

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

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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.

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Name _____

Assessment Area	Criteria	0 Points	1 Point	2 Points	3 Points	4 Points	Weight	Total
Care Card #1	<input type="checkbox"/> Accuracy <input type="checkbox"/> Organization <input type="checkbox"/> Clarity <input type="checkbox"/> Quality	0 criteria met	1 criterion met	2 criteria met	3 criteria met	All 4 criteria met	X 5.625	
Care Card #2	<input type="checkbox"/> Accuracy <input type="checkbox"/> Organization <input type="checkbox"/> Clarity <input type="checkbox"/> Quality	0 criteria met	1 criterion met	2 criteria met	3 criteria met	All 4 criteria met	X 5.625	
Care Card #3	<input type="checkbox"/> Accuracy <input type="checkbox"/> Organization <input type="checkbox"/> Clarity <input type="checkbox"/> Quality	0 criteria met	1 criterion met	2 criteria met	3 criteria met	All 4 criteria met	X 5.625	
Care Card #4	<input type="checkbox"/> Accuracy <input type="checkbox"/> Organization <input type="checkbox"/> Clarity <input type="checkbox"/> Quality	0 criteria met	1 criterion met	2 criteria met	3 criteria met	All 4 criteria met	X 5.625	
Technical Considerations	<input type="checkbox"/> Spelling <input type="checkbox"/> Grammar <input type="checkbox"/> Punctuation <input type="checkbox"/> 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:

