Floristry

Curriculum Guide: *Floristry*

Unit: I. Floristry Industry

Unit Objective:
Students will demonstrate an understanding of the floristry industry by exploring training and educational opportunities available to prospective industry practitioners and presenting their findings in a poster.

Show-Me Standards: 4.8, SS6

References:
Careers in Floriculture: Catalog of Schools. Society of American Florists. Accessed August 14, 2003, from http://www.safnow.org/Public/schoollisting.doc.

Floristry. University of Missouri-Columbia, Instructional Materials Laboratory, 1996.

Make People Smile: Grow Your Future in the Floral Industry. Society of American Florists. Accessed August 14, 2003, from http://www.safnow.org/Public/career%20brochure.pdf.

Students will use additional outside sources to complete this activity.

Instructional Strategies/Activities:
- Students will engage in study questions in lessons 1 and 2.
- Students will complete AS 2.1, Careers in Floristry.
- Additional activities that relate to the unit objective can be found under the heading "Other Activities" in the following location: p. I-16 (2, 3).

Performance-Based Assessment:
Students will work in groups of three to develop a list of common and unique floristry and related courses at postsecondary educational institutions. Each group will present findings from its survey in poster form, grouping common courses and citing unique courses at specific institutions.

Assessment will be based on the content, organization, clarity, and quality of the poster. Assessment also will take into account grammar, spelling, punctuation, and capitalization.

Unit I—Floristry Industry
Instructor Guide

The instructor should assign the performance-based assessment activity at the beginning of the unit. Students will work toward completing the activity as they progress through the unit lessons. The assessment activity will be due at the completion of the unit.

1. Students will work in teams of three to develop a poster on floristry courses offered at a variety of postsecondary educational institutions.

2. Team members will research and identify course listings in floristry programs at three to five schools or colleges. NOTE: The instructor may want to assign specific educational institutions to each team to ensure a variety of floristry programs are surveyed by the entire class.

3. Students will need to use outside material for their research and must provide a complete bibliography of their sources along with their posters.

4. After completing the research, the team will develop and write material for a poster about the subject of the team's research. The poster will essentially contain several lists of course titles and corresponding course descriptions.
    ❑ One list will contain courses common to all or several of the floristry educational programs researched. Each course on the list should appear with a synopsis of the course description.
    ❑ All other lists will contain courses unique to each floristry educational program researched. There should be one list for each institution researched by the team. Each course on each of these lists should appear with a synopsis of its respective course description.

5. Assessment will evaluate the team's poster and will be based on a range of success (from excellence to failure) in several categories:
    a. Factors to be evaluated will be content, organization, clarity, and quality.
    b. Spelling, grammar, punctuation, and capitalization also will be factors in the assessment.

Unit I—Floristry Industry
Student Handout

1. You will work in teams of three students to develop a poster on floristry courses offered at a variety of postsecondary educational institutions.

2. You and your team members will research and identify course listings in floristry programs at three to five schools or colleges.

3. You will need to use outside material for your research and must provide a complete bibliography of your sources along with your poster.

4. After completing the research, your team will develop and write material for a poster about the subject of your team's research. The poster will essentially contain several lists of course titles and corresponding course descriptions.
   - ❑ One list will contain courses common to all or several of the floristry educational programs researched. Each course on the list should appear with a synopsis of the course description.
   - ❑ All other lists will contain courses unique to each floristry educational program researched. There should be one list for each institution researched by the team. Each course on each of these lists should appear with a synopsis of its respective course description.

5. Assessment will evaluate your team's poster and will be based on a range of success (from excellence to failure) in several categories.
   a. Factors to be evaluated will be content, organization, clarity, and quality.
   b. Spelling, grammar, punctuation, and capitalization also will be factors in the assessment.

Floristry

Unit I—Floristry Industry
Scoring Guide
Team Members_____

Assessment Area	Criteria	0 Points	1 Point	2 Points	3 Points	4 Points	Weight	Total
Poster	Content	Failed	Minimum Effort	Adequate	Superior	Excellent	X 5.625	
	Organization	Failed	Minimum Effort	Adequate	Superior	Excellent	X 5.625	
	Clarity	Failed	Minimum Effort	Adequate	Superior	Excellent	X 5.625	
	Quality	Failed	Minimum Effort	Adequate	Superior	Excellent	X 5.625	
Technical Considerations	❑ Spelling ❑ Grammar ❑ Punctuation ❑ Capitalization	0 criteria met	1 criterion met	2 criteria met	3 criteria met	All 4 criteria met	X 2.5	
TOTAL								

Final Assessment Total _____/100 pts.

Comments:

Floristry

Curriculum Guide: *Floristry*

Unit: II. Plant Identification

Unit Objective:
Students will demonstrate the ability to identify plants by gathering information and illustrations of various plants and assembling a catalog of those plants.

Show-Me Standards: 1.4, SC3

References:
Commercial seed and plant catalogs providing illustrations and descriptions of specimens

Floristry. University of Missouri-Columbia, Instructional Materials Laboratory, 1996.

Students may use additional outside sources to complete this activity.

Instructional Strategies/Activities:
- Students will engage in study questions in lessons 1 and 2.
- Students will complete AS 2.1, Flowering Potted Plants; and AS 2.2, Potted Foliage Plants.
- Additional activities that relate to the unit objective can be found under the heading "Other Activities" in the following locations: p. II-5 (2, 3) and p. II-15 (3).

Performance-Based Assessment:
Students will work in teams of three to gather information for and illustrations of 20 plants. Each team will use its information and illustrations to prepare a catalog of the 20 plants for display to the class.

Assessment will be based on the accuracy and clarity of the information cited in the catalog, the quality of the illustrations used and each catalog entry produced, and the overall quality of the entire catalog, including the cover. Assessment also will take into account grammar, spelling, punctuation, and capitalization.

Unit II—Plant Identification
Instructor Guide

The instructor should assign the performance-based assessment activity at the beginning of the unit. Students will work toward completing the activity as they progress through the unit lessons. The assessment activity will be due at the completion of the unit.

1. Students will work in teams of three to produce a plant catalog of 20 specimens for display to their classmates.

2. Team members will gather information on and illustrations of each specimen.
   a. Information about each specimen in all catalog entries should include the following:
      ❑ Specimen's scientific name
      ❑ Common name
      ❑ Characteristics
      ❑ Growing conditions
      ❑ Growing area
      ❑ Seasonal availability
      ❑ Minimum quantities
   b. Sources of illustrations can include the following:
      ❑ Personal copies of commercial plant catalogs or other personal sources
      ❑ Photocopies from library references or other nonpersonal sources, such as plant encyclopedias
      ❑ Photos taken by team members of actual specimens

3. Students may use material found in the unit and additional outside material to complete their catalogs. Students must provide a complete bibliography of their sources along with their catalogs.

4. After collecting the information and illustrations, the team will perform the following steps:
   ❑ Write material for each entry in the catalog.
   ❑ Match the written material with the appropriate illustration.
   ❑ Place each catalog entry on a single page.
   ❑ Assemble all pages into a catalog with an appropriate cover.

5. Assessment will evaluate the team's catalog with the following considerations:
   a. Each catalog entry will be individually evaluated for accuracy and clarity of information, the quality of the illustration, and the overall quality of the entry.

b. The quality of the entire catalog, including its cover, also will be evaluated.
c. Spelling, grammar, punctuation, and capitalization also will be factors in the assessment.

**Unit II—Plant Identification
Student Handout**

1. You will work in a team with two other students to produce a plant catalog of 20 specimens for display to your classmates.

2. Your team will gather information on and illustrations of each specimen.
   a. Information about each specimen in all catalog entries should include the following:
      ❑ Specimen's scientific name
      ❑ Common name
      ❑ Characteristics
      ❑ Growing conditions
      ❑ Growing area
      ❑ Seasonal availability
      ❑ Minimum quantities
   b. Sources of illustrations can include the following:
      ❑ Personal copies of commercial plant catalogs or other personal sources
      ❑ Photocopies from library references or other nonpersonal sources, such as plant encyclopedias
      ❑ Photos taken by team members of actual specimens

3. You may use material found in the unit and additional outside material to complete your catalog. You must provide a complete bibliography of your sources along with your catalog.

4. After collecting the information and illustrations, your team will perform the following steps:
   ❑ Write material for each entry in the catalog.
   ❑ Match the written material with the appropriate illustration.
   ❑ Place each catalog entry on a single page.
   ❑ Assemble all pages into a catalog with an appropriate cover.

5. Assessment will evaluate your team's catalog with the following considerations:
   a. Each catalog entry will be individually evaluated for accuracy and clarity of information, the quality of the illustration, and the overall quality of the entry.
   b. The quality of the entire catalog, including its cover, also will be evaluated.
   c. Spelling, grammar, punctuation, and capitalization also will be factors in the assessment.

Floristry

Unit II—Plant Identification
Scoring Guide
Team Members_____

Assessment Area	Criteria	0 Points	1 Point	2 Points	3 Points	4 Points	Weight	Total
Catalog Specimens	Information accuracy	Failed	Minimum Effort	Adequate	Superior	Excellent	X 5	
	Information clarity	Failed	Minimum Effort	Adequate	Superior	Excellent	X 5	
	Illustration quality	Failed	Minimum Effort	Adequate	Superior	Excellent	X 5	
	Entry quality	Failed	Minimum Effort	Adequate	Superior	Excellent	X 5	
Catalog, Including Cover	Overall quality	Failed	Minimum Effort	Adequate	Superior	Excellent	X 3	
Technical Considerations	❑ Spelling ❑ Grammar ❑ Punctuation ❑ Capitalization	0 criteria met	1 criterion met	2 criteria met	3 criteria met	All 4 criteria met	X 2	
TOTAL								

Final Assessment Total _____**/100 pts.**

Comments:

Floristry

Curriculum Guide: *Floristry*

Unit: III. Post-Harvest Handling

Unit Objective:
Students will demonstrate an understanding of post-harvest handling parameters by developing procedures for treatment of potted plants and cut plant materials and presenting them in the form of care cards.

Show-Me Standards: 1.8, SC3

References:
Beaurain, B. "Caring for Flowering and Foliage House Plants." *The Garden Helper*. Accessed August 21, 2003, from http://www.thegardenhelper.com/houseplants.html.

Floristry. University of Missouri-Columbia, Instructional Materials Laboratory, 1996.

Plants. DMOZ Open Directory Project. Accessed August 21, 2003, from http://dmoz.org/Home/Gardens/Plants/.

Plants. Google Directory. Accessed August 21, 2003, from http://directory.google.com/Top/Home/Gardens/Plants/.

Students may use additional outside sources to complete this activity.

Instructional Strategies/Activities:
- Students will engage in study questions in lessons 1 through 3.
- Additional activities that relate to the unit objective can be found under the heading "Other Activities" in the following locations: p. III-5, p. III-12 (1), and p. III-20.

Performance-Based Assessment:
Students will work individually to develop and write lists of post-harvest care procedures for potted plants and cut plant materials. The lists will be presented in the form of "care cards" intended to provide guidelines for treatment to prospective consumers or users of the plants or plant materials.

Assessment will be based on the accuracy of the information in each care card. In addition, the organization and clarity of the information, as well as

the overall quality of each card will be assessed. Assessment also will take into account grammar, spelling, punctuation, and capitalization.

Unit III—Post-Harvest Handling
Instructor Guide

The instructor should assign the performance-based assessment activity at the beginning of the unit. Students will work toward completing the activity as they progress through the unit lessons. The assessment activity will be due at the completion of the unit.

1. Students will work individually to develop post-harvest care procedures and write those procedures on care cards for two types of potted plants and two types of cut plant material.

2. Each student will research care procedures for the four specific specimens the student has selected or has been assigned for his or her project. NOTE: The instructor may want to assign specific specimens to each student to ensure a variety of specimens are surveyed by the entire class.

3. Students may use material found in the unit and additional outside material to complete their care cards. Students must provide a complete bibliography of their sources along with their care cards.

4. After completing the research, each student will develop care procedures and write material for care cards concerning the four specimens.
   a. Each care card will contain a short, simple list of care procedures to be used as a guide by prospective consumers or users of the potted plants or cut plant materials.
   b. The list below provides examples of factors that could appear in the care cards for potted plants. Other or additional factors may be appropriately included on each card, depending on the research findings of the student.
      ❑ Soil preference
      ❑ Lighting requirements
      ❑ Soil pH level
      ❑ Temperature tolerances
      ❑ Water needs
   c. The list below provides examples of factors that could appear in the care cards for cut plant material. Other or additional factors may be appropriately included on each card, depending on the research findings of the student.
      ❑ Storing temperatures
      ❑ Whether water is needed
      ❑ When refrigeration is required
      ❑ Specific approach to cutting

5. Assessment will evaluate each of the four cards each student produces.
   a. Factors to be evaluated will be the accuracy, organization, and clarity of the information appearing on each card, as well as the overall quality of each card.
   b. Spelling, grammar, punctuation, and capitalization also will be factors in the assessment.

Unit III—Post-Harvest Handling
Student Handout

1. You will work individually to develop post-harvest care procedures and write those procedures on care cards for two types of potted plants and two types of cut plant material.

2. You will research care procedures for the four specific specimens you have selected or have been assigned for your project.

3. You may use material found in the unit and additional outside material to complete your care cards. You must provide a complete bibliography of your sources along with your care cards.

4. After completing the research, you will develop care procedures and write material for care cards concerning the four specimens.
    a. Each care card will contain a short, simple list of care procedures to be used as a guide by prospective consumers or users of the potted plants or cut plant materials.
    b. The list below provides examples of factors that could appear in the care cards for potted plants. Other or additional factors may be appropriately included on each card, depending on your research.
        ❑ Soil preference
        ❑ Lighting requirements
        ❑ Soil pH level
        ❑ Temperature tolerances
        ❑ Water needs
    c. The list below provides examples of factors that could appear in the care cards for cut plant material. Other or additional factors may be appropriately included on each card, depending on the research findings of the student.
        ❑ Storing temperatures
        ❑ Whether water is needed
        ❑ When refrigeration is required
        ❑ Specific approach to cutting

5. Assessment will evaluate each of the four cards you produce.
    a. Factors to be evaluated will be the accuracy, organization, and clarity of the information appearing on each card, as well as the overall quality of each card.
    b. Spelling, grammar, punctuation, and capitalization also will be factors in the assessment.

Floristry

Unit III—Post-Harvest Handling
Scoring Guide
Name _____

Assessment Area	Criteria	0 Points	1 Point	2 Points	3 Points	4 Points	Weight	Total
Care Card #1	❑ Accuracy ❑ Organization ❑ Clarity ❑ Quality	0 criteria met	1 criterion met	2 criteria met	3 criteria met	All 4 criteria met	X 5.625	
Care Card #2	❑ Accuracy ❑ Organization ❑ Clarity ❑ Quality	0 criteria met	1 criterion met	2 criteria met	3 criteria met	All 4 criteria met	X 5.625	
Care Card #3	❑ Accuracy ❑ Organization ❑ Clarity ❑ Quality	0 criteria met	1 criterion met	2 criteria met	3 criteria met	All 4 criteria met	X 5.625	
Care Card #4	❑ Accuracy ❑ Organization ❑ Clarity ❑ Quality	0 criteria met	1 criterion met	2 criteria met	3 criteria met	All 4 criteria met	X 5.625	
Technical Considerations	❑ Spelling ❑ Grammar ❑ Punctuation ❑ Capitalization	0 criteria met	1 criterion met	2 criteria met	3 criteria met	All 4 criteria met	X 2.5	
TOTAL								

Final Assessment Total _____/100 pts.

Comments:

Floristry

Curriculum Guide: *Floristry*

Unit: IV. Mechanics of Floral Design

Unit Objective:
Students will demonstrate an understanding of the nomenclature of floral design mechanics by associating terms with definitions, illustrations, and tools.

Show-Me Standards: 1.6, FA3

References:
Floristry. University of Missouri-Columbia, Instructional Materials Laboratory, 1996.

Missouri CDE Handbook. Accessed November 14, 2003, from http://www.dese.mo.gov/divcareered/ag_cde_guidelines.htm.

Instructional Strategies/Activities:
- Students will engage in study questions in lessons 1 through 5.
- Students will complete AS 1.1, Florist's Tools; JS 2.1, Constructing a Bow; JS 3.1, Preparing Floral Foam; JS 4.1, Wiring Flowers; JS 4.2, Taping Flowers; and JS 5.4, Dressing Potted Plants.
- Additional activities that relate to the unit objective can be found under the heading "Other Activities" in the following locations: p. IV-27 and p. IV-41.

Performance-Based Assessment:
Students will work individually in taking a test that includes matching, multiple-choice, and short-answer questions on the tools, supplies, materials, and procedures used in floral design.

Assessment will be based on the accuracy of each student's response to each item on the test.

Unit IV—Mechanics of Floral Design
Instructor Guide

The instructor should assign the performance-based assessment activity after presenting the relevant lesson material outlined in the instructor guide. The assessment activity will be due at the completion of the unit.

1. Students will work individually to demonstrate their knowledge of the nomenclature of floral mechanics.

2. Have students complete a written assessment that covers the material presented during the course of the unit.
   a. The student handout provides suggested test items. The teacher is not limited to these test items and is encouraged to devise many, if not all, of the items for the test to reflect the specific approach the teacher uses to teach this unit.
   b. Answers to the written assessment as it is currently written are listed at the end of this instructor guide.

3. This activity will help prepare students for a portion of the Floriculture Career Development Event.
   a. Refer to the *Missouri CDE Handbook* for guidelines regarding Career Development Events.
   b. The *Missouri CDE Handbook* is available from the Missouri Department of Elementary and Secondary Education at http://www.dese.mo.gov/divcareered/ag_cde_guidelines.htm.

4. Assessment will evaluate the student's knowledge of each of the items on the test. All the test items in this assessment activity are worth 1 point unless otherwise noted.

Answers to Written Assessment:
1. b
2. a
3. c
4. d
5. d
6. c
7. d
8. a
9. b
10. c

11. Students should provide seven of the answers listed below. (Each tip is worth 1 point for a maximum value of 7 points.)
    a. Gather all materials before beginning.
    b. Keep the right face of the ribbon turned outward.
    c. Use the ribbon directly from the bolt.
    d. Hold the bow in one hand while working the ribbon back and forth with the other hand.
    e. Make the bow in proportion to the arrangement; it should not dominate the arrangement but serve as an accessory.
    f. Make sure tail length is in proportion to ribbon width. The tail should generally be no longer than the longest loop of the bow.
    g. Use a bow without a center loop to tuck under a flower or deep within an arrangement.
    h. Construct bows used on church pews out of #40 ribbon.
    i. Make some bows in advance.
    j. Practice making bows.

12. Students should provide the answers listed below. (Each step is worth 1 point for a maximum value of 5 points.)
    a. Lay a large sheet of green waxed tissue paper on the worktable.
    b. Arrange a few leaves of foliage, such as leatherleaf, pointing toward one corner of the paper.
    c. Place flowers on top of the foliage. If possible, avoid piling the heads of flowers on top of each other to keep them from being crushed.
    d. Fold the lower corner of the paper up over the stems.
    e. Fold in each side, then roll the paper around the flowers. The paper is then cone-shaped and needs to be tightened around the lower end of the stems and flared out at the flower end. Tie a ribbon around the wrap or staple the ends to secure the flowers.

13. Students should provide the answers listed below. (Each step is worth 1 point for a maximum value of 2 points.)
    a. Wrap a light wire around the stem or cluster several times.
    b. Bend the two wire ends down alongside the stem or stems.

14. Students should provide the answers listed below. (Each step is worth 1 point for a maximum value of 3 points.)
    a. Insert the wire into the base of the flower head until it comes out the top.
    b. Bend a small hook in the tip of the wire.
    c. Pull the hook back into the center of the flower. Make sure the wire is not visible.

15. c
16. e
17. f
18. d
19. b

20. c
21. e
22. g
23. b
24. a
25. h
26. d

27.–31. Students should list the following, in any order.
Plastic – Come in a range of colors and shapes; often appear more expensive than they really are
Glass – Advantageous for use in cylindrical containers and bud vases
Ceramic – More expensive; best used for permanent arrangements
Wicker – Additional liner is necessary for holding fresh arrangements
Papier-mâché – Intended for temporary use; will eventually deteriorate and leak

32. Camellia; stitch
33. Daisy; hook
34. Rose; straight-wire or piercing
35. Carnation; piercing
36. Stephanotis; hairpin
37. Baby's breath; clutch
38. Daffodil; insertion

39. 2
40. 5
41. 3
42. 1
43. 4

Unit IV—Mechanics of Floral Design
Student Handout   **Name** _____

Written Assessment

Circle the letter that corresponds to the correct answer.

1. Which of the following is **not** a material commonly used to construct containers?

    a. Plastic
    b. Cardboard
    c. Glass
    d. Ceramic

2. What should be used to secure floral foam in the container?

    a. Waterproof tape
    b. Staples
    c. Cool melt glue
    d. Wooden picks

3. A pin holder is also known as a:

    a. pin cushion.
    b. pin container.
    c. frog.
    d. bird.

4. Anchor pins are used to:

    a. secure candles in floral foam.
    b. hold enclosure cards.
    c. secure moss to floral foam.
    d. hold floral foam in a container.

5. Which of the following is a step in the hairpin wiring method?

    a. Bend the wire end alongside the stem.
    b. Push the wire up until it is in the flower head.
    c. Bend a small hook in the top of the wire.
    d. Bend the wire into a large U-shape.

6. Which type of pick is used to attach bows to potted plants?

    a. Water
    b. Knife
    c. Wooden
    d. Metal

7. The piercing wiring method is commonly used with which flowers?

    a. Daisies
    b. Asters
    c. Daffodils
    d. Roses

8. Which material is used to cushion flowers in a box?

    a. Orchid grass
    b. Bluegrass
    c. Shredded newspaper
    d. Recycled paper

9. Which of the following is used to construct a grid?

    a. Wire
    b. Foliage
    c. Masking tape
    d. Plastic strips

10. What is the first step when boxing cut flowers?

    a. Mist the flowers lightly with water.
    b. Arrange a layer of foliage on the bottom of the box.
    c. Line the box with florist paper.
    d. Place a pack of floral preservative in the box.

Complete the following short-answer questions.

11. List seven tips to remember when constructing bows. (Each tip is worth 1 point for a maximum value of 7 points.)

    a.

    b.

    c.

    d.

    e.

    f.

    g.

12. What steps should be followed when wrapping cut flowers for sale? (Each step is worth 1 point for a maximum value of 5 points.)

    a.

    b.

    c.

    d.

    e.

13. Describe the steps used to wire a flower using the clutch method. (Each step is worth 1 point for a maximum value of 2 points.)

    a.

    b.

14. Describe the steps used to wire a flower using the hook method. (Each step is worth 1 point for a maximum value of 3 points.)

    a.

    b.

    c.

Match the following tools to the correct illustration. All the illustrations will not be used.

15. _____ Floral shears

16. _____ Glue gun

17. _____ Floral knife

18. _____ Rose stripper

19. _____ Wire cutters
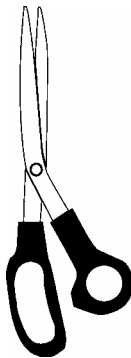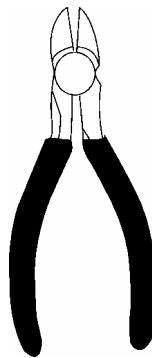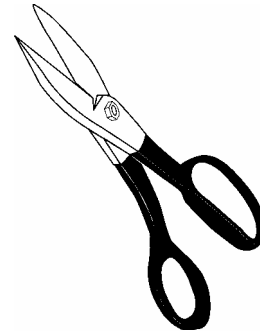
a.   **b.**   **c.**
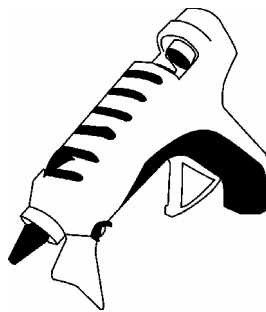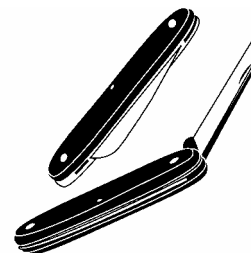
d.   **e.**   **f.**

Match the following tools with their function. All the functions will not be used.

20. _____ Floral knife   a. Cut ribbon and fabric

21. _____ Glue gun   b. Cuts group of flower stems at once

22. _____ Wire cutters   c. Cuts stems

23. _____ Bunch cutter   d. Removes thorns

24. _____ Ribbon scissors   e. Attaches objects in designs

25. _____ Floral shears   f. Attaches picks to stems for insertion in foam

26. _____ Rose stripper   g. Cuts wire

                                       h. Use serrated blades to cut stems and wire

                                       i. Bends wire around flower stems

Identify the five varieties of containers and provide an advantage or disadvantage of each type.

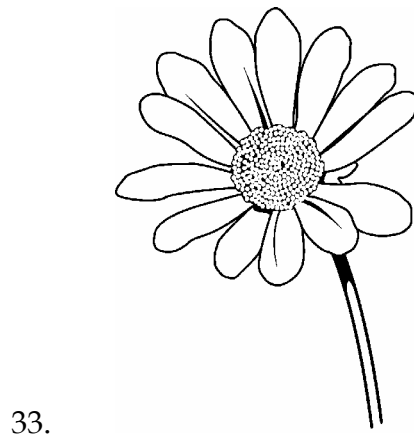|	**Container variety**	**Advantage/Disadvantage**
27.	_____	_____
28.	_____	_____
29.	_____	_____
30.	_____	_____
31.	_____	_____

Identify each flower and label the correct wiring method used for each of the next seven items.

32.

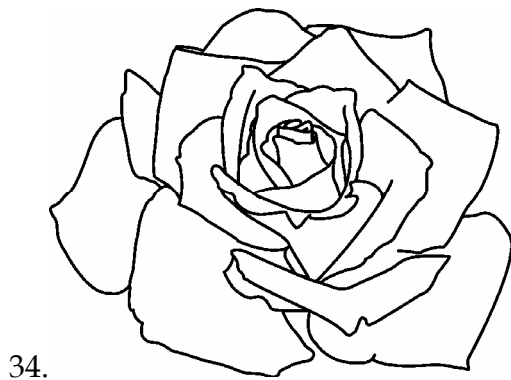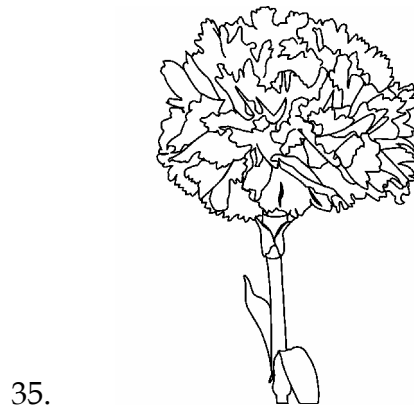Flower name: _____

Wiring method: _____

33.

Flower name: _____

Wiring method: _____

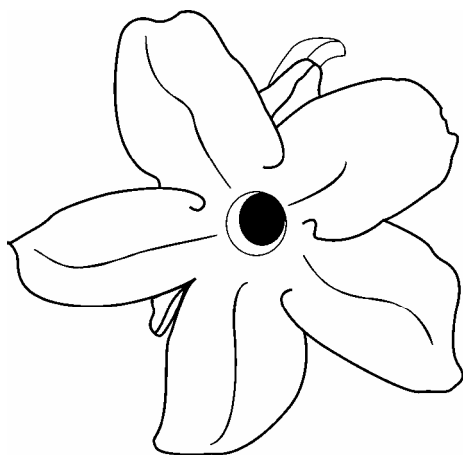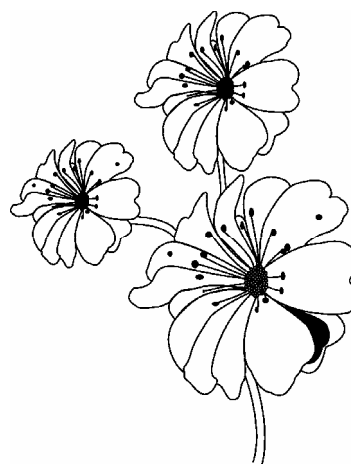34.

Flower name: _____

Wiring method: _____

35.

Flower name: _____

Wiring method: _____

36.

Flower name: _____

Wiring method: _____
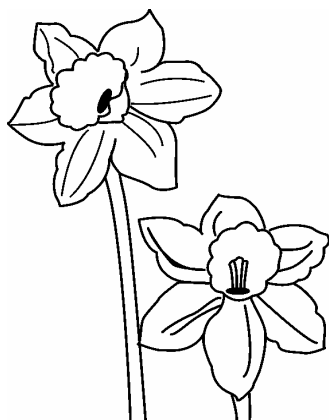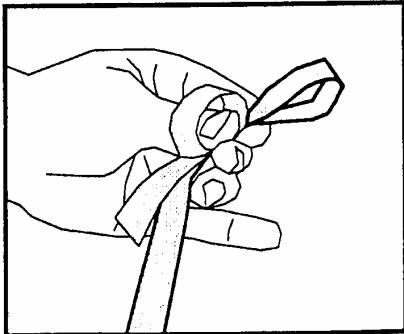
37.

Flower name: _____

Wiring method: _____

38.

Flower name: _____

Wiring method: _____

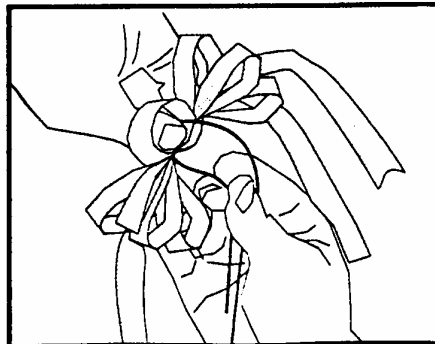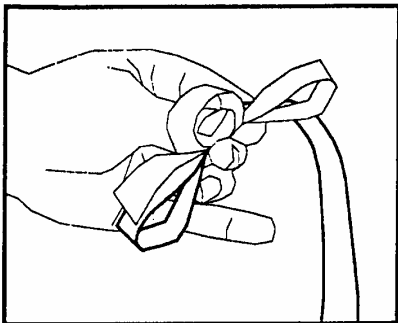**Identify the proper sequence of bow construction, from start to finish, by labeling the following illustrations with numbers 1–5, the first step being 1.**
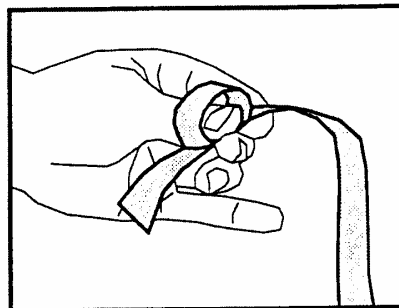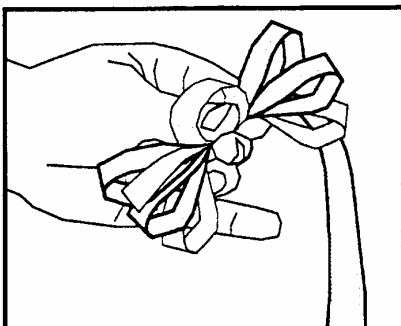

39. _____

40. _____

41. _____

42. _____

43. _____

Floristry

Curriculum Guide: *Floristry*

Unit: V. Basic Principles of Floral Design

Unit Objective:
Students will demonstrate an understanding of the basic principles of floral arranging by studying, evaluating, and critiquing floral arrangements and presenting their findings in a written and oral report.

Show-Me Standards: 1.8, FA2

References:
Floristry. University of Missouri-Columbia, Instructional Materials Laboratory, 1996.

Flowers Only. Accessed January 26, 2004, from http://www.flowersonly.com.

FTD.com. Accessed January 26, 2004, from http://www.ftd.com/.

Justflowers.com. Accessed January 26, 2004, from http://tulip.justflowers.com/.

Proflowers.com. Accessed January 26, 2004, from http://www.proflowers.com.

Students will use additional outside sources to complete this activity.

Instructional Strategies/Activities:
- Students will engage in study questions in lessons 1 and 2.
- Additional activities that relate to the unit objective can be found under the heading "Other Activities" in the following location: p. V-4 (1).

Performance-Based Assessment:
Students will work in teams of two to study, evaluate, and critique two floral arrangements. The teams will study each arrangement in terms of how each principle of design is used and if each principle is used successfully. Each team's findings will be submitted in a written report. Each member of the team will also make a short oral presentation to the class regarding the team's conclusions on one of the two arrangements.

Assessment will be based on the application of floral arranging principles in the written critique of each arrangement. It will take into account the completeness, organization, clarity, and overall quality of each of the two critiques. In addition, a portion of the assessment will cover the brief oral presentation, using the same criteria applied to the written report. Grammar, spelling, punctuation, and capitalization will also be factors in the assessment.

Unit V—Basic Principles of Floral Design
Instructor Guide

The instructor should assign the performance-based assessment activity at the beginning of the unit. Students will work toward completing the activity as they progress through the unit lessons. The assessment activity will be due at the completion of the unit.

1. Students will work in teams of two to study, evaluate, and critique two floral arrangements.
   a. Each team will submit a written report critiquing two arrangements.
   b. Each team member will make a short oral presentation to the class offering a critique of one of the two arrangements the team studied.

2. Each team will select two subjects and obtain a picture of each subject. Pictures may be obtained from printed material such as catalogs, from web sites, or from photographs taken by the students at locations where floral arrangements appear. NOTE: If taking photos of floral arrangements, students should obtain permission from location owners or managers before taking the photos.

3. After selecting the subjects to be studied and obtaining a picture of each subject, students should evaluate and critique each subject in terms of the principles of flower arranging:
   ❑ Design
   ❑ Balance
   ❑ Scale and proportion
   ❑ Harmony
   ❑ Focal point
   ❑ Accent
   ❑ Rhythm
   ❑ Repetition
   ❑ Unity

4. After evaluating the two subjects, students will complete the following:
   a. The team will prepare a written report critiquing the two floral arrangements.
   b. Each member of the team will present a short oral report on one of the arrangements the team critiqued. The written report will serve as the basis for the oral report. An image of the subject of each oral report should be made available for all members of the class to view (e.g., photocopies of the arrangement's picture or a photo projected on a screen).

5. Assessment will evaluate both the written and oral reports.
    a. Factors to be evaluated will be the completeness, organization, clarity, and overall quality of each team's critiques of the two floral arrangements.
    b. Similar factors will be applied to the assessment of each oral report.
    c. Spelling, grammar, punctuation, and capitalization also will be factors in the assessment.

Unit V—Basic Principles of Floral Design
Student Handout

1. You will work in teams of two to study, evaluate, and critique two floral arrangements.
   a. Your team will submit a written report critiquing the two arrangements.
   b. You and your teammate will each make a short oral presentation to the class offering a critique of one of the two arrangements your team studied.

2. Your team will select two subjects and obtain a picture of each subject. Pictures may be obtained from printed material such as catalogs, from web sites, or from photographs taken by you and your partner at locations where floral arrangements appear. NOTE: If taking photos of floral arrangements, you should obtain permission from location owners or managers before taking the photos.

3. After selecting the subjects to be studied and obtaining a picture of each subject, your team should evaluate and critique each subject in terms of the principles of flower arranging:
   ❑ Design
   ❑ Balance
   ❑ Scale and proportion
   ❑ Harmony
   ❑ Focal point
   ❑ Accent
   ❑ Rhythm
   ❑ Repetition
   ❑ Unity

4. After evaluating the two subjects, your team will complete the following:
   a. Your team will prepare a written report critiquing the two floral arrangements.
   b. You and your teammate each will present a short oral report on one of the arrangements the team critiqued. Your written report will serve as the basis for the oral report. An image of the subject of each oral report should be made available for all members of the class to view (e.g., photocopies of the arrangement's picture or a photo projected on a screen).

5. Assessment will evaluate both the written and oral reports.
   a. Factors to be evaluated will be the completeness, organization, clarity, and overall quality of your team's critiques of the two floral arrangements.
   b. Similar factors will be applied to the assessment of your oral report.

c. Spelling, grammar, punctuation, and capitalization also will be factors in the assessment.

Floristry

Unit V—Basic Principles of Floral Design
Scoring Guide
Name _____

Assessment Area	Criteria	0 Points	1 Point	2 Points	3 Points	4 Points	Weight	Total
Critiques of Floral Arrangements	Completeness	Failed	Minimum Effort	Adequate	Superior	Excellent	X 5	
	Organization	Failed	Minimum Effort	Adequate	Superior	Excellent	X 5	
	Clarity	Failed	Minimum Effort	Adequate	Superior	Excellent	X 5	
	Quality	Failed	Minimum Effort	Adequate	Superior	Excellent	X 5	
Oral Report	❑ Completeness ❑ Organization ❑ Clarity ❑ Quality	0 criteria met	1 criterion met	2 criteria met	3 criteria met	All 4 criteria met	X 3	
Technical Considerations	❑ Spelling ❑ Grammar ❑ Punctuation ❑ Capitalization	0 criteria met	1 criterion met	2 criteria met	3 criteria met	All 4 criteria met	X 2	
TOTAL								

Final Assessment Total _____/100 pts.

Comments:

Floristry

Curriculum Guide: *Floristry*

Unit: VI. Types of Designs

Unit Objective:
Students will demonstrate an understanding of various floral designs by planning and producing floral arrangements for a themed display.

Show-Me Standards: 2.5, FA1

References:
Floral Designs. The Gardener. Accessed September 3, 2003, from
http://www.thegardener.btinternet.co.uk/flowerarranging.html.

FloralShops.com. Accessed April 12, 2004, from
http://www.floralshops.com/.

Floristry. University of Missouri-Columbia, Instructional Materials
Laboratory, 1996.

Zientek-Sico, W. *Flower Arranging 101 – 10 Tips for Better Flower Arrangements*.
Perfect Entertaining. Accessed September 2, 2003, from
http://www.perfectentertaining.com/article1100.html.

Instructional Strategies/Activities:
- Students will engage in study questions in lessons 1 through 9.
- Students will complete JS 2.1, Constructing Corsages; JS 3.1, Constructing a Bud Vase; JS 4.1, Constructing a One-Sided Arrangement; JS 5.1, Constructing a Centerpiece; JS 6.1, Constructing a Wreath Using Evergreens in a Styrofoam or Straw Wreath Base; JS 7.1, Constructing a Silk Arrangement; JS 8.1, Constructing a Dried Flower Arrangement; and JS 9.1, Constructing a Dish Garden.
- Additional activities that relate to the unit objective can be found under the heading "Other Activities" in the following locations: p. VI-33 (2), p. VI-41 (1), and p. VI-52 (2).

Performance-Based Assessment:
Students will work in groups of three to plan, design, and produce a floral arrangement that will serve as one element of a themed display to be produced and exhibited by the entire class.

Assessment will take into account the quality of the design of the arrangement, the materials used in the arrangement, and the final product (i.e., the arrangement itself). Also to be assessed will be the compatibility of the floral arrangement's theme in relation to the theme of the unified display and the arrangement's contribution to the overall appearance and impression of the unified display.

**Unit VI—Types of Designs
Instructor Guide**

The instructor should assign the performance-based assessment activity at the beginning of the unit. Students will work toward completing the activity as they progress through the unit lessons. The assessment activity will be due at the completion of the unit.

1. Students will work in teams of three to plan, design, and produce a floral arrangement.
    a. The arrangement will be used as part of a general theme selected by the instructor or the class.
    b. When completed, all arrangements will be presented and shown as a unified display at an appropriate venue.

2. The goal for the unified display is to have a variety of arrangements to demonstrate the range of floral possibilities.
    a. Listed below are arrangement styles to consider. Other types of arrangement styles may be agreed upon by each team.
        ❑ Bud vases
        ❑ One-sided arrangements
        ❑ Centerpieces
        ❑ Wreaths
        ❑ Silk arrangements
        ❑ Dried arrangements
        ❑ Dish gardens
    b. Every team's arrangement style must be approved by the instructor to ensure that a variety of floral arrangements will be available for the unified display.

3. Each team will develop its floral arrangement in three stages:
    a. Stage one. Design the arrangement. All team members must agree on the details of the arrangement and develop a list of materials and tools to be used in producing the arrangement.
    b. Stage two. Gather materials and tools. All materials and tools must be easily accessible and available to all team members.
    c. Stage three. Produce the arrangement. All team members must participate in some way in the development and final production of the floral arrangement.

4. Upon completion, each team's effort will become part of a unified floral display of all arrangements produced by class members.

5. Assessment will evaluate the quality of the arrangement's design, the materials used in the arrangement, and the final product (i.e., the arrangement itself). Also to be assessed will be the compatibility of the floral arrangement's theme in relation to the theme of the unified display and the arrangement's contribution to the overall appearance and impression of the unified display.

Unit VI—Types of Designs
Student Handout

1. You will work in a team with two other students to plan, design, and produce a floral arrangement.
   a. The arrangement will be used as part of a general theme selected by your instructor or your class.
   b. When completed, all arrangements will be presented and shown as a unified display at an appropriate venue.

2. The goal for your class's unified display is to have a variety of arrangements to demonstrate the range of floral possibilities.
   a. Listed below are arrangement styles for your team to consider. Other types of arrangement styles may be agreed upon by your team.
      ❑ Bud vases
      ❑ One-sided arrangements
      ❑ Centerpieces
      ❑ Wreaths
      ❑ Silk arrangements
      ❑ Dried arrangements
      ❑ Dish gardens
   b. Your team's arrangement style must be approved by the instructor to ensure that a variety of floral arrangements will be available for the unified display.

3. Your team will develop its floral arrangement in three stages:
   a. Stage one. Design the arrangement. All team members must agree on the details of the arrangement and develop a list of materials and tools to be used in producing the arrangement.
   b. Stage two. Gather materials and tools. All materials and tools must be easily accessible and available to all team members.
   c. Stage three. Produce the arrangement. All team members must participate in some way in the development and final production of the floral arrangement.

4. Upon completion, your team's effort will become part of a unified floral display of all arrangements produced by each team in the class.

5. Assessment will evaluate the quality of the arrangement's design, the materials used in the arrangement, and the final product (i.e., the arrangement itself). Also to be assessed will be the compatibility of the floral arrangement's theme in relation to the theme of the unified display and the arrangement's contribution to the overall appearance and impression of the unified display.

Floristry

Unit VI—Types of Designs
Scoring Guide
Name _____

Assessment Area	Criteria	0 Points	1 Point	2 Points	3 Points	4 Points	Weight	Total
Design of the Arrangement	Quality of the design	Failed	Minimal	Adequate	Superior	Excellent	X 5	
Materials Used in the Arrangement	Appropriate for the design	Failed	Minimal	Adequate	Superior	Excellent	X 5	
Final Production of the Arrangement	Matches the intent of the design	Failed	Minimal	Adequate	Superior	Excellent	X 5	
Theme Compatibility With the Unified Display	Matches the proposed theme of unified display	Failed	Minimal	Adequate	Superior	Excellent	X 5	
Contribution to Appearance and Impression of the Unified Display	Quality of the arrangement's contribution to the unified display	Failed	Minimal	Adequate	Superior	Excellent	X 5	
TOTAL								

Final Assessment Total _____/100 pts.

Comments:

Floristry

Curriculum Guide: *Floristry*

Unit: VII. Shop Operations

Unit Objective:
Students will demonstrate an understanding of the marketing aspect of a floral shop operation by contributing their time and effort to the creation of an advertising message to promote the sale of floral produce.

Show-Me Standards: 4.5, SS4

References:

Baldwin, H. *How to Create Effective TV Commercials*, 2nd ed., Lincolnwood, IL: NTC Business Books, 1989.

Behan, J. *How to Create Great Newspaper Ads That Will Pull All the Customers You Will Ever Need: Insider Trade Secrets Revealed*. Hertfordshire, United Kingdom: Lambert Publishing, 2000.

Book, A. C. *The Radio and Television Commercial*, 2nd ed., Chicago, IL: Crain Books, 1984.

Floristry. University of Missouri-Columbia, Instructional Materials Laboratory, 1996.

Jain, C. L. *An Introduction to Direct Marketing*. New York: AMACOM, 1978.

McLean, E. *The Basics of Copy: A Monograph on Direct Marketing*. Yonkers, NY: R. Gilmore, 1975.

Redmond, M. *60 Second Sells: 99 Hot Radio Spots for Retail Businesses*. Jefferson, NC: McFarland & Co., 1993.

Schulberg, B. *Radio Advertising: The Authoritative Handbook*. Lincolnwood, IL: NTC Business Books, 1989.

Stewart, D. W. *Effective Television Advertising: A Study of 1000 Commercials*. Lexington, MA: Lexington Books, 1986.

Warner, C., & Buchman, J. *Media Selling: Broadcast, Cable, Print, and Interactive*, 3rd ed., Ames, IA: Iowa State Press, 2004.

Instructional Strategies/Activities:
- Students will engage in study questions in lessons 1 through 7.
- Students will complete AS 1.1, Completing a Sales Slip; AS 3.1, Calculating Prices; AS 5.1, Florist Shop Display; and AS 7.1, Preparing a Print Ad.
- Additional activities that relate to the unit objective can be found under the heading "Other Activities" in the following locations: p. VII-5 (3), p. VII-15 (1), p. VII-42 (2), p. VII-49 (4), and p. VII-64 (2).

Performance-Based Assessment:

Students will work in groups of four to develop an advertisement in a specific medium within an overall marketing plan for a floral business.   Each group will follow up in class with a presentation of its advertisement.

Assessment will be based on the content, clarity, completeness, and quality of the advertisement and presentation. Assessment also will take into account grammar, spelling, punctuation, and capitalization.

Unit VII—Shop Operations
Instructor Guide

The instructor should assign the performance-based assessment activity at the beginning of the unit. Students will work toward completing the activity as they progress through the unit lessons. The assessment activity will be due at the completion of the unit.

1. Students will work in teams of four to plan, design, and produce an advertisement, in a specific medium, to promote a floral shop product or effort.
   a. The instructor may decide to relate this activity to a particular sales effort (e.g., a special holiday) for which the class is producing specific floral arrangements.
   b. The instructor may decide to restrict the number of teams that can produce an advertisement in a given medium, thus ensuring each advertising medium is employed by teams within the class.

2. Each team will produce an advertisement in one of the following media:
   ❑ Radio – Write the script for a 30-second spot and produce the commercial intended for broadcast on a local radio station.
   ❑ Television – Write the script for a 30-second spot and produce the commercial intended for use on a local TV station or cable TV system.
   ❑ Direct mail – Write, design, and print a brochure, pamphlet, or flyer intended for distribution to a mailing list of floral customers.
   ❑ Outdoor – Design and write the message for a billboard or poster to be posted at various locations in the area.

3. Each team will show and discuss its advertising effort in a brief presentation to the class.
   a. The presentation is intended to demonstrate each team's approach to the assignment.
   b. In the presentation, the team will discuss the following points:
      ❑ Product to be advertised
      ❑ Intended audience for the message
      ❑ Reason the medium is used to reach the audience

4. Assessment will evaluate each team's efforts related to producing the advertisement and making its presentation to the class.
   a. Factors to be evaluated will be the content, clarity, completeness, and quality of the advertisement. These will be assessed on a range from excellence to failure.

b. The presentation will be evaluated in a similar manner, though its weight will be half of the advertisement's value.

c. Spelling, grammar, punctuation, and capitalization also will be factors in the assessment.

Unit VII—Shop Operations
Student Handout

1. You will work in a team with three other students to plan, design, and produce an advertisement, in a specific medium, to promote a floral shop product or effort.

2. Your team will produce an advertisement in one of the following media:
    - ❑ Radio – Write the script for a 30-second spot and produce the commercial intended for broadcast on a local radio station.
    - ❑ Television – Write the script for a 30-second spot and produce the commercial intended for use on a local TV station or cable TV system.
    - ❑ Direct mail – Write, design, and print a brochure, pamphlet, or flyer intended for distribution to a mailing list of floral customers.
    - ❑ Outdoor – Design and write the message for a billboard or poster to be posted at various locations in the area.

3. Your team will show and discuss its advertising effort in a brief presentation to the class.
    a. The presentation is intended to demonstrate your team's approach to the assignment.
    b. In the presentation, your team will discuss the following points:
        - ❑ Product to be advertised
        - ❑ Intended audience for the message
        - ❑ Reason the medium is used to reach the audience

4. Assessment will evaluate your team's efforts related to producing the advertisement and making your presentation to the class.
    a. Factors to be evaluated will be the content, clarity, completeness, and quality of your advertisement. These will be assessed on a range from excellence to failure.
    b. Your presentation will be evaluated in a similar manner, though its weight will be half of the advertisement's value.
    c. Spelling, grammar, punctuation, and capitalization also will be factors in the assessment.

Floristry

Unit VII—Shop Operations
Scoring Guide
Team Members_____

Assessment Area	Criteria	0 Points	1 Point	2 Points	3 Points	4 Points	Weight	Total
Advertisement	❑ Content	Failed	Minimum Effort	Average	Above Average	Excellent	X 4	
	❑ Clarity	Failed	Minimum Effort	Average	Above Average	Excellent	X 4	
	❑ Completeness	Failed	Minimum Effort	Average	Above Average	Excellent	X 4	
	❑ Quality	Failed	Minimum Effort	Average	Above Average	Excellent	X 4	
Presentation	❑ Content	Failed	Minimum Effort	Average	Above Average	Excellent	X 2	
	❑ Clarity	Failed	Minimum Effort	Average	Above Average	Excellent	X 2	
	❑ Completeness	Failed	Minimum Effort	Average	Above Average	Excellent	X 2	
	❑ Quality	Failed	Minimum Effort	Average	Above Average	Excellent	X 2	
Technical Considerations	❑ Grammar ❑ Spelling ❑ Punctuation ❑ Capitalization	0 criteria met	1 criterion met	2 criteria met	3 criteria met	4 criteria met	X 1	
TOTAL								

Final Assessment Total_____/100 pts.

Comments: