



Unit 3: Floral Design

Lesson Three: Equipment Identification and Floral Crops

Created: 05/2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities students will...

1. Identify equipment used in the retail floriculture industry.
2. Categorize floral crops commonly used in floral design.

TIME REQUIRED: 90 minutes

RESOURCES:

1. [Floriculture CDE Handbook](#)
2. Norah T. Hunter (2013) *The Art of Floral Design* (3rd Edition) Clifton Park, NY: Delmar Cengage Learning.

EQUIPMENT AND SUPPLIES NEEDED:

1. "Equipment Identification and Floral Crops" PowerPoint

PREVIOUS KNOWLEDGE RECOMMENDED FOR THIS LESSON:

- None

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- PS.04. Apply principles of design in plant systems to enhance an environment (e.g., floral, forest, landscape and farm).

FFA Precept

- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.

Common Career Technical Core

- AG-PL4 Apply principles of design in plant systems to enhance an environment (e.g., floral, forest, landscape and farm).

NASDCTEc

- AGPB01.04 Exercise elements of design common to professionals in plant systems to enhance an environment for a variety of purposes (e.g., floral, forest, landscape, farm).

Common Core- Math Practices

- CCSS.MP5: Use appropriate tools strategically.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

Partnership for 21st Century Skills

- Implement Innovations
- Information Literacy
- Think Creatively
- Work Creatively with Others

LESSON PLAN:

1. *Introduction* (suggested time 5-10 minutes): Refer to slides 1 and 2 of "Equipment Identification and Floral Crops" PowerPoint to present lesson objectives and do the introduction activity.

How hard can composing a floral arrangement be? Take a moment to think of an arrangement you would like to create, and then let's start with creating a shopping list of supplies you think you will need.

For the introduction activity, students will need to imagine or draw a floral arrangement they would like to create. They have been tasked with creating a "shopping list" of equipment that they think they will need to bring their

creation to life. When instructed to begin, they will have one minute to come up with a list. After the list is made, have them pair up and share lists with a partner. Once pairs have had time to share both lists, have three volunteers share their arrangements and what materials they put on their shopping lists.

Floral design is more than just flowers, ribbons and vases. The retail floral industry uses special equipment and floral crops to make the arrangements you see in the stores and at events. In this lesson, we will identify the equipment and categorize floral crops used in floriculture.

2. **Lecture** (suggested time 20-25 minutes per section): This lecture has been divided into two sections: Equipment and floral crops. As you go through the PowerPoint, you will identify items found on the "Floriculture Equipment and Supply Identification List" and some on the "Floriculture Plant Identification List" found in the [Floriculture CDE Handbook](#).

Refer to slides 3-38 of the "Equipment Identification and Floral Crops" PowerPoint to present the floriculture equipment and supplies.

When creating a floral arrangement, a floral designer has access to many tools to help get the job done. Every piece of equipment has a unique function and helps manage the flowers, build the structure and add decoration.

When presenting each equipment slide, be sure to include the function or purpose of the item and distinguishing characteristics. If your program has access to any of the items identified in the lesson, have them available for students to view as they are mentioned in the PowerPoint.

Refer to slides 39-47 of the "Equipment Identification and Floral Crops" PowerPoint to present how floral crops are categorized.

Floral crops used in floral arrangements are either flowers or foliage. The flowers and foliage are categorized based on their shape, size and function in an arrangement.

On the floral crop slides, only some examples are given. If your program has access to any silk or fresh-cut plants, have them available for examples as they are mentioned in the PowerPoint.

3. **Reflection** (suggested 5-10 minutes): **Refer to slide 48 of the "Equipment Identification and Floral Crops" PowerPoint to present the reflection activity.**

For the reflection activity, have students look at their original "shopping lists" from the introduction activity, and on the same piece of paper, have them begin a new list based on the arrangement image of their choice. Lists should include the equipment and floral crops (proper plant name is not necessary, just if it is a form flower, filler foliage, etc.).

Pick one of the arrangements on the screen and think about what materials are required to recreate the design. Make another shopping list capturing the equipment and floral crops necessary to create the arrangement you chose.

Students can turn this in for a daily grade and/or a formative assessment. Be sure to check that the basic equipment is being recognized and the categories of floral crops are understood prior to moving on.

4. **Leveling Up** For students who finish early or want to practice the identification activity in the floriculture CDE.
 - a. If you have internet access, have students use the plant identification cards on the [National FFA Quizlet](#) page to practice identifying items discussed in class.
 - b. If you do not have internet access, create a set of flash cards using the equipment slides of this PowerPoint, so students can practice identifying items discussed in class.