


Terri Cummings Revised Lesson Plan

Title of Lesson: Edger

Objectives: Students will be able to:

1. Explain, using written or verbal language, the safety precautions to take when operating the edger. 
2. Operate the edger properly.
3. Demonstrate the process of troubleshooting the edger if it does not start in the field.

Background:

- Unit resides in Equipment Operation
- Life Knowledge Precept(s)
- Content –
 - Safety – use of goggles
 - Safety – proper clothing to wear
 - How to operate the edger
 - Demonstration on operating the edger
 - Demonstrate how to change an edger blade
 - Demonstrate the process of troubleshooting the edger.
- Key Terms: Edger, Throttle, Choke, Goggles, Kill Switch,

Logistical Information:

- Time – 2-3 days (each class period is 65 minutes long.)
- Resources: Manual for the Edger
- Tools, Equipment and Supplies

Edger
Goggles
Extra Blade
Wrench

Gas
Oil
Flathead screwdriver

Interest Approach –



Example: Have the grounds maintenance person show up and purposely not use the edger properly, with out safety gear, etc. This would be a way to get the conversation started about safety with the edger.


Example: Show a video clip of someone not using the edger properly. Have the students pick out what might be wrong with the persons practices.

Example: Show the benefits of using an edger., the aesthetics of having a nicely edged lawn. This could be done by videotaping yards in the community. (This one could be done in the review as well as in the beginning of the unit.)


Summary of Content, Instructional Sequence, Activities and Strategies:

- After the Interest Approach, have the students complete the e-moment of Decartes Moment. Have them fill out a handout that has three columns on it. The columns are identified with
 - “What I Know”
 - “What I want to Know”
 - “What I learned” (filled out at the end as part of the review.)
- The safety of the edger will be demonstrated.
 - Make sure the blade is down far enough.
 - Make sure that the blade just barely touches the concrete.
 - Edge with the wheels on the concrete and not on the grass.
- The changing of the blade will be demonstrated.
- Proper use of the edger will be demonstrated.
 - We will travel out on campus and use the edger.
- All students will have a chance to use the edger
 - Volunteers will be taken first. There are many students who have never used power equipment before and may be shy about having other students watch them.
 - Those that still feel uncomfortable can come in after school or at lunch if they would like.

- After all the students have had a chance to learn how to use the edger, the next step is to troubleshoot problems that might occur in the field. We will go through the steps of why does the edger not start?
 - Is there gas?
 - Is there oil?
 - Is there spark to the spark plug?
 - Is there gas getting to the compression chamber?
 - Is this something that can be fixed in the field or should it be taken to the shop?

- When we get back to the classroom, e-moment #2.  Cartographer Moment.
 - The students will create a flow chart on how to trouble shoot the edger.
 - Students will be shown a couple of different flow chart/bubble diagrams. They will then fill in the “Roadmap” on how they would trouble shoot the edger.
 - They will share these in groups of two or three.

Review:

- As events occur with the equipment in the field,  discussion occurs.
 - If a rock hits someone, good discussion on safety goggles can occur.
 - If the grass is not being cut, the blade may not be low enough in the ground.
- When we return back to the classroom, we will discuss all the different things that occurred.
 - Safety
 - Getting close to the edge of the cement
 - How far to move the blade down –size of blade shrinks
 - Any other concerns they had.
- Review changing the blade.
- Review the trouble shooting of the edger.
 - Go through step by step, using the e-moment diagrams.
- At this time they could watch a before and after video of what the school looked like before we edged, and after we edged.
 - Discussion on aesthetics could follow.

Evaluation:

- Each student will take a written safety quiz on the use of the edger.
- Each student is checked off using the edger.
- Students will answer oral questions while starting the edger.
 - How do you turn off the machine?
 - How do you know how far to put the blade down?
 - What are the first things you should do when getting the edger out for use?
 - What are the main safety requirements for the edger?

A skill sheet is provided with the level of proficiency on all power equipment.

