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ZUNANJEGA PRIREDITVENEGA PROSTORA

SUSTAINABLE HORTICULTURAL DESIGN OF
OUTDOOR EVENT SPACE

ODRŽIVI HORTIKULTURALNI DIZAJN VANJSKOG
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RECOMMENDATIONS FOR TEACHERS IN IMPLEMENTING THE MODULE: HORTICULTURAL SUSTAINABLE DESIGN OF OUTDOOR EVENT SPACES (HDS)

Before the fieldwork begins, the teacher should review the theoretical content with the students on the e-platform. Once the participants are able to successfully complete the test, the fieldwork will proceed more smoothly, as they will already have the theoretical knowledge to apply during the practical work. Despite already acquired theoretical knowledge, students will still learn many new things during the practical part and will gain additional soft skills: Learning by doing.

1. CONTENT: Infrastructure of the Outdoor Event Space

Competencies: Basic knowledge of infrastructure needs for outdoor event spaces (Arboretum Volčji Potok)

The basics of outdoor event space infrastructure are crucial for understanding how to design accessible and functional environments. The competencies covered in this content include knowledge of landscape design and infrastructural elements such as parking lots, restrooms, water and electricity supply, and adaptations for people with mobility impairments. Teachers play an important role in this process, not only by transmitting knowledge but also by guiding students to develop practical skills.

Preparation and Introduction to the Content

We can always learn from examples of good practices. It is recommended to visit an existing outdoor event space (public park, botanical garden, or another venue that can be rented for events) and observe how people use it. Take note of all the necessary infrastructure and prepare a proposal on how to improve this space. If the school has a spacious green environment, try involving students in the development of ideas to use part of this area for outdoor events and attempt to utilize the existing infrastructure. For educational purposes, it is recommended that schools have a collection of plants. It is also recommended that schools have an outdoor event space and a training facility for laying and making construction elements such as pavings, curbs, pergolas, etc.



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Practical Implementation and Adjustments for Students with Special Needs

Students with learning difficulties: For students with learning difficulties, it is essential that instructions are structured and simple. Teachers should provide students with special needs who have difficulty learning with already made plans, which the students can then use to come up with very simple ideas for setting up the event space.

Specific example: The teacher can prepare proposals with clearly marked elements (e.g., location of restrooms, accessible paths) that students can easily complete with their own ideas for placing basic equipment such as tables, benches, or umbrellas.

Students with mobility impairments: When working with students with mobility impairments, it is important that they have access to adapted tools and materials.

Specific example: The teacher can provide digital tools, such as apps for drawing design plans, which allow easy manipulation of elements and size adjustments without the need for physical movement. Students can also be allowed to work in groups, where tasks are distributed based on their abilities.

Challenges for Gifted Students

The teacher should challenge gifted students to be more innovative in their designs. For example, they should suggest how benches could be designed differently or research sustainable materials that could be used for space arrangements.

Specific example: Students can look for new ideas on websites or visit fairs where modern infrastructure solutions are presented. They should sketch their ideas to scale and include elements such as accessible paths for people with mobility impairments, integration of green areas, or innovative use of building materials.

Specific example: Students can prepare an analysis of how to improve the existing infrastructure for a particular event space, considering aesthetic, functional, and sustainability aspects.

Learning through Worksheets and Fieldwork

To familiarize students with proper scale drawing, the teacher should prepare worksheets with relevant content, explaining what it means to draw to scale. To help students define what constitutes a person with mobility impairments, the teacher should prepare worksheets describing the challenges that limit the mobility of visitors.



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This will help students better understand what to consider when designing an outdoor event space—how the basic infrastructure elements should be designed.

Special Section:

Laying Turf Grass

The work is carried out on already prepared, tilled soil. The turf in rolls must be ordered in advance, and delivery to the worksite should be arranged for the morning of the day the turf is laid. It should be placed in a location that remains shaded throughout the day.

Pay attention to how students cut the turf to ensure they do not place their hands underneath or perform unsafe actions.

Students need work clothes, footwear, and gloves.

Required Tools:

- Rake (for final surface preparation)
- Flat-bladed shovel for straight edge cutting of the existing lawn
- String for pulling a straight line
- Utility knife (Olfa) for cutting the turf
- Lawn roller (approx. 200 kg)
- Water for irrigation

After a demonstration of the procedure, students carry out the work under the supervision of the teacher.

Conclusion

Teaching about the infrastructure of outdoor event spaces allows students to connect theoretical knowledge with practice while also developing creativity and sustainable thinking. Adjustments for students with special needs and additional challenges for gifted students ensure that every student reaches their potential and gains practical knowledge that can be applied in the real world. Teachers, through their support and structured approach, foster a learning environment where students can learn responsible design that combines aesthetics, functionality, and accessibility.



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2. **CONTENT: Basic Selection of Ornamental Plants**

Before the fieldwork begins, it is recommended that the teacher briefly refresh the theory, then demonstrate the professional work that students will successfully perform.

Competencies: Ornamental Herbaceous Plants (Floweracademy.SI)

Understanding ornamental herbaceous plants is a key part of the educational process, as it allows students to gain practical experience in propagation, care, and incorporating these plants into landscape design. The competencies covered in this content emphasize the importance of understanding growing factors, proper care, and selecting species that meet the specific needs of outdoor spaces. Teachers play a central role in guiding students to acquire this knowledge while considering their different needs, including adjustments for students with special needs and additional challenges for gifted students.

Preparation and Introduction to the Topic

Before the fieldwork begins, it is recommended that the teacher briefly refresh the theory, then demonstrate the professional work that students will successfully perform.

Practical Implementation and Adjustments for Students with Special Needs

For better understanding of plant propagation and care, it is best to carry out the practical part of education. For plant propagation, a protected space is required—such as a greenhouse—where students and participants will practically learn about generative and vegetative propagation. Teachers need appropriate working conditions, substrates, trays, saucers, containers, tools, seeds, and plant parts for this purpose.

Students with special needs, who struggle to learn and follow the work, should be paired with gifted students, who will receive a new challenge as they become the teacher's assistants. This will also allow students to get to know each other better, and the group dynamics will improve.

Specific example: When planting an ornamental bed, the gifted student can assist with organizing the work and explaining each step to the student with learning difficulties. This strengthens cooperation, responsibility, and understanding of tasks.



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Challenges for Gifted Students

Gifted students can be engaged in filming video clips over the growing season, for example: when spring-flowering bulb plants are planted in the fall, then in spring when they sprout, bloom, seed, dry out, and when bulbs need to be dug up and stored properly. By creating such video clips over the growing season, students track the plants and learn more, gaining new experiences.

Specific example: Students can prepare a collection of video clips showing individual stages of plant care and complement them with explanations of the plants' growing requirements and pest control.

Learning through Documentation and Observation

During professional fieldwork, it is recommended that students document their work through video clips, which will also improve their ICT skills, while these videos and photos serve as educational material.

For every task involving ornamental plants, the teacher should prepare worksheets with tables where photos of the plants the students are working with are included. In this table, the participants should write both the common and botanical names of the plants and their basic growing requirements. This will help students better learn the content about ornamental plants.

Conclusion

Teaching ornamental herbaceous plants allows students to connect theoretical knowledge with practical work while developing creativity and professional competencies. With adjustments for students with special needs and additional challenges for gifted students, teachers can create an encouraging learning environment where every student reaches their potential and acquires knowledge that can be applied in the future. By documenting and observing their own work, students further strengthen their confidence and gain valuable experience for further education and professional paths.

Competencies: Woody Ornamental Plants (Arboretum Volčji Potok)

Practical work with woody plants in the design of outdoor event spaces plays a crucial role in the educational process, as it allows students to become familiar with horticultural techniques and understand the role of plants in landscape design. The competencies defined in this module emphasize the importance of choosing healthy and strong varieties of woody plants that provide a stable framework for the space and aesthetically complement flowering plants. Teachers have a key role in adapting



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the content to the diverse needs of students, paying particular attention to students with special needs, while also creating challenges for gifted students.

Preparation and Introduction to the Topic

Teachers should begin by providing a theoretical overview of basic gardening practices, such as planting, watering, mulching, pruning, and fertilizing, while highlighting the importance of simple and sustainable maintenance of woody plants. It is recommended that teachers introduce students to the results of European research programs on the resistance of species and varieties to diseases and environmental stresses. Access to these resources should be included in the module's educational materials.

To enhance understanding, teachers should demonstrate techniques such as proper tree planting or canopy pruning. After the initial explanation, students should be divided into groups (or pairs), with each group taking responsibility for a specific tree or task.

Practical Implementation and Adjustments for Students with Special Needs

Students with learning difficulties: For students who struggle with understanding or following instructions, it is essential that tasks are structured and explained in detail.

For example: The teacher can prepare simple visual aids, such as planting diagrams and canopy pruning instructions. These aids will help students follow the steps more easily, making the tasks easier to understand and complete.

Students with mobility impairments: When working with students with mobility impairments, it is crucial that they have access to adapted tools and workspaces.

For example: The teacher can allow the use of lightweight tools, such as telescopic or levered pruning shears, to reduce physical effort. Additionally, students with mobility impairments can participate in tasks such as organizing tools or preparing fertilizers.

Challenges for Gifted Students

Gifted students can take on the role of teaching assistants, helping their peers with tasks and explaining individual steps. This not only enhances their leadership skills but also promotes teamwork within the group.

For example: Gifted students can prepare an analysis of the health status of individual trees, including suggestions for improving care and preventive measures against diseases or pests.



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For example: When pruning the canopy, gifted students can document the process with photographs taken before and after pruning, along with descriptions of the actions taken. This documentation can then serve as educational material for other students.

Practical Example: Planting a Tree

To carry out the tree planting exercise, students will need:

- Equipment: work clothing, footwear, work gloves;
- Tools and accessories: hoe, hand gardening trowel, bucket for wood chips, wood chips, organic fertilizer, rabbit fence (60 cm wide), wire cutters, drainage pipe (25 cm long, 8 or 10 cm diameter), A-ladder, lever shears, telescopic shears, hand gardening shears.

Procedure:

1. The teacher demonstrates the correct tree planting procedure and explains the importance of each step.
2. Students are divided into groups, with each group responsible for one tree.
3. After planting, students install the rabbit fence to protect the tree and mulch it with wood chips.

When pruning the canopy, the groups alternate, with each suggesting actions that are then evaluated by other groups before being carried out under the teacher's supervision.

Conclusion

Teaching about woody plants combines theoretical knowledge with intensive practical work, allowing students to develop professional skills, creativity, and teamwork. Adjustments for students with special needs and additional challenges for gifted students ensure that every student acquires knowledge and experience that can be applied in further education or their professional careers. Through their support, teachers create a motivating learning environment where students can effectively connect theory with practice.



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3. **CONTENT: Use of Ornamental Plants**

Competencies: Designing Plantings (Arboretum Volčji Potok – Woody Ornamental Plants, Floweracademy.SI – Herbaceous Ornamental Plants)

Understanding the principles of planting design is a key step in developing students' practical and aesthetic knowledge. This knowledge allows them to grasp the basic rules of design and use plants according to their decorative characteristics. The competencies outlined in this document emphasize the importance of knowing the properties of both woody and herbaceous plants, as well as developing skills to design planting plans that adhere to fundamental design principles.

Preparation and Introduction to the Topic

To help students better understand the basic rules of design, it is recommended that teachers prepare practical plantings in the school garden. The teacher should choose plants that create color contrasts and have different structures and textures. It is important that, when planting perennials, the teacher considers their final size, especially for woody plants.

To further improve their understanding of design principles, students should visit well-maintained gardens. Teachers should prepare worksheets that allow students to consolidate their knowledge during field trips. This approach helps students recognize design principles in practice and connect them with their own exercises.

Practical Implementation and Adjustments for Students with Special Needs

Students with learning difficulties: When working with students who face learning challenges, tasks should be broken down into smaller steps to make them easier to follow and successfully complete.

Specific example: The teacher can prepare worksheets with photos of the plants to be used in the planting. In the worksheet, students will fill in the Slovenian and botanical names of the plants along with their basic growing requirements. This structured tool will help them complete the tasks effectively.

Students with mobility impairments: Practical tasks need to be adapted so that students have access to properly arranged workstations and lightweight tools.

Specific example: The teacher can organize work on raised beds, which are accessible to students in wheelchairs. Additionally, the teacher can provide lightweight tools and aids that facilitate plant manipulation.



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Challenges for Gifted Students

Gifted students should be motivated with more complex tasks that stimulate their creativity and ability to work independently.

Specific example: The teacher can assign gifted students the task of creating plant labels using online tools. Students should design professionally crafted labels with botanical names and essential plant information, helping them acquire ICT skills while deepening their plant knowledge.

Specific example: Gifted students could explore historical planting designs and prepare a presentation about their development through various historical periods. This encourages peer learning within the group.

Fieldwork and Documentation

Fieldwork needs to be carefully planned, with appropriate materials and tools provided, while also considering adjustments for students with special needs. Additionally, it is important that students document their work with photos and videos. This not only improves their ICT skills but also creates learning materials that help reinforce their knowledge. Those who finish quickly can prepare additional video material, which encourages creativity and fosters discipline.

Using Online Resources to Enrich Theoretical Work

To enrich theoretical work, it is recommended to use online resources where videos of various well-maintained gardens are available. This allows students to reinforce their knowledge of using ornamental plants and designing plantings according to design principles. Gifted students can further explore typical planting styles from different historical periods and present their findings to the rest of the class.

Conclusion

Teaching planting design allows students to connect theoretical knowledge with practical work, while also developing their aesthetic sense, creativity, and professional competencies. With adjustments for students with special needs and additional challenges for gifted students, teachers can create a learning environment where all students can learn, collaborate, and achieve their potential.



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Competencies: Flower Decoration Design (Floweracademy.SI, Stredna odborná škola Pruske)

Flower decoration design requires a focused approach that combines theoretical knowledge with practical techniques. The competencies described in the document include knowledge of basic design techniques, ensuring safety at work, and encouraging aesthetic sense. Teachers play a crucial role in adapting these contents to the diverse needs of students, with particular attention paid to students with special needs and creating additional challenges for gifted individuals.

Focus on Key Competencies and Adjustments

The specific competencies described in the document include knowledge and use of the basic principles of design (color, texture, structure, form), care of cut flowers, preparation of decorative elements, and use of various techniques such as spiral and parallel techniques, as well as weaving garlands and wreaths. To ensure these skills, teachers should prepare an organized working environment with appropriate materials such as flowers, greenery, floral foam, and other decorative tools. Practical exercises must be structured and adapted to the different abilities of students.

Adjustments for Students with Special Needs

When working with students who have learning difficulties, teachers should be aware of the need for clear and specific instructions. The use of visual aids such as videos of procedures, photographs, or diagrams can significantly improve understanding. Tasks should be divided into smaller steps, making them easier to follow and reducing the chance of mistakes. Teachers should encourage collaboration in pairs or smaller groups, where students with special needs can receive support from their peers.

For students with mobility impairments, it is essential to provide accessible work surfaces and tools that allow easy use. For example, workstations should be adjustable in height, and materials should be accessible without much effort. It is also important that teachers are aware of the individual needs of each student and provide adjustments that ensure equitable inclusion.

Working with Gifted Students

Gifted students require additional challenges that stimulate their creativity and innovation. Teachers can prepare tasks that involve designing complex decorations, such as multi-layered bouquets or thematic decorations for special occasions. They



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can also offer gifted students the opportunity to collaborate in preparing and executing class projects or exhibitions.

Teachers should encourage gifted students to develop their own ideas and experiment with various techniques and materials. Organizing competitions where students present their creations provides additional motivation and fosters a sense of accomplishment. Peer mentoring is another method that enables gifted students to reinforce their knowledge while helping classmates.

In practical work, it is crucial that students understand the importance of safety when working. Teachers should instruct them on the proper use of tools and safety measures needed when handling sharp or delicate materials. Practical exercises should also include the use of natural materials and recycling, which promotes ecological awareness and sustainable practices.

Students should be familiar with the advantages of using natural materials and the possibilities for incorporating them into flower decorations. This not only develops their skills but also raises awareness of environmental responsibility.

Conclusion

Teachers who teach flower decoration design have the opportunity to offer students more than just technical knowledge. By using approaches tailored to the individual needs of students, they can foster their creativity, confidence, and environmental responsibility. Focusing on the specific competencies described in the document provides a structured and high-quality learning experience that helps students develop their potential and prepares them for the challenges of flower art.

4. ***CONTENT: Use of Various Materials for Designing Decorative Structures***

Competencies: Recycled Materials – Table Decoration (Stredna odborná škola Pruske, Floweracademy.SI)

Using recycled materials in the design of table decorations offers opportunities to develop students' aesthetic sense, sustainable thinking, and practical skills. The competencies presented in this document emphasize mastering basic design techniques, preparing materials appropriately, and following safety guidelines. Teachers have an important task in adapting these contents to the diverse needs of students, paying special attention to those with special needs, while also creating challenges for gifted individuals.



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Introduction to the Topic with Emphasis on Recycled Materials

To introduce learning, it is essential that teachers first present the basics of designing table decorations. It is recommended to show videos that demonstrate the processes of creating with recycled materials such as plastic, glass, paper, or textiles. Visual presentation allows students to better understand and inspires them to create on their own.

To stimulate imagination, teachers should present photographs of simple but creative table decorations. Discussing the materials used and techniques can be a starting point for practical exercises. Teachers should emphasize the importance of sustainable use of materials and the role of recycling in protecting the environment.

Practical Preparation and Execution

Practical exercises are at the core of teaching this content. Teachers should allow students to prepare recycled materials such as cutting plastic bottles, shaping paper, or preparing glass containers. It is important that students have access to appropriate tools and a workspace adapted to their needs. Students with mobility impairments should be provided with accessible work surfaces and adapted tools that allow safe and comfortable work.

Before starting the practical work, teachers must ensure that students are familiar with safety measures. Proper use of tools and correct handling of materials are essential for safe work. Teachers should also emphasize the importance of an organized workspace.

Adjustments for Students with Special Needs

Students with learning difficulties require additional support and clear, structured instructions. Teachers should include exercises that are based on repeating basic procedures and use visual and practical demonstrations. Tasks should be broken down into smaller steps, which makes it easier to follow and gives a greater sense of accomplishment.

Specific example: The teacher can prepare color-coded templates for each step in the decoration-making process for students with learning difficulties. For example, the



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step of cutting the plastic bottles can be marked in green, assembling the elements in blue, helping students follow the process and reducing confusion.

Students with mobility impairments need to be provided with an environment tailored to their needs. For example, using lightweight materials and tools that are adapted for easy manipulation can significantly improve their success.

Specific example: The teacher can provide gripping aids or supports for students with mobility impairments, enabling stable work with smaller elements such as recycled plastic or glass containers.

Challenges for Gifted Students

For gifted students, teachers should prepare tasks that involve more complex projects. These may include designing table decorations for special outdoor events, where additional factors, such as weather conditions or material sustainability, must be taken into account. They can also be encouraged to explore innovative techniques or combinations of various recycled materials.

Specific example: A gifted student can be tasked with designing a modular table decoration that can be adapted to different events. This encourages creative thinking and the use of complex techniques.

Gifted students can also participate in mentoring peers or preparing exhibitions where they present their creations. This not only helps them develop their skills but also strengthens their leadership abilities and encourages collaboration within the group.

Incorporating Sustainable Practices

Within the curriculum, it is important for teachers to raise students' awareness of the importance of sustainable practices. The use of recycled materials provides an excellent opportunity to discuss the environmental impact of floristry. Students should learn how to evaluate which materials are best suited for reuse and recognize the benefits of using them.



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Conclusion

Teaching table decoration design with recycled materials offers students numerous opportunities to develop creativity, practical skills, and a sustainable mindset. With adjustments for students with special needs and challenges for gifted students, teachers can create a learning environment that encourages all students to reach their potential. This contributes not only to their personal growth but also to raising awareness of the importance of environmental protection.

Competencies: Freestanding Structures Made from Natural Materials (Poljoprivredna škola sa domom učenika PK Beograd)

Creating freestanding structures made from natural materials offers an opportunity to combine practical skills, creativity, and sustainable thinking. The competencies described in this document highlight the importance of mastering basic techniques, understanding the natural environment, ensuring safety at work, and using sustainable approaches. Teachers play a central role in adapting these contents to the needs of diverse student groups, particularly those with special needs, while also providing additional challenges for gifted individuals.

Focus on Introduction and Understanding the Basics

To better understand the content, students, together with their teachers, should first watch videos showing the creation of freestanding structures from natural materials. This provides insight into the design processes, material selection, and safety procedures. It is also recommended to organize visits to horticultural fairs, where students can learn about innovative examples of using natural materials and constructions.

Practical training requires careful preparation. Teachers should organize the collection of natural materials such as wood, reeds, or bamboo, and, if necessary, ensure the involvement of an expert who will create more complex components, such as steel constructions. It is crucial that students acquire knowledge about safety measures and proper use of tools and materials before starting the work.

Practical Adjustments for Students with Special Needs

Students with learning difficulties: When working with students who have learning difficulties, it is important that instructions are clear and structured. Teachers should prepare visual aids, such as sketches or diagrams of the individual phases of constructing the structure.



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Specific example: The teacher can prepare templates with marked dimensions and color schemes for the individual parts of the structure, which simplifies understanding the process and increases the success of task execution.

Students with mobility impairments: Students with mobility impairments should be provided with adjustments to the workspace and tools. For example, work tables should be of adjustable height, and tools should be ergonomically designed for easy use.

Specific example: For students with mobility impairments, the teacher can prepare the construction of individual parts of the structure using simple techniques that require less physical strength, and allow for group work, where tasks are distributed according to the abilities of individuals. The components of the structure can be joined by other students.

Challenges for Gifted Students

Gifted students should be given additional challenges that stimulate their creativity and innovation.

Specific example: Gifted students can prepare a comprehensive plan for designing a freestanding structure tailored to a specific event, such as a wedding or a cultural event, using a combination of natural materials and modern techniques.

Teachers can also encourage them to prepare documentation that includes drawings, technical specifications, and environmental analyses of the materials used.

Specific example: A gifted student can design a modular structure that can be adapted to different environments and events. This task requires creative thinking, technical knowledge, and the ability to manage a project.

Sustainable Practices and Awareness

Learning about the construction of freestanding structures offers an excellent opportunity to raise students' awareness about sustainable practices. Teachers should encourage them to use natural materials that are locally available and environmentally friendly. Discussions about the impact of material choice on the environment and the sustainability of the structures are key to developing a responsible relationship with nature.



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Conclusion

Teaching the construction of freestanding structures from natural materials enables students to gain practical knowledge, foster creativity, and strengthen sustainable thinking. Adjustments for students with special needs and additional challenges for gifted students ensure that each student can effectively participate and develop their potential. Teachers play a crucial role in creating a stimulating learning environment that combines technical knowledge, creativity, and environmental awareness.

5. *CONTENT: ICT Technology and Marketing*

Competencies: Use of ICT Technology and Marketing in Horticulture (Floweracademy.NL)
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Teaching the use of ICT technologies and marketing in horticulture is crucial for the development of students' competencies in digital communication and promotion. The competencies outlined in the document highlight the importance of understanding the basic principles of marketing, the differences between online and offline communication, and the use of communication platforms to reach target audiences. Teachers play a key role in transmitting this knowledge, while considering the diverse needs of students, including those with special needs and gifted individuals who require additional challenges.

Preparation for Teaching and Introduction to the Topic

For a better understanding of the content, students, together with their teachers, should first watch videos that demonstrate the use of ICT technologies in horticultural marketing. These videos may include demonstrations of creating promotional ads, using social media, and examples of successful promotional campaigns.

In addition, it is recommended to organize visits to websites and online stores where students can learn about different online marketing strategies. A discussion of these examples will enable students to better understand the basic principles of marketing, such as the motto: "Think first, act later!"

Practical Preparation and Task Execution

Teachers should guide students in preparing promotional posts and flyers for outdoor events. It is important that students use different social media platforms such as Instagram, Facebook, and LinkedIn, and learn how to design ads with photos and text.



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Before starting practical tasks, students need to learn the basics of safely using digital tools and platforms. Teachers should emphasize the importance of organizing digital content properly and ensuring the protection of personal data when communicating online.

Adjustments for Students with Special Needs

Students with learning difficulties: When working with students who need additional support, instructions should be structured and divided into smaller steps.

Specific example: The teacher can prepare templates for promotional ads, where pre-written examples of text and photos are provided. Students only need to edit and adjust the content to suit their needs.

Students with mobility impairments: For students with mobility restrictions, it is essential that work environments and tools are adapted.

Specific example: The teacher can allow students to use applications available on tablets or laptops with voice control, which simplifies content creation for digital media.

Challenges for Gifted Students

Gifted students should be given tasks that require deeper understanding and creativity.

Specific example: A gifted student can prepare a comprehensive marketing campaign for a specific event, including creating promotional content, analyzing target audiences, and using different communication channels.

Teachers can also encourage them to explore innovative technologies, such as artificial intelligence for content creation or social media analytics.

Specific example: A gifted student can analyze the effectiveness of ads on different platforms and prepare a report with improvements for greater campaign success.

Connecting Theory and Practice

Teachers should ensure that theoretical knowledge is connected with practical work. For example, students can participate in preparing promotional content for actual



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school or community events. This way, they not only develop their competencies but also gain valuable real-world experience.

Conclusion

Teaching the use of ICT technologies and marketing in horticulture enables students to acquire essential digital competencies and creative skills. With adjustments for students with special needs and additional challenges for gifted students, teachers can create an inspiring learning environment that motivates students to develop their potential and prepares them for future challenges in digital marketing.

NOTE: In the recommendations for teachers, we address the education participants as students, but these recommendations are also intended for other instructors who work with diverse education participants.

PRACTICAL TASKS BASED ON BLOOM'S TAXONOMIC LEVELS

Bloom's taxonomy provides a structured approach to creating tasks suitable for different levels of learning. In practical horticulture lessons, this taxonomy can serve as a foundation for creating tasks tailored to students with learning difficulties, average students, and gifted students. Below are tasks for each taxonomic level, along with examples and explanations of how to implement them in the learning process.

1. Level 1: Remembering

Suitable for: Students with learning difficulties

At this level, students recall basic information that can be used as the foundation for further learning.

2. Level 2: Understanding

Suitable for: Students with learning difficulties

At this level, students explain the meaning of information and connect it to the practical world.

3. Level 3: Applying

Suitable for: Average students

At this level, students apply their knowledge to solve practical tasks.

4. Level 4: Analyzing

Suitable for: Average students

At this level, students break down information and connect it to various situations.



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5. **Level 5: Evaluating**

Suitable for: Gifted students

At this level, students judge the value of information or methods and suggest improvements.

6. **Level 6: Creating**

Suitable for: Gifted students

At this level, students use their knowledge to create something new.

TESTS

Tests for knowledge assessment are designed on the project's websites so that the results of the assessments in the average group closely match the normal distribution curve. Thus, the first two questions are at taxonomic levels 1 and 2, the next six questions are at taxonomic levels 3 and 4, and the last two questions are at taxonomic levels 5 and 6.

Criteria for Results:

Up to 50% - Not Passed

60% - Sufficient

70% - Good

80% - Very Good

90%-100% - Excellent