

Chapter 7

Floral Career and Skills

The following TEKS will be addressed in this chapter:

- (7) The student learns the employability characteristics of a successful employee. The student is expected to:
- (A) identify career development and entrepreneurship opportunities in the field of floral design and interior landscape development;
 - (B) apply competencies related to resources, information, interpersonal skills, and systems of operation in floral design and interior landscape development;
 - (C) demonstrate knowledge of personal and occupational health and safety practices in the workplace;
 - (D) identify employers' expectations, appropriate work habits, and good citizenship skills; and
 - (E) identify training, education, and certification requirements for occupational choice.

Certification is the goal of all CTE programs and floral design should not be an exception. All students should be prepared to test for Texas State Florists' Association Level 1 Certification. Following are the tools that will help you prepare for your students to be successful in their certification testing. These tools include a sample grading rubric for the hands-on portion, instructional PowerPoint materials to guide you through how to create the requested floral pieces, and a study guide for the written portion of the certification test. They can all be found at www.tsfa.org/curriculum.html as well.

Instructors should strive to be certified as Texas Master Florist (3 to 5 years of experience is recommended before applying to the program). You can contact the Texas State Florists' Association or visit the website for more details (www.tsfa.org).

OSHA safety and Private Pesticide Applicators License certifications are also options. All of these options will fulfill certification requirements for the Perkins Grant. Please refer to the Texas Education Agency for more information on the Carl Perkins Grant <http://www.tea.state.tx.us/index4.aspx?id=25769805065>

Career Opportunities in the Floral Industry

Retail Florist

The retail flower shop is a flower seller. Some flower shops are large, others small. The owner, manager, flower designer and delivery team turns people's feelings into flowers, creating an emotional connection with the beautiful flowers they design. You have the opportunity to connect with consumers on a day to day basis creating weddings, hospital designs, tributes, special events, and more.

Training: Level 1 Floral Design Certification

Hands-On Workshops

Colleges offer degree programs in retail floristry





Wholesale Flower Sellers

The wholesale florist provides flowers to the Retail Florist all over the country. A wholesaler acts as a distributor. They order their flowers from the grower and then resell the flowers to the retail florist customers.

Training: Level 1 Floral Design Certification

Hands-On Workshops

Colleges offer degree programs in retail floristry

Flower Grower

Flower farms are where flowers are grown in open fields or greenhouses. Growers are challenged to grow flowers for their specific climate. The grower is responsible for growing the flowers, picking, packing, and shipping into the wholesale distribution.

Training: BS in Horticulture



Freelance Flower Designer

You choose your own hours and choose the place you wish to work. As a Freelance Designer, you can offer your expertise to specific clients. Freelance designers are also very popular at holiday times with Retail Flower Shops.

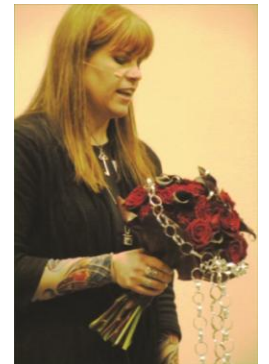
Training: Level 1 Floral Design Certification

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Floral Education Careers

You can experience the world of flowers as an Instructor. Many high school and colleges have flower education courses. Colleges offer degree programs in retail floristry and ornamental horticulture. High schools also provide courses that allow their students to learn about the world of flowers. *Training:* Colleges offer degree programs in retail floristry and ornamental horticulture



Flower Research and Development

If you are interested in new types of plants, color or species, this is the career for you. You may want to study how flowers affect people. Physiological research has proven the positive effects of flowers on our well being.

Interior Landscaping Careers

Service Technicians are the prime connection with customers. They are responsible for building strong customer relationships while providing high-quality plant care service. Installation Technicians are the installation personnel that deliver and install top quality plants, decorative containers and holiday décor to clients in a prompt, courteous and professional manner while ensuring that all materials and work meet high quality standards.

Training: BA in Horticulture

BS in Horticulture

Employability Characteristics

CAREER: an occupation or profession, especially one requiring special training, followed as one's lifework; A person's progress or general course of action through life or through a phase of life, as in some profession or undertaking; success in a profession, occupation, etc.

CERTIFICATION: to award a certificate to a person attesting to the completion of a course of study or the passing of a qualifying examination.

CITIZENSHIP SKILLS: skills used in the act of being a good citizen in society; obeying laws and regulations; not infringing on the rights of others.

COMPETENCY: the quality of being competent; adequacy; possession of required skill, knowledge, qualification, or capacity.

EMPLOYABILITY: able to be employed; usable. Capable of holding a job and available for hire; A person who is able to work, is available to be hired and can perform the job required in a satisfactory manner.

ENTREPRENEUR: a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk. An employer of productive labor; business owner.

ETHICS: the rules of conduct recognized in respect to a particular class of human actions or a particular group, culture, or occupation.

EXPECTATIONS: the way an employer desires an employee to act or behave in the workplace; good work habits are expectations of an employer.

INTERPERSONAL SKILLS: the ability to interact with other people in an appropriate way.

OCCUPATIONAL: of or pertaining to an occupation, trade, or calling.

SUCCESSFUL: the act of achieving something desired, planned, or attempted.

WORK HABITS: attributes that an employer desires in an employee.

Accuracy - not making mistakes

Adaptability - can do more than one job task

Appearance - always presents in appropriate clothing and accessories

Attendance - being at work unless you are truly ill or there is an emergency

Attention to Details - following rules or directions

Cooperation - getting along with people...boss, coworkers, customers

Diligence - improving job performance routinely

Honesty and Trustworthiness - doesn't cheat, steal, or lie

Initiative - starting work without being told to do so

Open-mindedness - accepts constructive criticism

Productivity - working to assure both quality and quantity measures are met

Punctuality - being on time every day

Notes



Texas State Florists' Association PowerPoint Presentation for the Level 1 Floral Certification Testing of the Symmetrical Triangle Arrangement and Boutonniere

www.tsfa.org
512-834-0362
800-375-0361
txsfa@sbcglobal.net

This PowerPoint has been reformatted for use in this curriculum. A formal PowerPoint Presentation is available at www.tsfa.org/curriculum.html.

High School Certification Testing Information

- Must enroll by deadline date – usually two weeks before each testing date. Check TSFA website www.tsfa.org for updated information
- Test Dates and Locations: to be announced each year. Check TSFA website www.tsfa.org/floraldesigncertification.html
- Testing Fee, if not receiving scholarship, by application deadline
- Must pass 100 question written exam: true/false, short answer, multiple choice, fill in the blank
 - Need #2 pencil
- Must pass judging criteria for symmetrical design and boutonniere
 - Students will be provided with design bowl, 1/3 brick wet floral foam, anchor tape, floral wire, floral tape, and fresh product for hands on design
 - Students should bring knives, stem cutters/shears, and wire cutters. There will be **no** tools provided
- Written test and design portion will be timed one hour for each section (written test and hands on)
- Re-testing is available for students who do not pass either test or do not pass one part (written or design)

Symmetrical Triangle Arrangement

- 9 stems of carnations provided
- 10 stems of leather provided
- 7-10 florets of statice – approximately 3 stems provided
- There will be no extra product provided. Students MUST be careful with product
- Broken stems will not be replaced, may wire if needed. Will not count off for inferior product - judged on stem placement only
- Strict guidelines and procedures

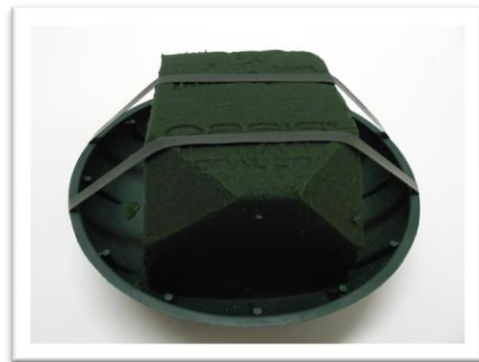


Required Materials for Arrangement

- 9 Carnations
- 1/3 bunch Statice
- 10 stems Leather Leaf Fern
- Container, Floral Foam and Anchor Tape
- #21 or #22 wire
- Necessary Tools (There will be no tools provided)
 - Wire Cutters
 - Clippers
 - Knife
 - Band Aids

Prepare Container for Design

- 1/3 block wet floral foam
- 2 pieces ¼" anchor tape enough to secure oasis into bowl
- Slice off front corners of floral foam for better insertion of stems into front corner area. (Suggestion only)



Insert Carnations

- Cut stems at an angle
- Stems must be secure in floral foam below water line
- Should be no re-insertions
- Must develop symmetrical triangle
- Carefully measure before cutting stems
- Develop skeleton of design in steps 1-9
- May fluff tight or non round carnations before inserting into floral foam
- Filler flowers to be inserted between carnations, placing them high and low to create depth

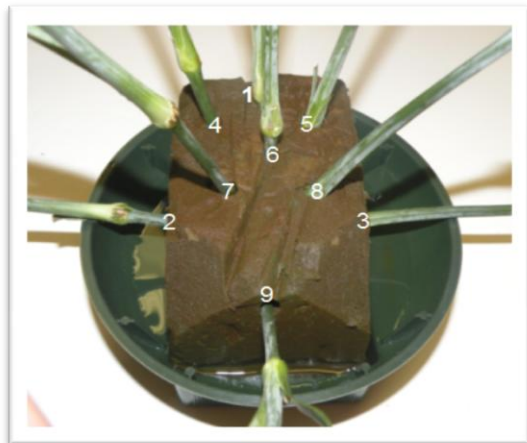
Cutting Stems for Insertion

Stems should be cut with a knife at an approximate 45 degree angle, immediately prior to stem insertion into the floral foam.



9 Stem Insertions into the Floral Foam

Placement of stems to form the Symmetrical Triangle Skeleton



Front View
Floral Foam with Insertions

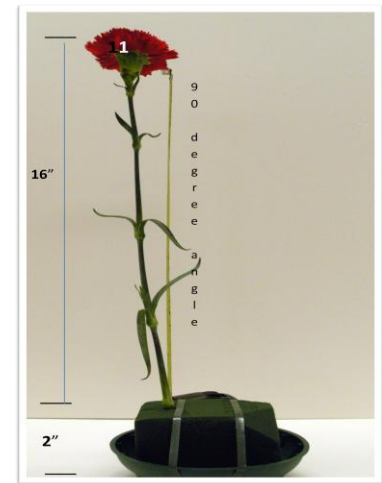


Side View
Lengthwise Floral Foam with
Insertions

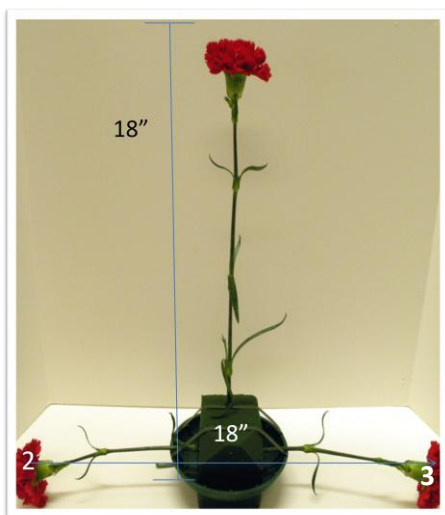


Beginning Insertions

- The first stem (#1) will be approximately 18" tall and will be inserted toward the back of the foam, using the lengthwise direction of the of the foam
- Insert the stem approximately 2" into the foam as upright as possible with no more than a 95 degree angle
- Note: 90 degree angle to use as a guide (The stem should lay no further back than shown in example)



Side View



Total width is approximately 18"

Insertion of the #2 and #3 Stems

- The combination width of the two stems will be approximately 18 inches.
- Insert the stems half way between the length of the oasis in front of the vertical stem.
- You are creating depth and space within the arrangement by placement of these insertions.

Insertions of #4 and #5 Stems

- Insert #4 and #5 in front of the line of #1 stem and behind the line of the #2 & #3 stems.
- The stems will be inserted toward the focal point/area and will lean slightly back.
- The stems will also be inserted closer toward the center of the floral foam.



Insertion of #6 Stem

- The second vertical stem, #6, is placed directly in front of the #1 stem



Insertions of the #7 & #8 Stems

- The #7 and #8 stems are placed in front and toward the center of #4 and #5 stems.
- The stems are inserted in a direct line toward the focal point/area creating a V shape from #4 and #5 insertions

Insertion of #9 Stem

- This stem is placed in front of #1 and #6 stems near (but not directly on) the lip of the container.
- This insertion defines the focal point/area of the arrangement. All stems (flowers, foliage and filler) will **radiate** from this point.
- Stems become shorter and tighter, as they near the focal point/area



Front View



Side view

Skeletal Symmetrical Triangle Arrangement



Enter from right side toward focal point



Enter from left side toward focal point



Enter from front center toward focal point

Inserting Foliage

(You may add filler or foliage as the next step)

If adding foliage first:

- Begin adding Leather Leaf in the same manner you inserted your flowers
- Foliage should cover the stems and floral foam
- When you trim the length of a stem, save the excess to be used to fill in, where needed
- A stem must be inserted at least 1" - 2" deep into the oasis, in order to take up water

Insert Leather Leaf Fern

- Follow same insertion pattern as carnations
- Leather should support carnation stems
- Insert leather closely behind carnations
- Keep greenery wings for filler pieces, i.e. front spaces and to fill gaps and cover foam
- No anchor tape should be visible
- No floral foam should be showing
- Do not cut foliage into tiny pieces and insert into floral foam

Photo to the right shows side view of the symmetrical triangle and the foliage which shadows the carnation stems.



Purple Statice

Filler

- Statice is a filler flower with multiple breaks on each stem.
- Each bloom/floret on the stem, may face a different direction.
- When designing with statice, you will need to separate the breaks so that you are using the blooms/florets in the correct direction. They must follow the lines within the arrangement.

Insert Filler

- Should be placed deeper than carnations to fill in empty spaces
- If using directional fillers, they should radiate out of design
- Insert filler securely into floral foam.
 - Do not over fill design with filler; graders will count off for this; must consider price points of design, do not have to use all filler material provided

Directional Placement of Filler

- Statice blooms/florets will radiate from the focal area with the tip of the bloom pointing outward.
- Filler may be placed in before or after the foliage.



The Completed Arrangement



Front View



Side View



Back View



Top View



Completed arrangement with flowers, foliage and filler. The photo shows depth created by the filler and the emphasis of the focal point created by bringing some of the filler and foliage in tighter/shorter toward the #9 carnation.

Design Conclusions

- Design will be judged on stem placement, NOT product quality
- Smaller blooms placed on outside edges of design and larger blooms to inside/interior of arrangement for depth and focal
- DO NOT make design short and dense. Cannot determine space and proportion within arrangement. Arrangement should be approximately 18" tall and approximately 18" wide. With this height and width, space will be created within the arrangement.
- Mass flowers (carnations) MUST NOT touch each other.
- Graders will not count off for broken carnation stems that have been re-wired together and taped correctly. Repair broken stems/carnations as needed

Rose Boutonniere

Required Materials for Boutonniere

- Small Rose head appropriate for boutonniere (ie Charlotte Red Rose)
- Foliage – Small piece of Leather Leaf Fern
- #28 wire
- Floral Tape



Boutonniere Stem Length

Stem length for a rose boutonniere should be proportionate to the head size *approximately* 1 ½" to 2 ½".



Inserting Wire

- Use ½ length of a #28 wire, pierce through the receptacle of the rose.
- Using a second #28 wire, cross pierce the receptacle slightly lower than the first insertion (See example pictures)



Securing Wires

- In order to keep the wire straight down and not spiraling the stem of the rose, you may tape around the lower part of the stem, if necessary, with floral tape to keep the wires parallel to the stem
- Do not remove the sepals unless damaged





Foliage

Choose a tip from the Leather Leaf Fern that is proportional to the size of the rose head. Foliage is an accent.

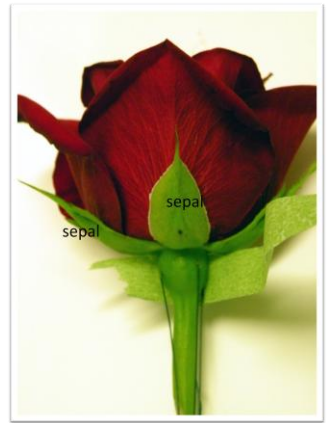
OPTIONAL: Wiring Leather Leaf Fern

- It is **not necessary** to wire your foliage.
- However, If you **choose to wire** the Leather Leaf Fern, create a hairpin of 1/2 length #28 wire
- Thread through the two lower fronds and pull the wire straight down parallel to the stem.
- Tape partially down the stem
- **If not wiring**, do not need to tape
 - Leather Leaf is very delicate and easy to break, wiring is only a choice!



Tape Wired Rose Stem

- If sepals hanging down, do not remove, simply move aside
- Tape around receptacle with floral tape, being careful to cover all insertion holes and pulled tight to top of stem
- Tape should be pulled tight and smooth all along stem
- No curled (pig tail) stems, please
- Be sure there are no barbs or pieces of wire showing along the stem or at the bottom of the stem



Should you choose to use Leather Leaf Fern in your boutonniere, *tape rose and foliage together.*

- Lay Leather Leaf Fern so that the lower end of the fronds fit close to the bottom head of rose
- Tape stem and foliage together

The Completed Rose Boutonniere



Reminder: The length of the stem of your boutonniere is proportionate to the head size of the rose. The smaller the head size of the rose, the shorter the stem. The larger the head size of the rose, the longer the stem

Notes

Texas State Florists' Association Level 1 Testing Rubric

Rules: No talking Eyes on your own work Questions should be directed toward monitors

Name: _____ (PLEASE PRINT ALL INFORMATION) Date: _____

I have read and understand the information posted below. Failure to comply with rules may lead to my disqualification of this portion of the exam. I will be allowed to retake this portion at the next scheduled High School Certification Session.

Initials: _____

High School: _____ Teacher's Name: _____

- You should have your tools (knife, wire cutters) with you. Rulers *are NOT* allowed.
- A bundle of flowers is on the table and contains all the fresh materials required to complete both your designs. You will be instructed as to what flowers are to be used for each design.

This section will contain the student directions and list of given supplies based on the assigned floral pieces. However they will create one design and a boutonniere. This information will be released only on the day of the test. This rubric is provided for practice purposes.

- If you finish before the allotted time has passed, quietly clean your table and pack your belongings. Leave your designs along with your exam grade sheet on your design table. Monitors will move them to the designated area outside the room.
- If you are not finished in 1 hour, STOP work immediately when the monitor announces time is up. You will be graded on the basis of what you have completed.

TSFA Level 1 Boutonniere Grade Sheet (100 points)

	Points Possible	Comments	Points
Is it Sellable? (Circle one)	YES or NO		-----
Taping- Tight, Smooth, & Clean?	1-11		
Taping- Covering All Wire?	1-11		
Wire- Calyx Pierced and Wired Properly?	1-11		
Wire- No Spirals and Ridges Present?	1-11		
Stem- Rose Stem Cut Proportionate To The Rose Head?	1-11		
Sepals- Intact? Or Are They Removed?	1-11		
Foliage- Proportionate, Wired Correctly, Undamaged?	1-11		
Design Variance- Pig-tailing? Excess Foliage or Decoration?	1-11		
Overall Visual Appeal	1-12		

Note: 70 or above is passing

Pass OR Fail

Total _____

TSFA Level 1 _____ Design Grade Sheet (100 points)

	Points Possible	Comments	Points
Is it Sellable? (Circle one)	YES or NO		-----
Flower Placement/Form/ Skeleton- Correct placement of flowers to create a triangle?	1-10		
Balance- Visually and mechanically stable?	1-10		
Symmetry- Each side of Central axis is a mirror image?	1-10		
Scale and Proportion- Relationship of size, quantity of flowers, foliage, filler and container. Is arrangement 18” high and 18” wide?	1-10		
Space and Depth- Has space between flowers? Has 3D form from tucking in and radiating out?	1-10		
Foliage- Follows shape of design, radiates from focal point, right side up?	1-10		
Filler- Radiates from focal point, secondary placement and follows shape of design?	1-10		
Focal Point- Present? Supported by foliage and filler? Has a center of interest?	1-10		
Mechanics: Stems loose and falling out or inserted deep and tight? Foam covered? Anchor tape used properly?	1-10		
Overall Visual	1-10		

<u>Guidelines</u> <u>Additional Comments</u>	
<u>Principles</u> <ul style="list-style-type: none"> • Balance • Proportion <ul style="list-style-type: none"> ○ Scale • Dominance <ul style="list-style-type: none"> ○ Emphasis ○ Focal Point ○ Accent • Rhythm <ul style="list-style-type: none"> ○ Depth ○ Repetition ○ Transition • Harmony <ul style="list-style-type: none"> ○ Unitv 	<u>Elements/Tools</u> <ul style="list-style-type: none"> • Line • Form • Space • Texture • Pattern • Size • Color • Contrast <ul style="list-style-type: none"> ○ Opposition ○ Tension ○ Variation

Total _____

Pass	OR	Fail
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Note: 70 and above is passing.

TEXAS STATE FLORSITS' ASSOCIATION

LEVEL 1 FLORAL CERTIFICATION

STUDY GUIDE



Texas State Florists' Association
PO Box 170760
Austin, TX. 78717
512.834.0361
www.tsfa.org

The Texas State Florists' Assn. Level 1 Floral Certification written test consists of 100 fill in the blank, True or False and identification questions. If you study the following in detail, you should be able to pass this test! Good Luck.

UNDERSTAND THE FOLLOWING WORDS AND HOW THEY RELATE TO THE FLORAL INDUSTRY:

FILLER: Floral Material that has an "airy" look to create the finishing touch.

DRY PACK: The Storage or shipment of flowers out of water.

PROCESSING: Cutting flowers stems properly and providing proper treatment at any stage of the distribution process.

MECHANICS: Supplies, methods and materials that designers use to place and hold flowers and foliage in an arrangement.

RETAIL FLORIST: Sells floral goods and services to the consumer.

VASE LIFE: The length of useful life of cut floral materials after being received by the customer.

BUNDLING: Firmly wrapping or tying similar materials together to form a larger, individual unit.

PHOTOSYNTHESIS: The process of converting nutrients, water, carbon, dioxide and sunlight into food for plants.

LIGHT INTENSITY: The level of light received on a plant surface.

FRAMING: A design technique in which branches of flowers are used around the perimeter of a floral arrangement to direct attention to the materials in the center of the arrangement.

PILLOWING: The tight positioning of flower clusters at the base of an arrangement forming rounded hills.

TERRACING AND LAYERING: Similar design techniques to place similar materials horizontally on top of each other.

IKEBANA: The Japanese style of floral arrangements characterized by their linear forms.

CORSAGES: Number 3 ribbon is the appropriate size for a corsage bow. The appropriate gauge of wire for corsages is number 24- 28 depending on the weight of the flower. Construct a corsage so it is as light-weight as possible.

BENT NECK IN FLOWERS: Is due to the inability of water to enter the stem.

PAVE ARRANGEMENTS: Flower arrangement heights should not vary in pave arrangements. The Pave Design is a technique characterized by parallel or surface contoured insertions that create a uniform area with little or no variation in depth.

ABSTRACT DESIGNS: Contain more than one single focal point.

VEGETATIVE DESIGN: A feature of this style of design is the seasonal compatibility of the plant materials in the design.

WATERFALL DESIGN: A cascading design resembling a waterfall.

CUSTOMER EDUCATION: Florists must educate the customer in order to help them enjoy their flowers to the fullest extent.

PROCESSING FLOWERS: Growers, Wholesalers and Retail Florist must process their flowers.

FLORAL PRESERVATIVE: A chemical consisting of a mixture of ingredients that when added to water extends the vase life of cut flowers by lowering the water PH.

HYDRATING SOLUTION: A Citric acid solution that causes flowers to take up water rapidly to prevent dehydration after flowers being dry packed.

RESPIRATION: Cell process in which stored food reserves are converted into useful energy for the plant.

TRANSPIRATION: The process of plants losing water through stomata in their leaves.

INTERPRETIVE DESIGN: A combination of both natural and man made materials in an unnatural manner to create new images.

FORMAL-LINEAR DESIGN: An asymmetrically balanced design of few materials usually placed in groups that emphasize forms and lines.

PARALLEL DESIGN: Design that consists of clusters or groups of flowers & foliage that strengthens the element of line which moves the eye through the arrangement.

LINE FLOWERS: used as primary flowers to establish the skeleton outline height or width of an arrangement.

FORM FLOWERS: Used to create focal point with unusual and distinctive shapes.

MASS FLOWERS: Are usually single stem with large rounded heads used inside or along the arrangement to fill in.

CASCADE DESIGN: The design consists of several layers of materials, varying in size and texture to create a flowing effect.

FOCAL POINT: The location within a design that attracts the most attention; the center of interest. In a corsage, the focal point is where the largest flower is placed.

PRIMARY COLORS: Red, yellow and blue are primary colors.

SCALE: The relationship between the completed arrangement and its location.

SECONDARY COLORS: Two primary colors combined in equal amounts.

PROPORTION: The relationship between the flowers, foliage and container.

SKELETON FLOWERS: Primary or line flowers used in a design to establish the outline of the arrangement.

BALANCE: The impression of the design being stable and self-supported.

CONDITIONING: The process in which cut flowers & foliages have been tested to extend their freshness, by where they absorb water and become turgid.

PIERCING METHOD: Corsage wiring technique in which a wire is inserted through the calyx and bent downward along the stem.

ASYMMETRICAL DESIGN: A triangular pattern with a strong "L-Line".

SYMMETRICAL DESIGN: A formal, equilateral triangular design.

ROUND DESIGNS: Do not require a focal point.

HOOK METHOD: Wiring technique in which the wire is inserted through the flower and a small hook is formed in the wire before it is pulled back into the flower.

HAIRPIN METHOD: Corsage wiring technique in which the wire is shaped into a hairpin.

INTERMEDIATE COLORS: Combination of equal amounts of primary color and adjacent secondary color.

FILLER FLOWER: A type of flower used to complete a design.

WEDDING FLOWERS: Bride's bouquet, Bridesmaid's bouquet, Corsages, Boutonnieres, Altar flowers, Pew Flowers, on the candelabra, Bride's Throw bouquet, table decorations and on the wedding cake.

FOLIAGES: A purpose of foliage is to hide the mechanics in a flower arrangement.

LINE ELEMENT: The element of the line in a floral arrangement is the visual path the eye follows as it proceeds through the arrangement.

FORM: Form is the geometric shape or line design that forms the outline of the flower arrangement.

COLOR: The Color Spectrum is made up of twelve major colors. Using color properly is just one important design element essential in creating a well-designed floral arrangement.

BACTERIAL GROWTH: Removing all foliage from the stem that is below the water level in an arrangement helps prevent bacterial growth.

WIRE: #28 wire is a finer wire than #16 gauge wire. #20 and #22 gauge wire is best suited to support roses, carnations and chrysanthemums.

INTENSITY: The brightness or darkness of a hue.

TONE: The measure of color intensity when gray is added to a hue.

SHADE: A hue darkened by the addition of black forms a shade of the hue.

VALUE: Describes the lightness or darkness of a hue.

TINT: Adding white to a color lightens its tint.

RE-CUTTING STEMS: Re-cutting stems of fresh product helps prevent stem blockage, increase water uptake, maximize the freshness of the product and keeps the stem from sealing to the bottom of the container, if the cut is slanted.

REFRIGERATION OF FRESH PRODUCT: Refrigeration of fresh product with a combination of low temperature and high humidity helps slow down respiration, reduce water lost by transpiration, slows down maturity and reduces microbial growth and development. An ideal temperature range to keep your refrigerator is at 38-40 degrees F.

IDENTIFICATION:

Ficus benjamina=Weeping fig

Aglaonema=Chinese Evergreen

Spathiphyllum=Peace Lily

Aspidistra elatior=Cast Iron Plant

Dracaena fragans=Corn Plant

Ficus decora=Rubber Plant

Dieffenbachia=Dumb Cane

BE ABLE TO IDENTIFY SKETCHES OF THE FOLLOWING:

Plumosa

Baby's Breath

Huckleberry

Bird-of-paradise

Leather Leaf Fern

Cattleya orchid

Flat Fern

Rose

Carnation

Gladiolas

Chapter 7 Student Projects

Project Ideas –

1. Invite guest speakers to come in and talk about careers that include floral design and interior landscaping. If a guest speaker is not available, students may research careers such as event planner, wedding coordinator, florist, freelance flower designer, interior decorator, interior landscaper, and others that might use floral design skills. Make sure that the person you invite as a guest lecturer is reputable. Ask about training needed for their career choice. Always check credentials.
2. Teach students proper phone skills using role play - students can create scripts of proper phone etiquette for different situations such as taking an order, an unhappy customer, a customer who is not sure what they want, etc.
3. Teach students to count money and make change.
4. Professional Ethics and professional dress: have students research different types of jobs and compare dress codes and jobs standards from industry to industry. Students can put on a fashion show of do's and don'ts!
5. Prepare your students for Texas State Florists' Association certification and make sure they also compete in the Texas Junior Cup competition after testing!
<http://www.tsfa.org/floraldesigncertification.html>
6. Have the students research safety in the workplace. Contact Hortica Insurance Company (insures florists and greenhouses) or a local insurance agency. Ask the insurer to send an occupational safety manual. Many insurance companies have published articles on their websites that discuss safety practices in the workplace.
7. Research undergraduate degree programs and minors in the students' selected career choice(s).

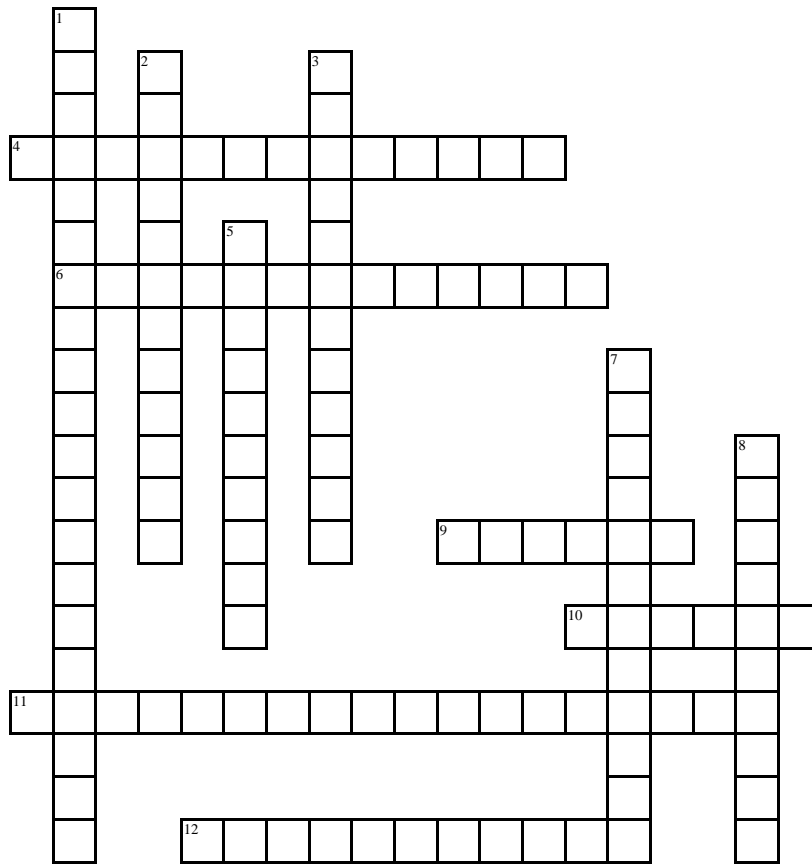
Floral Career and Skills

W	E	L	O	P	M	B	J	P	G	H	O	U	O	J	K	J	R	B	N
L	B	S	I	Z	O	D	W	Y	J	E	G	R	H	S	T	M	S	O	H
A	H	L	B	H	U	C	H	T	E	L	U	A	F	S	U	N	I	M	I
N	V	L	S	F	T	A	I	C	R	N	B	H	E	N	O	T	E	E	G
O	K	I	H	Z	M	R	L	N	L	I	U	T	P	I	A	D	Q	R	T
I	O	K	L	H	H	E	Q	P	T	N	H	Z	T	C	O	E	F	Q	I
T	O	S	V	D	I	E	I	S	N	I	O	A	I	N	J	M	X	C	M
A	P	L	X	R	X	R	N	I	C	G	T	F	S	M	I	P	O	K	O
P	B	A	W	U	F	Q	J	S	V	C	I	M	G	X	D	L	O	W	C
U	H	N	J	N	J	X	M	M	E	T	N	U	Y	M	F	O	B	X	Q
C	D	O	C	L	I	N	K	P	R	D	X	G	R	G	G	Y	O	I	K
C	I	S	B	W	I	F	X	E	F	L	U	K	R	O	W	A	N	A	K
O	C	R	E	O	H	E	C	N	G	W	B	Q	U	Q	G	B	G	C	L
E	E	E	S	L	L	I	K	S	P	I	H	S	N	E	Z	I	T	I	C
H	B	P	U	J	W	Z	L	N	B	E	R	G	Q	Z	S	L	C	S	R
R	P	R	D	F	U	R	Q	V	M	P	S	A	J	H	A	I	H	T	X
Z	P	E	Q	G	S	K	I	Q	L	B	U	Q	K	X	O	T	L	V	H
E	N	T	R	E	P	R	E	N	E	U	R	K	U	H	Y	Y	B	K	H
U	D	N	P	C	O	M	P	E	T	E	N	C	Y	S	H	U	Z	G	Y
X	I	I	G	V	U	I	S	U	C	C	E	S	S	F	U	L	G	Z	N
CAREER						CERTIFICATION						CITIZENSHIPSKILLS							
COMPETENCY						EMPLOYABILITY						ENTREPRENEUR							
ETHICS						EXPECTATIONS						INTERPERSONALSKILLS							
OCCUPATIONAL						SUCCESSFUL						WORK							
HABITS																			

Floral Career and Skills

W	E	L	O	P	M	B	J	P	G	H	O	U	O	J	K	J	R	B	N
L	B	S	I	Z	O	D	W	Y	J	E	G	R	H	S	T	M	S	O	H
A	H	L	B	H	U	C	H	T	E	L	U	A	F	S	U	N	I	M	I
N	V	L	S	F	T	A	I	C	R	N	B	H	E	N	O	T	E	E	G
O	K	I	H	Z	M	R	L	N	L	I	U	T	P	I	A	D	Q	R	T
I	O	K	L	H	H	E	Q	P	T	N	H	Z	T	C	O	E	F	Q	I
T	O	S	V	D	I	E	I	S	N	I	O	A	I	N	J	M	X	C	M
A	P	L	X	R	X	R	N	I	C	G	T	F	S	M	I	P	O	K	O
P	B	A	W	U	F	Q	J	S	V	C	I	M	G	X	D	L	O	W	C
U	H	N	J	N	J	X	M	M	E	T	N	U	Y	M	F	O	B	X	Q
C	D	O	C	L	I	N	K	P	R	D	X	G	R	G	G	Y	O	I	K
C	I	S	B	W	I	F	X	E	F	L	U	K	R	O	W	A	N	A	K
O	C	R	E	O	H	E	C	N	G	W	B	Q	U	Q	G	B	G	C	L
E	E	E	S	L	L	I	K	S	P	I	H	S	N	E	Z	I	T	I	C
H	B	P	U	J	W	Z	L	N	B	E	R	G	Q	Z	S	L	C	S	R
R	P	R	D	F	U	R	Q	V	M	P	S	A	J	H	A	I	H	T	X
Z	P	E	Q	G	S	K	I	Q	L	B	U	Q	K	X	O	T	L	V	H
E	N	T	R	E	P	R	E	N	E	U	R	K	U	H	Y	Y	B	K	H
U	D	N	P	C	O	M	P	E	T	E	N	C	Y	S	H	U	Z	G	Y
X	I	I	G	V	U	I	S	U	C	C	E	S	S	F	U	L	G	Z	N

Floral Career and Skills



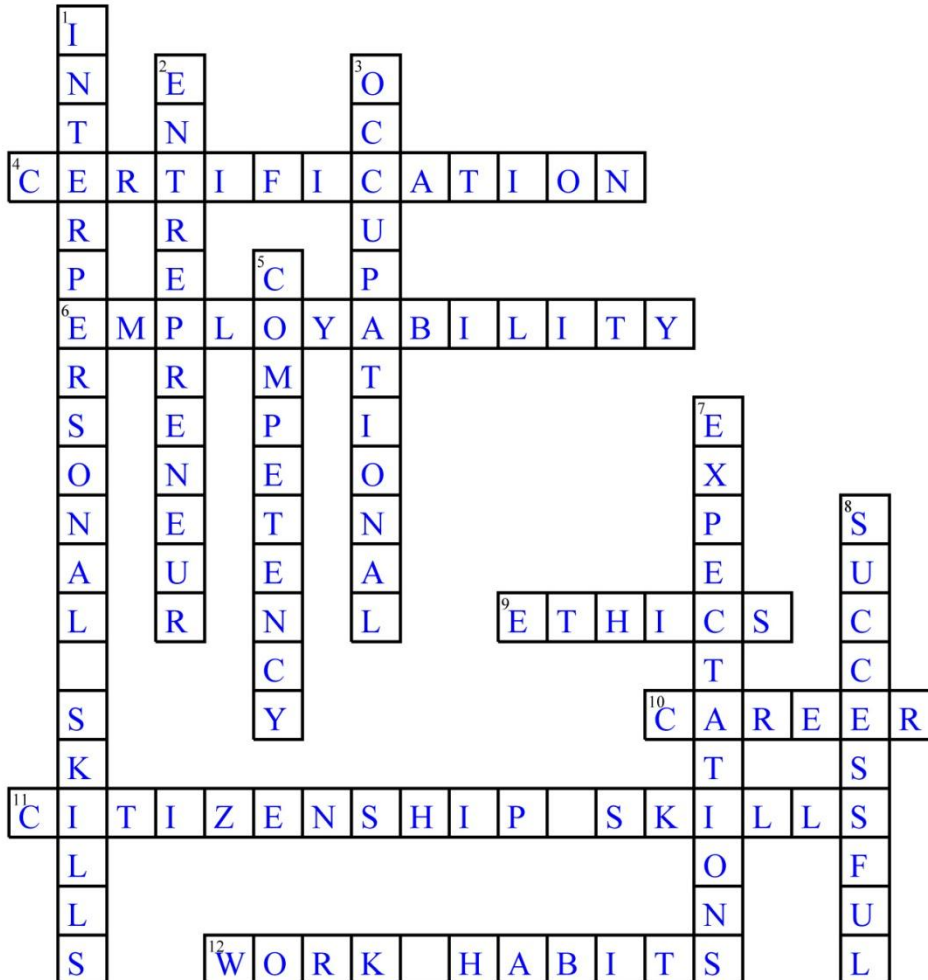
Across

- 4 To award a certificate to a person attesting to the completion of a course of study or the passing of a qualifying examination.
- 6 Able to be employed; usable. Capable of holding a job and available for hire; A person who is able to work, is available to be hired and can perform the job required in a satisfactory manner.
- 9 The rules of conduct recognized in respect to a particular class of human actions or a particular group, culture, or occupation
- 10 An occupation or profession, especially one requiring special training, followed as one's lifework; A person's progress or general course of action through life or through a phase of life, as in some profession or undertaking; success in a profession, occupation, etc.
- 11 Skills used in the act of being a good citizen in society; obeying laws and regulations; not infringing on the rights of others.
- 12 Attributes that an employer desires in an employee.

Down

- 1 The ability to interact with other people in an appropriate way.
- 2 A person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk. An employer of productive labor; business owner.
- 3 Of or pertaining to an occupation, trade, or calling.
- 5 The quality of being competent; adequacy; possession of required skill, knowledge, qualification, or capacity.
- 7 The way an employer desires an employee to act or behave in the workplace; good work habits are expectations of an employer.
- 8 The act of achieving something desired, planned, or attempted.

Floral Career and Skills



Floral Career and Skills Vocabulary Quiz

- 1) _____Entrepreneur
 - 2) _____Ethics
 - 3) _____Career
 - 4) _____Successful
 - 5) _____Certification
 - 6) _____Occupational
 - 7) _____InterpersonalSkills
 - 8) _____Employability
 - 9) _____CitizenshipSkills
 - 10) _____Competency
 - 11) _____Expectations
 - 12) _____Work Habits
- a) The ability to interact with other people in an appropriate way.
 - b) Able to be employed; usable. Capable of holding a job and available for hire; A person who is able to work, is available to be hired and can perform the job required in a satisfactory manner.
 - c) Of or pertaining to an occupation, trade, or calling.
 - d) To award a certificate to a person attesting to the completion of a course of study or the passing of a qualifying examination.
 - e) Skills used in the act of being a good citizen in society; obeying laws and regulations; not infringing on the rights of others.
 - f) The rules of conduct recognized in respect to a particular class of human actions or a particular group, culture, or occupation
 - g) The quality of being competent; adequacy; possession of required skill, knowledge, qualification, or capacity.
 - h) Attributes that an employer desires in an employee.
 - i) An occupation or profession, especially one requiring special training, followed as one's lifework; A person's progress or general course of action through life or through a phase of life, as in some profession or undertaking; success in a profession, occupation, etc.
 - j) An employer of productive labor; business owner.
 - k) The way an employer desires an employee to act or behave in the workplace; good work habits are expectations of an employer.
 - l) The act of achieving something desired, planned, or attempted.

Floral Career and Skills Vocabulary Quiz Key

- 1) J Entrepreneur
 - 2) F Ethics
 - 3) I Career
 - 4) L Successful
 - 5) D Certification
 - 6) C Occupational
 - 7) A Interpersonal Skills
 - 8) B Employability
 - 9) E Citizenship Skills
 - 10) G Competency
 - 11) K Expectations
 - 12) H Work Habits
- m) The ability to interact with other people in an appropriate way.
 - n) Able to be employed; usable. Capable of holding a job and available for hire; A person who is able to work, is available to be hired and can perform the job required in a satisfactory manner.
 - o) Of or pertaining to an occupation, trade, or calling.
 - p) To award a certificate to a person attesting to the completion of a course of study or the passing of a qualifying examination.
 - q) Skills used in the act of being a good citizen in society; obeying laws and regulations; not infringing on the rights of others.
 - r) The rules of conduct recognized in respect to a particular class of human actions or a particular group, culture, or occupation
 - s) The quality of being competent; adequacy; possession of required skill, knowledge, qualification, or capacity.
 - t) Attributes that an employer desires in an employee.
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 - v) An employer of productive labor; business owner.
 - w) The way an employer desires an employee to act or behave in the workplace; good work habits are expectations of an employer.
 - x) The act of achieving something desired, planned, or attempted.

