



Floral Design and Operations

Primary Career Cluster:	Agriculture, Food, & Natural Resources
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C18H59
Prerequisite(s):	<i>Agriscience C18H19</i>
Credit:	1
Grade Level:	10-11-12
Programs of Study and Sequence:	This is an optional elective to support an approved special program of study.
Aligned Student Organization(s):	FFA: http://www.tnffa.org
Coordinating Work-Based Learning:	All Agriculture students are encouraged to participate in a Supervised Agricultural Experience (SAE) program. In addition, teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/content/tn/education/career-and-technical-education/work-based-learning.html
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	048, 150, 448, and 950
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-agriculture-food-natural-resources.html Best for All Central: https://bestforall.tnedu.gov/

Course-At-A-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in CTSO events that align with this course including Agriscience Fair, Agricultural Issues, Agricultural Sales, Cooperative Development Challenge, Employment Skills, and Floriculture

Using a Work-based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.4** | Panel of guest speakers from the floral design industry to discuss career options, training, credentials, education requirement, etc. with students.
- **Standards 2.1-5.5** | Integrated project with multiple interactions with floral industry professionals that focus on plant material selection, care, designs, and special events.
- **Standards 6.1-6-8** | Virtual exchanges with a florist or industry professionals to discuss successful advertising methods, contract negotiations, business plan development, drafting financial documents, and give feedback on students' work.

Course Description

Floral Design and Operations is designed to identify and demonstrate the principles and techniques related to floral design as well as develop the skills needed to manage floral enterprises. This course covers the analysis of artistic floral styles, historical periods, and diverse cultures. Upon completion of this course, proficient students will be equipped with the technical knowledge and skills needed to prepare for further education and careers in floral design.

Course Standards

1. Introduction to the Field of Floral Design

- 1.1 History and Significance of Floral Design: Research the history and significance of the **field of floral design**, including regional, state, national, global, and cultural influences.
- 1.2 Career and Entrepreneurship Opportunities: Explore the **local, regional, state, national, and global career and entrepreneurship opportunities** in the field of floral design. Use multiple print, online, and/or personal interview sources, to capture at a minimum the following:
 - a. Job description
 - b. Employer expectations and/or work habits
 - c. Essential knowledge and skills
 - d. Program or path of study to reach occupational goals, starting with high school through postsecondary options
 - e. Credentialing and/or licensure requirements
 - f. Non-educational job requirements such as minimum age, experience in the field, physical fitness tests, background checks, or other notable evaluations
- 1.3 SAE Opportunities in Floral Design: Identify and describe the types of **Supervised Agricultural Experience (SAE) opportunities** in the field of floral design. Evaluate and identify the **opportunities to develop into an immersion SAE program**.
- 1.4 Professional Organizations: Explain the **significance of professional organizations** to the floral design industry. Identify **industry-related professional organizations** and describe the **benefits** provided by each.

2. Plant Identification and Management

- 2.1 Plant Identification: Apply concepts of **scientific taxonomy and industry specific terminology** to classify and identify flowers, foliage, greenery, and potted plants according to their use in designs.
 - a. Cut flowers
 - b. Silk flowers
 - c. Filler plants
 - d. Live plants

- 2.2 Plant Form and Textures: Categorize common cut **flowers and foliage based on their form and texture**. Create an **identification portfolio** of the most commonly used cut flowers and foliage.
- 2.3 Plant Health and Longevity: Determine the **basic plant components that affect plant growth and health**. Differentiate between:
- The relationship among fertilizer, preservatives, and cutting techniques to increase the longevity of floral plant materials, and
 - The use of temperature and preservatives to increase the life of cut flowers and foliage.
- 3.1 Floral Art: Differentiate the **aesthetic benefits of floral design** as they relate to the design, harmony, and unity. Determine the **principles of design and elements of art** in floral arrangements.
- 3.2 Design Styles: Compare and contrast common **floral design styles and their characteristics**. Analyze the effective use of design schema, sources of inspiration, design proportions, form, line, space, color and texture in various floral designs.
- 3.3 Contemporary Design: Explain the **purpose of contemporary floral design** including specific details on the classic mass style, naturalistic design, linear/architectural style, modernistic design, and the Japanese style. Design and create various contemporary designs and establish a suggested retail price of each.
- 3.4 Design Techniques: Prepare and evaluate **floral designs** using various **basic and advanced design techniques**, including abstract, assemblage, asymmetrical, cascade, elliptical, layering, terracing, pave, pillowing, s-grouping, banding, framing, parallelism, thematic, and seasonal designs.
- 3.5 Floral Materials and Equipment: Compare and contrast **floral design materials** such as the types of floral foam, florist wire, florist tapes, adhesives, ribbons, floral bows, and other **equipment used to properly create and design floral arrangements**. Describe and demonstrate the **ability to select the appropriate materials** to complement specific floral designs.

4. Preservation Techniques

- 4.1 Floral Preservation: Research and explain the **process for the preservation of floral arrangements**. Demonstrate the **use of preserving flowers** using one or more of the preservation techniques.
- Air drying
 - Desiccant
 - Microwaving
 - Pressing
 - Treating with glycerin

f. Bleaching/drying

5. Special Events

- 5.1 Weddings: Identify **wedding-related events that require a floral designer**. Outline a list of wedding related events that require floral arrangements (i.e. bridal luncheon, rehearsal dinner, etc.).
- 5.2 Wedding Arrangements: Develop a list of **basic flower arrangements and individual flowers used for the venue and by the wedding party**. Design and create different bouquets and wedding arrangements.
- 5.3 Funerals: Compare and contrast the **history of flowers used in the funeral industry**. Summarize current **trends in sympathy designs** distinguishing between the different styles of sympathy tributes.
- 5.4 Sympathy Tributes: Identify **foliage, cut flowers, and live plants commonly used as sympathy tributes**. Design and create a sympathy tribute.
- 5.5 Special Event Planning: Evaluate and select **floral design elements that achieve the objectives and budget expectations of an occasion or event**. Present a proposal that showcases at least the floral design elements, installation, dismantle of flora décor, production schedules, and procurement plan.

6. Floral Business Operations

- 6.1 Advertising Media: Compare and contrast **types of floral advertising media**, analyzing which types are best suited for certain, services or events by citing authentic examples.
- 6.2 Social Media Advertising: Explain the **impact of social media advertising** for increasing market reach and customer interaction. Compare and contrast **features and benefits** of major social media platforms (e.g., Facebook, Instagram, LinkedIn, TikTok, etc.), synthesizing **characteristics and components** of each to determine which platforms will lead to effective promotions.
- 6.3 Communication and Customer Service: Contrast appropriate **verbal and non-verbal communication skills** when interacting with customers, peers, and, supervisors using both traditional and digital methods, including social media. Evaluate the **impact** each skill has on customer relations/service standards.
- 6.4 Contract Documents: Analyze basic **contractual principles and procedures** entrepreneurs and small businesses can apply toward events and services. Demonstrate **contract negotiation** techniques within set pricing policies for a special event.

- 6.5 Business Plan: Explain the **purpose and main parts of a business plan** (i.e. business description, management plan, marketing plan, and financial plan). And describe the **importance of developing a business plan** for securing potential investors or lenders. Develop an original **business philosophy** detailing one's beliefs for how a business should run.
- 6.6 Fixed and Variable Expenses: Differentiate between **fixed and variable expenses** on a business income statement. Select three of the expenses listed and determine their importance to the business. Analyze **cost-cutting strategies** a florist might take to minimize expenses in each category.
- 6.7 Financial Documents: Prepare a **mock purchase order, invoice, and/or sales receipt** (including shipping and taxes) for a sample product/package. Explain the **elements of the financial document** and identify any **mistakes and miscalculations** to assist a mock client.
- 6.8 Budget Planning: Describe the process of **developing a budget**, identifying its **elements**, including income statement, balance sheet, and cash flow. Plan a budget for a special event or occasion. Create a comprehensive **budget narrative**, including both a written statement and a summary worksheet listing all expenses, to justify each cost.

Standards Alignment Notes

References to other standards include:

- SAE: [Supervised Agricultural Experience](#): All Agriculture students are encouraged to participate in a Supervised Agricultural Experience program to practice and demonstrate the knowledge and skills learned in their agriculture courses.
- AFNR: [National Agriculture, Food, & Natural Resources \(AFNR\) Career Cluster Content Standards](#): Students engaged in activities outlined above should be able to demonstrate fluency in Standard CS at the conclusion of the course.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.