IS EVENLY COVERED, AND AS DIRECTED.

6. GIVEN A RAKE, STUDENT RAKES THE SOIL AID AND PEAT MOSS ABOUT ONE INCH INTO ALL OF THE SOIL IN THE PLANTING AREA.

7. USING HOE AND HANDS, MAKE SHALLOW DITCHES, AND PLANT THE FLOWER SEEDS IN ROWS AND COVER THEM OVER LIGHTLY WITH SOIL, AS IS DIRECTED ON SEED PACKAGES.

8. GIVEN A HOSE AND NOZZLE, STUDENT WATERS THE SEEDS DAILY, KEEPING THEM DAMP.

9. GIVEN GUNNY SACKS, STUDENT COVERS THE SEED BED, UNTIL ALL OF THE SEEDS ARE COVERED.
10. USING HANDS, STUDENT TAKES OFF ALL OF THE GUNNY SACKS WHEN THE SEEDS START TO COME UP.

11. USING HANDS AND A BASKET, STUDENT WEEDS THE FLOWER BED EVERY DAY, PUTTING THE WEEDS IN A BASKET.
ACTIVITIES:

1. GET SPADE FROM STORAGE SHED AND TAKE IT TO THE PLANTING AREA
2. SPADE UP ALL OF THE GROUND IN THE PLANTING AREA UNTIL IT IS AS FINE AND EVEN AS YOU CAN GET IT
3. CLEAN SPADE WITH HOSE AND WIPE OFF WITH A CLEAN, DRY RAG
4. TAKE THE SPADE BACK TO THE STORAGE SHED.
5. GET RAKE AND BASKET FROM STORAGE SHED
6. TAKE RAKE AND BASKET TO AREA WHERE FLOWERS ARE TO BE PLANTED
7. PICK OUT WITH RAKE AND YOUR HANDS ALL OF THE STONES, WEEDS, AND TRASH AND PUT THEM INTO THE BASKET
8. RAKE THE AREA UNTIL IT IS SMOOTH
9. EMPTY THE TRASH IN THE BASKET INTO A TRASH CAN
10. CLEAN THE RAKE AND TAKE THE RAKE AND BASKET BACK TO THE STORAGE SHED
11. GET HAND SPREADER AND MANURE FROM STORAGE SHED
12. FILL THE SPREADER WITH MANURE
13. TAKE THE SPREADER TO THE PLANTING AREA AND SPREAD ON THE MANURE ABOUT TWO INCHES THICK
14. CLEAN OUT THE SPREADER WITH A HOSE AND WIPE IT WITH CLEAN RAGS
15. TAKE THE SPREADER AND MANURE BACK TO THE STORAGE SHED
16. GET SPADE AND WHEELBARROW FROM STORAGE SHED
17. Put topsoil in wheelbarrow and take it to the planting area

19. Shovel out the topsoil and spread it on the planting area

19. Take shovel and wheelbarrow back to the storage shed

20. Get hand spreader, peat moss and soil aid from storage area

21. Put peat moss and soil aid into hand spreader and mix, as is directed on packages

22. Take hand spreader to planting area

23. Spread peat moss and soil aid evenly over all of the planting area

24. Clean the spreader with a hose and dry with clean rags

25. Take spreader, peat moss and soil aid back to the storage shed

26. Get rake from storage shed

27. Rake peat moss and soil aid into the soil evenly.

28. Return the rake to the storage shed

29. Get hoe and seeds from storage shed

30. Take them to planting area

31. Make shallow ditches with hoe

32. Plant seeds evenly into ditches in neat rows, without scattering them

33. Cover seeds over with soil and lightly tap the soil over with the hoe

34. Return seeds and hoe to storage shed
35. Get hose and nozzle from storage shed
36. Take them to flower area
37. Water the seeds, using a fine spray
38. Take hose and nozzle back to the storage area
39. Get gunny sacks from storage shed
40. Cover the top of the seed bed with the gunny sacks
41. When seeds start to come up remove gunny sacks from the seed bed
42. Take them to the storage shed and get out basket
43. Pull up the weeds by the roots and put them into the basket
44. Take the weeds to the trash can and dump them
45. Return the basket to the storage shed
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TITLE: KEEPING UP LAWNS AND YARDS

OBJECTIVES:

1. GIVEN A POWER MOWER, STUDENT MOWS LAWN NEATLY AND EVENLY.
2. GIVEN HAND SHEARS, STUDENT CLOPS EDGES OF THE LAWN UNTIL ALL OF LAWN IS NEAT.
3. GIVEN HOSE AND SPRINKLER, STUDENT WATERS LAWN, ROTATING SPRINKLERS AROUND AN AVERAGE LAWN FOR THREE HOURS, ONCE A WEEK (FOR BERMUDA GRASS); AND FOR 1 1/2 HOURS, TWICE A WEEK (FOR DICHONDRA GRASS).
4. USING A RAKE AND HANDS, STUDENT RAKES LEAVES, GRASS AND TRASH INTO A PILE, KEEPING THE LAWN NEAT AND CLEAN AS MUCH AS IS NEEDED.
5. GIVEN A RAKE AND BASKET, STUDENT PICKS UP ALL OF THE TRASH AND PUTS IT INTO THE BASKET, THEN TAKES THE BASKET TO THE TRASH CAN AND EmPTIES IT UNTIL ALL OF THE TRASH IS PICKED UP AND THROWN AWAY.
6. USING SMALL GARDEN SHEARS, HANDS, AND A BASKET, STUDENT CLIPS OR BREAKS OFF DEAD BLOSSOMS, LEAVES AND LIMBS, AND PUTS THEM INTO A BASKET THEN DUMPS THEM IN TRASH CAN, AS IS NEEDED AND UNTIL TREES, SHRUBS AND FLOWERS ARE CLEAN AND NEAT.
7. GIVEN HAND SPRAYER AND INSECTICIDES, STUDENT SPRAYS PLANTS AND FLOWERS FOR INSECTS WHENEVER INSECTS APPEAR.
8. USING HANDS AND BASKET, STUDENT PULLS OUT ALL OF THE WEEDS FROM AROUND THE FLOWERS, PLANTS AND TREES AND PUTS THEM INTO THE BASKET, UNTIL ALL OF THE WEEDS ARE GONE.
ACTIVITIES:

1. Get mower from storage shed
2. Take mower to lawn area, after it has been checked out for gasoline
3. Start mower at one corner of the lawn, and go from one end of lawn to the other in a straight line
4. Then, from where you've left off, go down to the other end of lawn
5. Continue mowing like this from one end of the lawn to the other until all of the lawn has been mown
6. Return mower to storage shed after cleaning
7. Get hand shears from storage shed
8. Go to edge of lawn and clip all of the edge around the lawn until lawn is neat
9. Clean the shears with a rag and return them to the storage area
10. Get hose and sprinkler from storage shed, and take them to the lawn area
11. Screw the nozzle end of the hose into the sprinkler, and the other end of the hose into the water outlet
12. Stretch out the hose and place the sprinkler in a corner area of the lawn
13. Keep moving the hose around the lawn until the entire lawn is watered
14. Unscrew sprinkler and hose
15. Take the sprinkler and hose back to the storage shed

16. Get rake from storage shed

17. Beginning at one end of the lawn, rake entire lawn, raking all of the leaves, grass and trash into a pile

18. Put rake to the side of the lawn, prongs down

19. Get basket from storage shed

20. Pick up all of the trash and throw it into the trash can

21. Take the rake and basket back to the storage shed

22. Get the garden shears from the storage shed

23. Take shears and basket to flowers and trees in yard

24. Break off or clop off with shears all of the dead blossoms, leaves, or limbs of trees and put them into basket

25. Take basket to the trash cans and dump it

26. Put basket and garden shears back in the storage shed

27. Get sprayer and can of insecticide from storage shed

28. Fill sprayer with insecticide as directed

29. Take sprayer to plants, flowers and trees in the yard

30. Spray the leaves, and flowers wherever you see insects on them

31. Return sprayer and can of insecticide to storage area

32. Get basket from storage shed

33. Take it to trees, plants and flowers

34. Pick out all of the weeds from between the trees, plants and flowers and put them into the basket
35. **TAKE THE BASKET OF WEEDS WHEN FINISHED TO THE TRASH CAN AND DUMP IT**

36. **PUT THE BASKET BACK IN THE STORAGE SHED AND LOCK UP THE STORAGE SHED**
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TITLE: PLANTING A VEGETABLE GARDEN

OBJECTIVES:

1. GIVN A RAKE AND BASKET, STUDENT RAKES OUT AREA FOR THE
VEGETABLE GARDEN, PICKING OUT THE STICKS, STONES, AND TRASH
UNTIL ENTIRE AREA IS CLEAN.

2. GIVN A HAND SPREADER, MANURE, AND COMMERCIAL FERTILIZER,
STUDENT SPREADS 3/4 INCHES OF MANURE AND FERTILIZER ON THE
SOIL UNTIL ENTIRE GARDEN AREA IS COVERED EVENLY.

3. GIVN A PLOW AND A SPADE, STUDENT PLOWS THE MANURE AND FERTILIZER
INTO THE SOIL, AND THEN SPADES IT UNDER UNTIL ALL OF THE GARDEN
IS SPADED AND PLOWED.

4. GIVN A RAKE, STUDENT RAKES THE SOIL IN THE GARDEN AREA LIGHTLY,
UNTIL ALL OF IT IS EVEN AND LOOSE.

5. GIVN STAKES AND STRING, STUDENT MAKES STRAIGHT ROWS ABOUT FOUR
FEET APART (OR AS DIRECTED ON SEED PACKAGES), BY PUTTING
STAKES AT EACH END OF THE GARDEN AREA, THEN PUTTING STRING
FROM ONE STAKE TO ITS OPPOSITE, UNTIL ALL OF THE ROWS ARE
STaked OUT.

6. GIVN A HOE, STUDENT MAKES, WITH A CORNER OF THE HOE, DITCHES
(OR FURROWS) IN ALL THE ROWS UNDER THE STRING THAT ARE ABOUT
1/4 TO 2 INCHES DEEP, OR AS DIRECTED ON THE SEED PACKAGES.

7. GIVN SEEDS, STUDENT PUTS ABOUT 4 SEEDS IN EVERY FOOT OF THE
FURROW (OR AS DIRECTED ON THE SEED PACKAGES), UNTIL ENTIRE
GARDEN HAS BEEN PLANTED.
8. GIVEN A HOE, STUDENT HOES DIRT OVER THE SEEDS, AND PATS IT DOWN GENTLY WITH THE FLAT OF THE HOE UNTIL ALL OF THE SEEDS ARE COVERED.

9. GIVEN A HOSE AND NOZZLE, STUDENT SPRINKLES THE SOIL LIGHTLY ON ALL OF THE GARDEN, KEEPING IT DAMP EVERY DAY.

10. USING HANDS, STUDENTS PULLS OUT WEEDS FROM BETWEEN THE PLANTS WHENEVER THEY COME UP.
ACTIVITIES:

1. GET RAKE AND BASKET FROM STORAGE SHED
2. TAKE RAKE AND BASKET TO GARDEN AREA
3. BEGINNING AT ONE END OF GARDEN AREA, RAKE ALL OF
   THE STICKS, STONES AND TRASH UP INTO A PILE
4. PUT ALL OF THE STICKS, STONES AND TRASH INTO A BASKET
5. TAKE THE TRASH TO THE TRASH CAN AND DUMP IT
6. TAKE RAKE AND BASKET BACK TO STORAGE SHED
7. GET HAND SPREADER, FERTILIZER, AND MANURE FROM STORAGE
   SHED
8. FILL THE SPREADER WITH FERTILIZER AND MANURE
9. TAKE THE SPREADER TO THE GARDEN AREA
10. START AT ONE END OF GARDEN AREA AND SPREAD THE MANURE
    AND FERTILIZER OVER THE ENTIRE AREA, EVENLY
11. CLEAN OUT THE SPREADER WITH A HOSE AND DRY WITH CLEAN
    RAGS
12. TAKE THE SPREADER, FERTILIZER, AND MANURE BACK TO THE
    STORAGE SHED
13. GET PLOW AND SPADE FROM STORAGE SHED
14. START AT ONE END OF THE GARDEN AREA AND PLOW THE MANURE
    AND FERTILIZER INTO THE SOIL
15. START AT ONE END AND SPADE UNDER ALL OF THE GARDEN AREA
16. CLEAN OFF THE PLOW AND SPADE WITH A HOSE, AND DRY THEM
    WITH CLEAN RAGS
17. TAKE THE PLOW AND SPADE BACK TO THE STORAGE AREA
18. Get rake from storage shed
19. Start at one end and rake over the entire garden area lightly
20. Clean off rake with hose and dry with a rag
21. Take the rake back to the storage shed
22. Get stakes and string from storage shed, and take to garden area
23. Put one stake in the ground at one end of garden, and the other stake in the ground opposite it.
24. Tie string around the first stake and pull it across tightly to the other stake
25. Tie it around the other stake
26. Make rows about 4 feet apart, by using the stakes and string
27. Get a hoe from the storage shed and take it to garden area
28. Make furrows under all of the strings with a corner of the hoe
29. Take hoe back to storage shed
30. Get seeds from storage shed
31. Take seeds to garden area
32. Plant seeds in furrows about three inches apart
33. Get hoe from storage shed and take to garden area
34. Hoe the dirt over the seeds and pat it down gently with the flat of the hoe
35. Get hose and nozzle from storage shed
36. TAKE HOSE AND NOZZLE TO GARDEN AREA
37. WATER THE GARDEN EVENLY, UNTIL IT IS DAMP
38. TAKE HOSE AND NOZZLE BACK TO THE STORAGE SHED
39. PULL OUT WEEDS FROM BETWEEN PLANTS
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FRIDA COCHRAN

COTTON FARM LABORER
TITLE: CLEANING DITCHES ALONGSIDE ROADWAYS

OBJECTIVE:

1. GIVEN A SHOVEL, STUDENT REMOVES MUD, LEAVES, TWIGS, ROCKS AND TRASH FROM DITCH; EVERYTHING MUST BE CLEARED OUT OF DITCH SO WATER CAN RUN FREELY.

ACTIVITIES:

___ 1. GO TO SHED FOR SHOVEL
___ 2. PUT SHOVEL IN TRUCK
___ 3. GO TO DITCH AND SHOVEL MUD, LEAVES, TWIGS, ROCKS AND TRASH OUT OF THE DITCH AND PUT THESE THINGS INTO THE TRUCK.
___ 4. TAKE TRASH TO THE DUMP AND EMPTY OUT THE TRUCK WITH THE SHOVEL
___ 5. CLEAN OUT THE TRUCK - HOSE OUT IF NECESSARY
___ 6. CLEAN THE SHOVEL
___ 7. RETURN THE SHOVEL TO IT'S PROPER PLACE IN THE SHED

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TITLE: IRRIGATING COTTON FIELDS

OBJECTIVE:

1. With a hose student runs water into rows until field is evenly wet.

ACTIVITIES:

    ____ 1. Place hose into first row
    ____ 2. Turn water on.
    ____ 3. When row is filled with water, remove hose and place into next row.
    ____ 4. When each row has been filled with water, turn water off

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TITLE: WEEDING ALONG OUTSIDE DITCHES WITH HERBICIDE

OBJECTIVE:
1. GIVEN HERBICIDE IN A SPRAYER, STUDENT SPRAYS WEEDS ALONGSIDE DITCHES BEING CAREFUL NOT TO GET SPRAY ON ANYONE.

ACTIVITIES:

1. GET SPRAYER FROM FOREMAN
2. HAVE FOREMAN FILL SPRAYER WITH HERBICIDE
3. GO TO OUTSIDE DITCH AND SPRAY WEEDS.
4. FOLLOW SAFETY RULES: A) DO NOT GET SPRAY ON YOURSELF OR ANYONE ELSE.
   B) AVOID GETTING SPRAY ON TREES OR BUSHES NEAR DITCHES.
5. AFTER DITCH HAS BEEN SPRAYED TAKE SPRAYER BACK TO SHED AND CLEAN IT.
6. RETURN SPRAYER TO SHED AND PUT IT IN ITS PROPER PLACE

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TITLE: WEEDING ALONG OUTSIDE DITCHES WITH HOE

OBJECTIVE:
1. GIVEN A HAND HOE STUDENT CHOPS OUT WEEDS ALONGSIDE DITCHES UNTIL ALL WEEDS ARE REMOVED.

ACTIVITIES:

___ 1. GET HOE FROM SHED
___ 2. GO TO OUTSIDE DITCH
___ 3. CHOP OUT ALL WEEDS ALONGSIDE DITCH
___ 4. CLEAN HOE
___ 5. RETURN HOE TO SHED INTO ITS PROPER PLACE

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TITLE: WEEDING ALONG OUTSIDE DITCHES WITH A WEED BURNER

OBJECTIVE:
1. GIVEN A WEED BURNER STUDENT BURNS OUT WEEDS ALONGSIDE DITCHES; WEEDS MUST BE BURNED DOWN TO THE GROUND. OBSERVE SAFETY RULES.

ACTIVITIES:

1. GET WEED BURNER FROM FOREMAN
2. GO TO OUTSIDE DITCH
3. START WEED BURNER AND BURN THE WEEDS CLOSE TO GROUND
4. OBSERVE SAFETY RULES: A) DO NOT POINT BURNER AT PEOPLE, FENCES, THE TRUCK OR YOURSELF.
   B) DO NOT USE THE BURNER IF THERE IS A HIGH WIND.
5. AFTER BURNING IS DONE, TURN OFF THE BURNER
6. RETURN BURNER TO FOREMAN

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TITLE: CHOPPING WEEDS IN THE FIELD

OBJECTIVE:
1. GIVEN A HAND HOE, STUDENT HOES OUT WEEDS AND GRASS IN EACH ROW
   BEING CAREFUL NOT TO HOE OUT COTTON PLANTS.

ACTIVITIES:

1. GET HOE FROM SHED
2. START DOWN FIRST ROW AND HOE OUT WEEDS AND GRASS BEING
   CAREFUL NOT TO CHOP OUT THE COTTON PLANTS
3. AFTER FIRST ROW IS HOED, START BACK IN SECOND ROW AND
   HOE OUT WEEDS
4. HOE ALL THE ROWS
5. CLEAN THE HOE
6. RETURN HOE TO SHED INTO ITS PROPER PLACE

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TITLE: WEEDING FIELDS WITH HERBICIDES

OBJECTIVE:

1. GIVEN A HAND SPRAYER FILLED WITH HERBICIDE STUDENT SPRAYS
   WEEDS AND GRASS IN THE FIELDS BEING CAREFUL TO SPRAY WEEDS
   AND GRASS ONLY. GREAT CARE MUST BE TAKEN NOT TO GET HERBI-
   CIDE ON THE COTTON PLANTS.

ACTIVITIES:

1. GET THE HAND SPRAYER FROM THE SHED
2. HAVE FOREMAN FILL THE SPRAYER WITH HERBICIDE
3. START AT BEGINNING OF FIRST ROW AND SPRAY GRASS AND
   WEEDS IN THE ROW. BE CAREFUL NOT TO GET SPRAY ON THE
   COTTON PLANTS.
4. AFTER FIRST ROW HAS BEEN SPRAYED, START BACK IN THE SECOND
   ROW AND SPRAY IT THE SAME WAY YOU DID THE FIRST ROW.
5. AFTER ALL ROWS HAVE BEEN SPRAYED TAKE SPRAYER BACK TO
   SHED.
6. CLEAN THE SPRAYER BEFORE STORING IT IN ITS USUAL PLACE

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TITLE:  LOADING COTTON BALES

OBJECTIVE:

1. GIVEN BALES, A HOOK AND TRUCK, STUDENT ROLLS BALES ONTO TRUCK AND BALANCES THEM BEING CAREFUL NOT TO LET BALES FALL ON ANYONE.

ACTTITIES:

1. USING HOOK, PLACE BALE IN POSITION ON TRUCK MAKING SURE THAT BALE IS BALANCED PROPERLY.

2. FOLLOW SAFETY RULES: A) DO NOT BRING HOOK CLOSE TO YOURSELF OR ANYONE ELSE.

B) TAKE CARE THAT BALE DOES NOT FALL ON ANYONE.

3. AFTER TRUCK IS LOADED, RETURN HOOK TO ITS PROPER PLACE IN SHED.

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TITLE: CLEANING THE FIELDS AFTER THE HARVEST

OBJECTIVE:
1. GIVEN A STALK SHREDDER AND TRACTOR, STUDENT CUTS DOWN THE COTTON STALKS; STALKS MUST BE CUT TO A PROPER SETTING ON THE SHREDDER.

ACTIVITIES:

_____ 1. HAVE FOREMAN ATTACH STALK SHREDDER TO TRACTOR WITH THE PROPER SETTING
_____ 2. DRIVE TRACTOR TO THE FIELD
_____ 3. DRIVE BETWEEN ROWS AND CUT DOWN STALKS
_____ 4. WHEN ROWS OF STALKS ARE ALL CUT DOWN, DRIVE TRACTOR BACK TO WHERE IT IS ALWAYS KEPT
_____ 5. TURN EQUIPMENT OFF

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RAY DONOVAN

CABINET - COUNTERTOP PRODUCTION WORKER
TITLE: COUNTER TOP PRE-ASSEMBLY

OBJECTIVES:

1. GIVEN MOVEABLE CART WITH AUXILLARY RACKS, THE TRAINEE WILL OBTAIN MATERIAL FROM SUPPLY FOR 1/2 DAY WORK AND TRANSPORT TO WORK AREA WITH 100% EFFECTIVENESS.

2. GIVEN HEAVY DUTY ROUTER, BRUSH, GLUE POT THE TRAINEE WILL ROUT OUTER EDGES OF ROUGH COUNTER TOP AND APPLY GLUE TO ROUT.

3. GIVEN PREPARED TOP, TRIM AND ROLL EDGE STRIPS, RUBBER MALLET, AND WIPE RAGE, THE TRAINEE WILL TAP TRIM AND ROLL STRIPS INTO PREPARED ROUT AND WIPE EXCESS GLUE FROM TRIM STRIPS.

ACTIVITIES:

1. WHEEL CART TO SUPPLY AREA
2. LOAD ROUGH TOPS ON BODY OF CART
3. LOAD ROLL EDGES ON UPPER SIDE RACK
4. LOAD TRIM STRIP ON LOWER SIDE RACK
5. TRANSPORT CART TO WORK/ASSEMBLY AREA.
6. ROUT SIDE EDGES OF ROUGH TOP
7. BRUSH GLUE INTO ROUT
8. INSERT ROLL EDGE INTO ROUT
9. INSERT TRIM STRIP INTO ROUT
10. TAP EDGE AND TRIM FIRMLY INTO GLUED ROUT WITH RUBBER MALLET
11. WIPE EXCESS GLUE FROM TRIM AND ROLL STRIPS
12. STACK ASSEMBLED TOPS ON WHEELED CARRIES.
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TITLE: COUNTER TOP COVERING

OBJECTIVES:

1. GIVEN PRE-ASSEMBLED TOPS AND WHEELED CART THE TRAINEE WILL TRANS-
PORT TOPS TO WORK AREA WITH NO INJURY TO EQUIPMENT, MATERIAL OR
EMPLOYEES.

2. GIVEN PRE-ASSEMBLED TOPS, FORMICA COVER MATERIAL, PNEUMATIC
SPRAY EQUIPMENT, ADHESIVE AND SPRAY BOOTH, TRAINEE WILL SPRAY
ADHESIVE TO PRE-ASSEMBLED TOP AND FORMICA COVERING, EVENLY,
WITH 100% COVERAGE IN THREE MINUTE TIME INTERVAL.

3. GIVEN PRE-ASSEMBLED PREPARED TOP AND PREPARED FORMICA COVERING,
FIXTURE, COLD PRESS AND TRIM MACHINE THE TRAINEE WILL APPLY
PREPARED FORMICA COVERING TO PRE-ASSEMBLED PREPARED TOP IN THE
JIG FIXTURE AND FEED THROUGH THE COLD PRESS AND TRIMMER MACHINE.
ACCURATELY IN 3 MINUTE TIME INTERVAL.

ACTIVITIES:

1. WHEEL CART TO SUPPLY AREA
2. LOAD PRE-ASSEMBLED TOPS ON BODY OF CART
3. LOAD FORMICA COVERING ON TRAY OF CART
4. TRANSPORT LOADED CART TO SPRAY BOOTH AREA.
5. SPRAY ADHESIVE LIGHTLY AND EVENLY ON TOP SURFACE.
6. SPRAY BACK SIDE OF FORMICA COVERING LIGHTLY AND EVENLY
   WITH ADHESIVE
7. INSERT PREPARED PRE-ASSEMBLED TOP INTO JIG FIXTURE
8. APPLY PREPARED FORMICA COVERING TO PRE-ASSEMBLED, PRE-PARED TOP.
9. FEED JIG FIXTURE CONTAINING COVERED TOP THROUGH COLD PRESS-TRIM MACHINE
10. STACK COVERED TOPS ON WHEELED CARRIERS

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TITLE: COUNTER TOP CURING AND FORMING

OBJECTIVES:

1. GIVEN A WHEELED CART AND COVERED TOPS THE TRAINEE WILL TRANSPORT THE COVERED TOPS TO THE WORK AREA WITH NO INJURY TO MATERIAL, EQUIPMENT OR EMPLOYEES.

2. GIVEN COVERED TOPS AND HOT PRESS FORMER, THE TRAINEE INSERT COVERED TOPS INTO JIG FIXTURE ON THE HOT PRESS FORMER ACCURATELY WITH A 3 MINUTE TIME INTERVAL.

3. GIVEN A LOADED JIG Fixture and HOT PRESS FORMER THE TRAINEE WILL OPERATE THE TRAINEE WILL OPERATE THE FORMING BARS TO BEND THE COVERED TOP TO DRIP EDGE AND BACK SPLASH PANEL SHAPES IN A 3 MINUTE TIME INTERVAL.

4. GIVEN HOT PRESSED FORMED TOPS THE TRAINEE WILL UNLOAD THE JIG FIXTURE AND TRANSFER FINISHED TOP TO WHEELED CART WITH NO INJURY TO MATERIAL, EQUIPMENT OR EMPLOYEES.

ACTIVITIES:

   1. WHEEL LOADED CART TO WORK AREA.
   2. INSERT COVERED TOP INTO JIG FIXTURE
   3. INSTALL JIG FIXTURE IN HOT PRESS FORMER
   4. LEVER OPERATE THE DRIP EDGE FORMING BAR
   5. LEVER OPERATE THE BACK SPLASH PANEL FORMING BAR
   6. RELEASE FORMING BAR LEVERS.
   7. REMOVE JIG FIXTURES FROM HOT PRESS FORMER
   8. STACK FINISHED TOP ON WHEELED CART


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RODNEY JILG, PH.D.

CONCRETE FINISHER'S HELPER
TITLE: CONCRETE FINISHER'S HELPER

OBJECTIVES:

1. GIVEN PREPARED FORMS, DELIVERED CONCRETE SHOVEL AND SCREED BOARD, THE STUDENT WILL WITH THE ASSISTANCE OF CONCRETE FINISHER SCREED THE ROUGH POURED CONCRETE UNIFORMLY WITHIN THE FORMS TO A UNIFORM DEPTH WITHIN A 100% OF THE FORMED AREA.

2. GIVEN A PAIR OF RUBBER BOOTS, A 18" X 28" SCREEN TAMP, AND A PAIR OF WORKMAN'S GLOVES, A HOSE AND WATER SUPPLY THE STUDENT WILL TAMPER THE FRESHLY POURED CONCRETE IN THE PREPARED FORM TO INSURE NO CAVITIES OR AIR BUBBLES WITH A 100% EFFECTIVENESS.

3. GIVEN EDGING TROWELS, THE STUDENT WILL AT THE DIRECTION OF THE CEMENT FINISHER EDGE THE PERIMETER AND SCORE THE EXPANSION JOINT OF THE NEWLY POURED CONCRETE WITH 100% EFFECTIVENESS.

4. GIVEN HAND AND MECHANICAL TROWELS AT THE DIRECTION OF THE CONCRETE FINISHER THE STUDENT WILL TROWEL THE SURFACE OF THE NEWLY PLACED CONCRETE.

5. GIVEN A WRECKING BAR AND HAMMER THE STUDENT WILL, AT THE DIRECTION OF THE CONCRETE FINISHER, REMOVE THE FORMS CONTAINING THE FINISHED CONCRETE WITH 100% EFFECTIVENESS.
ACTIVITIES:

1. WITH SHOVEL, HELP DISTRIBUTE CONCRETE IN FORMS
2. ASSIST CONCRETE FINISHER TO SCREED CONCRETE TO HEIGHT OF FORMS
3. PUT ON BOOTS AND GLOVES FOR USING TAM
4. WORK FRESH CONCRETE SLOWLY AND COMPLETELY TO REMOVE BUBBLES AND CAVITIES.
5. CLEAN SCREED BOARD AND TAM COMPLETELY WITH HOSE AND WATER.
6. GET EDGING AND SCORING TROWEL FROM TOOL BOX.
7. OPERATE EDGING TROWEL AROUND PERIMETER OF FORM.
8. OPERATE SCORING TROWEL AT DIRECTION OF CONCRETE FINISHER.
9. CLEAN TROWELS WITH HOSE AND WATER.
10. START MECHANICAL TROWEL
11. OPERATE MECHANICAL TROWEL OVER SLAB AREA
12. TAKE HAND TROWEL AND TROWEL OUTER EDGES; THIS IS TO BE DONE, GENERALLY, 3 TIMES AT THE DIRECTION OF THE CONCRETE FINISHER
13. CLEAN MECHANICAL AND HAND TROWELS WITH HOSE AND WATER
14. GET WRECKING BAR AND HAMMER
15. REMOVE FORMS FROM PERIMETER OF SLAB AT DIRECTION OF CONCRETE FINISHER
16. LOAD DISASSEMBLED FORMS ONTO TRUCK FOR REMOVAL TO ASSIGNED AREA