

TOOLS, SAFETY & THE JOBSITE

Work Like a Pro

CORE IDEA

Professional work starts before the work.

A professional chooses the right tool, protects people, keeps the jobsite organized, and leaves it safer than they found it.

ESSENTIAL QUESTION

How can I tell when someone is working like a professional?

Students learn to see safety, preparation, organization, and care for others as part of craftsmanship - not as a separate set of rules.



TARGET AGE

10-12



LESSON TIME

20-25 MIN



HANDS-ON OUTCOME

JOBSITE READY

CORE PROFESSIONAL ROUTINE

LOOK > THINK > PREPARE > WORK > CLEAN

STUDENT GOAL: PAUSE, NOTICE, PREPARE, THEN ACT.

Lesson at a Glance

Discover It. Practice It. Work Like a Pro.

TEACHER LENS

For this age group, safety should not feel like the boring rules lesson before the "real" work. Students should discover that safe, organized work is one of the clearest signs of competence. The goal is judgment: see the task, notice what could go wrong, prepare well, and protect the people around you.

LEARNING OBJECTIVES

By the end, students can...

- Identify several common landscape hand tools and explain what they are for.
- Explain why the right tool matters for both quality and safety.
- Recognize obvious jobsite hazards before work begins.
- Explain the basic purpose of PPE and choose protection based on the task.
- Demonstrate safe handling, storage, and organization of age-appropriate tools.
- Recognize that safety includes coworkers, customers, pedestrians, children, and pets.

MATERIALS

Keep it tactile.

- Age-appropriate hand tools: trowel, rake, small shovel, broom, tape measure, rubber mallet, bucket, hose.
- PPE examples: work gloves, safety glasses, hearing protection, high-visibility vest, closed-toe footwear.
- Cones, tarp, empty buckets or crates, simulated landscape materials.
- Tool cards, task cards, hazard cards, PPE cards, and the "Work Like a Pro" worksheet.
- Optional instructor-only demonstration items: full-size shovel, wheelbarrow, level, hand pruners.

25-MINUTE LESSON SEQUENCE

0-3 HOOK	3-7 MEET THE TOOLS	7-10 PPE	10-12 PRO CHECK	12-16 HAZARD HUNT	16-21 CREW LOAD-OUT	21-23 INSPECT	23-25 EXIT
-------------	-----------------------	-------------	--------------------	----------------------	------------------------	------------------	---------------

BEFORE STUDENTS ARRIVE

Build a deliberately messy mock jobsite.

- A rake or tool across a walking path
- A hose stretched through the work area
- Gloves or safety glasses left unused
- A tipped bucket or loose simulated debris
- Tools scattered with no home
- Materials blocking access
- A shovel or rake positioned as a trip hazard
- Nothing should be truly dangerous - the site only needs to look careless.

SUCCESS LOOKS LIKE

Students pause and think before acting.

They can name the task, choose a reasonable tool, notice a clear hazard, explain who could be affected, and describe how to leave the work area orderly. Memorizing a list of rules is not the goal.

PROFESSIONAL = SKILLED + SAFE + RESPONSIBLE

Hook + Meet the Tools

0:00-7:00 / Discover professionalism before teaching the rules.

0:00-3:00 / HOOK

"Would You Hire This Crew?"

Bring students to the intentionally messy work area. Do not explain it. Ask what they notice, then ask whether they would trust this crew to work at their house - even if the crew is technically good at planting flowers.

ASK

- "What do you notice?"
- "What could go wrong?"
- "Would you trust this crew?"
- "Can someone be skilled and still look unprofessional?"

REVEAL: BEING GOOD AT THE TASK IS ONLY PART OF BEING A PROFESSIONAL.

3:00-7:00 / MEET THE TOOLS

Right tool. Right job.

Place five or six tools in front of students. For each one, ask what it is, what job it does, and what job it would be terrible for. Use playful wrong-tool examples to make the point memorable.



TROWEL



SHOVEL



RAKE



TAPE MEASURE



RUBBER Mallet

THE TOOL DETECTIVE QUESTIONS

01 WHAT IS IT?

Know the name.

02 WHAT DOES IT DO?

Know its purpose.

03 IS IT READY TO USE?

Look for damage or obvious problems.

04 WHERE DOES IT GO?

A tool should have a safe home when the job is done.

TEACHER MOVE

Show two versions of the same story.

Compare a clean, ready, properly stored tool with one that is dirty, damaged, or misplaced. Ask: "Which one would you rather depend on for an eight-hour workday?" Then connect tool care to trust: professionals do not just use tools; they take care of them.

RIGHT TOOL > READY TOOL > SAFE USE > SAFE STORAGE

PPE + The Pro Check

7:00-12:00 / Protect the body, then build the routine.

7:00-10:00 / DRESS FOR THE JOB

PPE = Personal Protective Equipment

Explain it simply: PPE is equipment you wear because the job has something that could hurt part of your body. The key is not "wear everything." The key is to think about the task first.



EYES

SAFETY GLASSES



HANDS

WORK GLOVES



EARS

HEARING PROTECTION



VISIBILITY

HIGH-VISIBILITY VEST



FEET

CLOSED-TOE WORK SHOES

MAKE STUDENTS CHOOSE BASED ON THE TASK

A SPREADING MULCH

Gloves and closed-toe shoes may be appropriate. Ask what hands and feet could encounter.

B LOUD EQUIPMENT NEARBY

Hearing protection and distance may matter. Students should not enter an adult equipment zone.

C DEBRIS COULD REACH EYES

Eye protection becomes important. Ask how the hazard could also be removed or avoided.

10:00-12:00 / BUILD THE ROUTINE

The Five-Part Pro Check

Use this exact language throughout the entire curriculum. It should become a ritual students can eventually run without the instructor.

01



LOOK

What is happening around me?

02



THINK

What could go wrong?

03



PREPARE

Right tool, PPE, instructions?

04



WORK

Use the tool correctly and watch the crew.

05



CLEAN

Return tools. Remove hazards.

THE MINDSET**PPE is protection - not permission to take risks.**

Professionals first ask whether a hazard can be avoided, removed, or controlled. Then they use the protection appropriate to the work. The lesson is judgment, not safety theater.

Jobsite Hazard Hunt

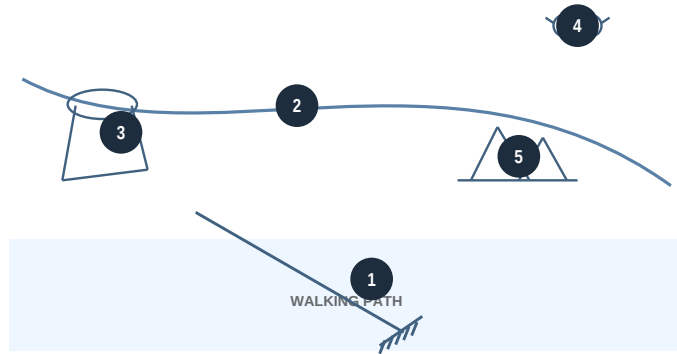
12:00-16:00 / See the hazard. Explain the fix. Reset the site.

THE CHALLENGE

"Nobody starts working yet."

Give students two minutes to inspect the deliberately messy work area. Their first job is to point out problems without touching anything. Then shift the question from "What is wrong?" to "How would a professional fix it?"

MOCK SITE / BEFORE



WHAT STUDENTS CAN FIND

- Tool lying across a walkway
- Hose creating a trip hazard
- Tipped bucket or loose debris
- PPE sitting unused
- Materials blocking access
- Tools with no clear storage area
- Anything unstable or likely to be stepped on

TURN OBSERVATION INTO ACTION

Find it. Fix it. Explain why.

CLUE	WHAT COULD HAPPEN?	PROFESSIONAL FIX
Tool in walkway	Someone trips or steps on it.	Move it to a designated tool zone.
Hose across path	Pedestrian or crew member trips.	Reroute or coil it; keep the path clear.
Loose materials	Access is blocked; materials scatter.	Contain and stage materials.
PPE not being used	Worker is not protected for the task.	Stop and choose the protection the job requires.

REFLECT

Did we plant or build anything? No. Did we already improve the job? Yes.

Load Out the Crew

16:00-23:00 / Choose tools, plan the site, then inspect before work.

MOCK WORK ORDER

Oak Street Home



Today the crew must: measure a new flower bed, dig three small planting holes, plant three flowers, add mulch, rake the area clean, and sweep the walkway when finished.

CREW CHALLENGE: WHAT ARE YOU BRINGING - AND WHY?

EVERY SELECTED ITEM MUST ANSWER FOUR QUESTIONS

01 TOOL

What are we bringing?

02 TASK

What will we use it for?

03 RISK

What do we need to be careful about?

04 RETURN

Where does it go when finished?

SAMPLE CREW LOAD-OUT

TOOL	TASK	RISK TO NOTICE	RETURN / STORAGE
Tape measure	Measure the bed.	Do not leave it stretched across a walkway.	Tool bag or designated tool zone.
Small shovel / trowel	Dig planting holes.	Watch hands, feet, and people nearby.	Clean and place in tool zone.
Rake	Level mulch / clean bed.	Tines and handle can become trip hazards.	Lay or stand it in the agreed safe position.
Broom	Sweep walkway.	Keep the path clear while working.	Return with cleaning tools.
Bucket / hose	Move material / water plants.	Spills and hoses can block paths.	Empty, coil, and store.

ADD A TWIST

The walkway must stay open.

The homeowner says their grandmother uses the walkway to reach the front door. Ask: Does that change our plan? Students should recognize that the jobsite includes other people - customers, children, pets, pedestrians, delivery drivers, coworkers, and other trades.

21:00-23:00 / CREW LEADER CHECK

Are we ready to work?

- Do we have the correct tools?
- Are the tools ready to use?
- Do we have the PPE we need?
- Is our work area clear?
- Could someone walk through safely?

ALL FIVE? CREW APPROVED.

Exit Challenge + Home Activity

23:00-25:00 / Test judgment, then take the investigation into the real world.

23:00-25:00 / EXIT CHALLENGE

STOP or GO?

Give each student a quick situation. If the answer is STOP, they must explain what needs to change before work continues.

01**RAKE IN THE WALKWAY**

Move it before anyone continues.

02**CRACKED TOOL HANDLE**

Stop. Set the tool aside and tell the crew leader.

03**GLOVES ARE ACROSS THE YARD**

Get the required PPE before beginning the task.

04**NO ONE EXPLAINED THE JOB**

Stop and get clear instructions first.

05**HOSE ACROSS THE FRONT PATH**

Reroute or coil it so the path stays open.

HOME ACTIVITY / 15-25 MINUTES / ADULT PARTICIPATION REQUIRED

Jobsite Safety & Tool Detective Challenge

Students choose a safe outdoor work area and act as observers. They do not operate power equipment, chemicals, sharp cutting tools, or unfamiliar equipment for this assignment.

01 TOOL DETECTIVE

Find three outdoor tools. For each: name it, draw or photograph it, explain its job, identify what should be checked before use, and state where it belongs when finished.

02 SAFETY DETECTIVE

Find three things that could become jobsite problems. For each: what did you notice, what could happen, and how would a professional handle it?

03 PLAN A JOB

Imagine planting four flowers. Choose tools and PPE, decide where tools/materials go, mark a safe walking path, and draw a simple overhead worksite map.

04 PROFESSIONAL OR NOT?

Ask an adult for one example of professional tool use and one example of careless or unsafe behavior. Finish: "One thing I will remember when working with tools is..."

CLOSE THE LESSON

What is the first thing a professional does before starting?

LOOK AND THINK.

What is the last thing a professional does?

CLEAN UP, RETURN TOOLS, AND LEAVE THE SITE BETTER.

Assessment + Facilitation Notes

No traditional quiz. Look for judgment, organization, and care for others.

ASSESS THE COMPETENCY

01

IDENTIFY

Name basic tools and explain their purpose.

02

NOTICE

Recognize obvious hazards.

03

PREPARE

Choose reasonable tools and PPE.

04

ORGANIZE

Create a clear, orderly work area.

05

EXPLAIN

Tell why a choice makes work safer or easier.

MOST IMPORTANT ASSESSMENT QUESTION

Does the student pause and think before acting?

FACILITATION NOTE

Avoid "safety theater."

Do not reward students simply for memorizing "wear safety glasses." A stronger question is: "What could hit my eyes during this job?" Students should learn to identify the hazard, reduce or avoid it when possible, and then choose protection.

TEACH JUDGMENT

- Safety is part of craftsmanship, not separate from it.
- The same PPE is not required for every task.
- PPE does not make dangerous behavior acceptable.
- Students should know when to stop and ask an adult or crew leader.

AGE-APPROPRIATE TOOL BOUNDARIES

Students earn access through competency.

HANDS-ON AT THIS LEVEL

- Trowels, rakes, brooms, tape measures, buckets, garden hoses, small shovels, rubber mallets.

IDENTIFY / DEMONSTRATE ONLY

- Mowers, chainsaws, string trimmers, hedge trimmers, blowers, power saws, augers, trenchers, skid steers, pesticides/chemicals, sharp pruning equipment.

FROM MODULE 1

Every career pathway shares these professional habits. Design, installation, maintenance, irrigation, hardscape, and leadership all depend on safe, responsible work.

INTO MODULE 3

Tell students: "Today you learned to notice what could affect people working here. Next, we will look at the same property and ask what the sun, water, slope, soil, plants, and buildings are telling us."

PROGRAM HABIT

Keep LOOK > THINK > PREPARE > WORK > CLEAN alive in every future hands-on lesson. Consider awarding "Jobsite Ready - Level 1" only after a student demonstrates the crew inspection.

DESIRED RESULT

"I KNOW HOW TO GET A JOBSITE READY BEFORE ANYONE STARTS WORKING."