

**UC**  
**CE**

# Flower Arranging

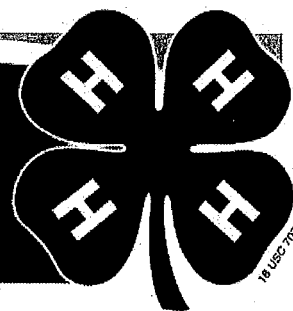


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***This We Believe:***

- The boy and girl are more important than the projects.
- The member should be their own best product.
- No award is worth sacrificing the reputation of a member or leader.
- Competition is a natural human trait and should be recognized as such. It should be given no more emphasis than other fundamentals.
- Learning how to do the project is more important than the project itself.
- Many things are caught rather than taught.
- A blue ribbon member with a red ribbon project is more desirable than a red ribbon member with a blue ribbon project.
- To learn by doing is fundamental in any sound educational program.
- Generally speaking, there is more than one good way of doing most things.
- Every member needs to be noticed, to feel important, to win, and to be praised.
- Our job is to teach members *how* to think, not what to think.



# 4-H FLORAL ARRANGING PROJECT



In this project, youth learn about flowers by partnering with adults to plan and create flower arrangements and floral crafts. Youth will demonstrate the knowledge and skills required for a career in the floriculture industry, including identifying, handling and arranging cut flowers.

- Understand the shapes, elements and principles of floral design.
- Identify common flowers and determine their purpose in an arrangement.
- Discover art concepts such as color, shape, proportion, composition and content.
- Create a variety of flower arrangements that showcase your skills.

## 4-H THRIVE

Help youth:

A spark is something youth are passionate about; it really fires them up and gives them joy and energy. Help youth find what it is about floral arranging that excites them.

The brain grows stronger when we try new things and master new skills. Encourage youth effort and persistence to help them reach higher levels of success.

Help youth use the GPS system to achieve their goals.

**Goal Selection:** Choose one meaningful, realistic and demanding goal.

**Pursue Strategies:** Create a step-by-step plan to make daily choices that support your goal.

**Shift Gears:** Change strategies if you're having difficulties reaching your goal. Seek help from others. What are youth going to do when things get in their way?

Ask project members how they can use their passion for flowers to be more confident, competent and caring. Discuss ways they can use their skills to make a contribution in the community, improve their character or establish connections.

| Light Your Spark<br>Identify Your Spark   | Flex Your Brain<br>Learn and Grow  | Reach Your Goals<br>Share Your Success   |
|---|--|--|
| <ul style="list-style-type: none"> <li>o Learn basic varieties of flowers, filler and foliage.</li> <li>o Demonstrate how to prepare floral foam.</li> <li>o Design a round arrangement in floral foam.</li> <li>o Create a color wheel and learn how designers use it.</li> <li>o Use and maintain common floristry tools.</li> <li>o Demonstrate how to condition cut flowers upon delivery to the florist.</li> <li>o Draw and label six basic arrangement shapes.</li> <li>o Create an arrangement using silk flowers.</li> </ul> | <ul style="list-style-type: none"> <li>o Create a vase arrangement.</li> <li>o Visit a full-service flower shop and observe the skills needed for the job.</li> <li>o Identify the four traditional flower forms.</li> <li>o Design a corsage and boutonniere.</li> <li>o Demonstrate how to make two types of floral bows.</li> <li>o Know and regularly use the elements of floral design.</li> <li>o Learn how to wire and tape a variety of flowers.</li> <li>o Press flowers and use them to create cards, candles, and bookmarks.</li> </ul> | <ul style="list-style-type: none"> <li>o Design a specialty arrangement, such as a bridal bouquet or toplan.</li> <li>o Learn how to price flowers with an industry appropriate mark-up.</li> <li>o Know and regularly use the principles of floral design.</li> <li>o Tour a wholesale flower market to see how growers sell their product.</li> <li>o Identify 100 different flowers, filler and foliage commonly used in floral design.</li> <li>o Create a resume for a job in the floral industry.</li> </ul> |

The activities above are ideas to inspire further project development. This is not a complete list.

Light Your Spark

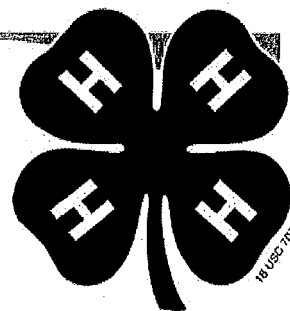
Flex Your Brain

Reach Your Goals

Light Your Spark

Flex Your Brain

Reach Your Goals



# Expand Your Experiences!

## Healthy Living

- Research how different colors can affect mood. Create an arrangement that might change a negative mood to a positive one.
- Create a salad and include fresh, edible flowers, such as borage or pansies.
- Create an edible fruit arrangement to serve at your next 4-H meeting.

## Science, Engineering, and Technology

- Learn about the reproductive parts of a plant by dissecting a flower.
- Experiment with various substances (e.g., lemon juice, bleach, floral food, baking soda, sugar, etc.) to determine the best way to preserve cut flowers.
- Participate in a citizen science project related to flowers, such as [www.greatsunflower.org](http://www.greatsunflower.org).

## Citizenship

- Deliver flowers to injured veterans in military hospitals.
- Research how flowers are used medicinally in different cultures.
- Work with a local senior center to provide corsages and boutonnieres for their next social.
- Teach a class on floral design at a local YMCA or community center.

## Leadership

- Organize a flower sale to raise money for a special cause or for your 4-H club.
- Volunteer to decorate your family's home for a holiday. Include dried or fresh flowers.
- Teach others in your 4-H club how to create an attractive arrangement. As a club, donate your flowers to a community event or venue.

## Resources

- The Sunflower Project  
[www.greatsunflower.org](http://www.greatsunflower.org)
- Project Bud Burst  
[neoninc.org/budburst](http://neoninc.org/budburst)
- Floral Design Institute  
[www.floraldesigninstitute.com](http://www.floraldesigninstitute.com)
- uBloom  
[www.uBloom.com](http://www.uBloom.com)
- About Flowers  
[www.aboutflowers.com](http://www.aboutflowers.com)
- Florists' Review  
[www.floristsreview.com](http://www.floristsreview.com)
- California Cut Flower Commission  
[www.cffc.org](http://www.cffc.org)
- Flower Possibilities  
[www.flowerpossibilities.com](http://www.flowerpossibilities.com)
- California State Floral Association  
[www.calstatefloral.com](http://www.calstatefloral.com)

## Connections & Events

## Curriculum

## 4-H Record Book

**Presentation Days** – Share what you've learned with others through a flower or floriculture-related presentation.

**Field Days** – During these events, 4-H members may participate in a variety of contests related to their project area.

Contact your county 4-H office to determine additional opportunities available, such as a family and consumer science field day.

- Flowers – [web1.nmsu.edu/4h/](http://web1.nmsu.edu/4h/)
- 4-H Floriculture (Levels A-D)  
– Learning Goals/Weeks/  
Floriculture Level A  
1st Edition
- Garden-based Learning  
Activities – [blogs.cornell.edu/garden/4h-activities/](http://blogs.cornell.edu/garden/4h-activities/)
- How Does Your Garden Grow? – [extension.org/extension.org/gradeschoolschm2skur-674](http://extension.org/extension.org/gradeschoolschm2skur-674)

4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project, members document their personal experiences, learning and development.

4-H Record Books also teach members record management skills and encourage them to set goals and develop a plan to meet those goals.

To access the 4-H Record Book online, visit [www.ca4h.org/4hbook](http://www.ca4h.org/4hbook).

The UC 4-H Youth Development Program does not endorse, warrant, or otherwise take responsibility for the contents of unofficial sites.



University of California Agriculture and Natural Resources

Light Your Spark

Flex Your Brain

Reach Your Goals

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Reach Your Goals

# FLORAL DESIGN

## *Sonoma County 4-H*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Guidelines for Project Proficiency Award

#### Beginning:

|   | <u>Date</u><br><u>Completed</u> | <u>Leader's</u><br><u>Initials</u> |
|---|---------------------------------|------------------------------------|
| 1. Identify three types of styles of arrangements.  | _____                           | _____                              |
| 2. Discuss what different occasions flowers are used for.                                 | _____                           | _____                              |
| 3. Name the three groups of flowers used in arranging.                                    | _____                           | _____                              |
| 4. What is used to arrange fresh flowers in? (something you put first in container)       | _____                           | _____                              |
| 5. What is used to arrange dry or silk flowers in (something you put first in container)? | _____                           | _____                              |
| 6. Name two special occasions flowers could be used.                                      | _____                           | _____                              |
| 7. Name two locations flowers may be found for arranging.                                 | _____                           | _____                              |
| 8. Name two items used on the stems of fresh flowers.                                     | _____                           | _____                              |
| 9. Name two item's used as utensils or tools in arranging.                                | _____                           | _____                              |
| 10. What have you enjoyed most about this class?  | _____                           | _____                              |

#### ACTIVITIES (MUST COMPLETE THREE OUT OF FIVE)

|   |       |       |
|---|-------|-------|
| 1. Participate with class in an organized flower show.  | _____ | _____ |
| 2. Participate as a fair entree.  | _____ | _____ |
| 3. Participate in going to a florist or wholesaler to see different types of flowers and designs, and how the commercial florist works. | _____ | _____ |
| 4. Take a trip in our local area at to look at different types of flowers.  | _____ | _____ |
| 5. Participate in the making and selling of flower items.   | _____ | _____ |

Project Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

Club Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

# FLORAL DESIGN

*Sonoma County 4-H*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Guidelines for Project Proficiency Award

Intermediate:

|  | <u>Date<br/>Completed</u> | <u>Leader's<br/>Initials</u> |
|--|---------------------------|------------------------------|
| 1. Identify five basic principals of arranging floral pieces.          | _____                     | _____                        |
| 2. Please describe the best type of flowers to use in a spring design. | _____                     | _____                        |
| 3. Name the eight basic floral designs.                                | _____                     | _____                        |
| 4. What additive can be added to water to keep flowers fresher longer? | _____                     | _____                        |
| 5. Design a birthday theme flower arrangement.                         | _____                     | _____                        |
| 6. Design a holiday theme flower arrangement.                          | _____                     | _____                        |
| 7. Name 5 floral arranging supplies used to create arrangements.       | _____                     | _____                        |
| 8. Name two items used on the stems of fresh flowers and explain why.  | _____                     | _____                        |
| 9. Name two items used as utensils or tools in arranging.              | _____                     | _____                        |
| 10. Please describe the steps in creating an arrangement.              | _____                     | _____                        |
| 11. Exhibit a floral arrangement at a fair.                            | _____                     | _____                        |
| 12. Field trip to local florist shop or flower wholesaler.             | _____                     | _____                        |
| 13. Participate in the making and selling of flower items.             | _____                     | _____                        |
| 14. Create flower arrangements as part of a community service event.   | _____                     | _____                        |
| 15. Give a presentation at Presentation Day on Flower Design.          | _____                     | _____                        |

Project Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

Club Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

## **I'm a 4-H Project Leader: Now What Do I Do?**

### **How do I know who is in my project?**

- Your club organizational leader will provide you with the names, addresses and phone numbers of the members enrolled in the project for which you are the leader.
- If you are working on the county level, contact the UCCE for the list of project members.
- The organizational leader may indicate to you if any of the youth have special needs. At your first project meeting, note any other youth that may have special needs.
- You may wish to consult with the parent or your 4-H Youth Development Agent as to how to work with a special needs child.

### **How often should I hold project meetings?**

It is recommended you hold 4-6 meetings that each last 1½ to 2 hours in length. Some projects require more meetings or a longer meeting time to accomplish your goals. Some projects, such as leathercraft, may lend themselves to individual project work as members progress on their projects. In this case, you should hold several introductory meetings for all members and then set up a schedule of time for them to sign up for individual help.

### **When do I start?**

Get started as soon as possible! Members' interest in a project is most keen when they are signing up for a project and when they get their project books.

### **How do I cover the cost of project meetings?**

- There is a wide variety of means for covering the cost of project meetings. Some methods used include:
- Each member pays for their share of the expenses or provides a portion of the supplies.
- The club agrees to cover expenses using funds from their treasury. Approval in advance is needed for this.
- Members and leaders can solicit donations/supplies from area businesses.
- Sometimes funds from sources outside your club may be available to cover your project meeting costs.

### **How do I establish a project meeting schedule?**

First, determine when you are available to work with project members. Then determine an initial project meeting date by consulting with your project members.

Publicize the date using one of the following means:

- County and/or club newsletter
- Club meeting or leader association meetings
- Postcards or phone calls to project members

You may not be able to schedule an initial meeting that everyone can attend. Establish a time to meet with those unable to attend before you hold your second project meeting.

### **Where do I hold project meetings?**

Typically project meetings are held at project leader homes, schools, or community buildings. For more information on facility adaptability and liability concerns contact your 4-H Youth Development Agent.

### **What safety precautions do we need to consider?**

Consider the type of safety issues your particular project involves. Request and secure necessary safety items such as ear protection, eye protection and head protection.

### **How do I let others in my club or other clubs know I am a project leader?**

Prior to enrollment ask for time on your club's meeting agenda to let families in your club know you're a project leader and to share some things the kids could do in the project if they enrolled in it. When the project materials are handed out, take the opportunity to inform or remind members that you are their project leader and set an initial meeting date with the group. If no one in your club is in your project, you may wish to offer your services to a neighboring club. Talk to your club organizational leader or county 4-H Youth Development agent about this opportunity.

### **How do I prepare for the first meeting?**

You may want to establish a 4-H resource box where you keep your project materials and any additional resources you will be using. Take time to become familiar with your project literature and talk to others who were project leaders for this project to find out what activities the members enjoyed.

### **What should I do at the initial project meeting?**

- At the initial project meeting, here are some ideas of what you might want to cover:
- Find out what the members want to learn and accomplish in the project. The project literature is an excellent source of ideas.
- Review the safety practices that members will need to follow.



- Do an introductory activity related to the project so the members get to know one another
- Have a small project the members can complete and take home
- Talk about how the project meeting supplies will be paid for. Experienced leaders have found it easiest to charge a small fee to cover the cost of the expenses.
- Assess when members are available for additional meetings. You may wish to ask the parents or members to bring along their calendars of family activities.
- Encourage parents to participate in project meetings, especially the initial meeting.

### **What does a typical project meeting look like after the initial orientation?**

Use the experiential learning model (found in the introductory pages of your Helper's Guide) to plan your project meeting. The project helper's guide will provide suggestions for designing a project meeting. Here are some suggestions for each section of the model:

#### **Do**

- Plan an activity to focus the project members on what they'll be doing today. Work on the project for that meeting.

#### **Reflect**

- Review the process completed
- Discuss what worked and didn't work.
- Talk about how any problems that arose were solved.
- Assist members in documenting their project work for inclusion in their record books/portfolios.

#### **Apply**

- Ask the project member the following questions:
- What else have you seen that is similar to this?
- How can you apply what you learned today to other situations?

### **What resources are available to help me?**

- 4-H Project Literature – You will receive project literature through your 4-H club or the UW-Extension office. Typically there is a helper's guide and member literature for three to four levels.
- Other People in my Club & County – There are a number of people in your county who would be willing to share project ideas and tips with you.

These include:

- Project leaders in other clubs
  - County Staff
  - Older youth who have been involved in the project
- 
- **Media Collection & Public Libraries** – Additional resources can be obtained from the Cooperative Extension Media Collection. They have videos, skillathons, displays and resource packages available to support a variety of projects. There is a user fee per item you or your club will be responsible for. You can view their catalog at their website <http://www.uwex.edu/ces/media/>. Check with your local public library to find out what resources they may have or that you can obtain through inter-library loan.
  - **4-H Website** – Wisconsin 4-H is continually adding more information and activities to their website. Visit this site at [www.uwex.edu/ces/4h/onlinepro/](http://www.uwex.edu/ces/4h/onlinepro/). You may wish to check out websites from other state 4-H programs also.
  - **Volunteer Leaders Conferences** – Review each issue of your county's newsletter to learn about training sessions for project leaders offered by your county, district or at statewide events. Sessions focusing on new project literature are typically offered at the State 4-H Volunteer Leader Conference held every other year. Periodically statewide conferences focusing on specific project areas are offered in addition to sessions at the volunteer conferences. You can also exchange ideas with other leaders at statewide Field Day.
  - **Field Trips** – Youth always enjoy the opportunity to see firsthand how things are done and how they work. Consider taking your project group on a field trip or tour of a local business or company to enhance their project experience. An example would be taking your dairy members to a cheese factory or your foods group to a local bakery.
  - **Local Experts** – Bring in a local "expert" to share their ideas and experiences with your group. One example would be asking a Master Gardener to share information on choosing perennial or trimming shrubs at one of your project meetings.
  - **Magazines** – Many leaders have found creative ideas to supplement those in the project literature in magazines they have or those at the public library.

### **How can I incorporate activities not included in the project guide?**

We encourage you to use the ideas in the project literature as they have been successfully used with youth. If you have some additional activities you would like to incorporate, consider the following criteria:

- Of interest to kids
- Developmentally appropriate
- Incorporate the experiential learning model
- Youth and adults are involved in determining what will be done
- Enhances the development of member life and project skills
- Research based source of content utilized

### **What is the relationship between project work and the county fair?**

The County Fair is an opportunity for an independent evaluation of life and project skills a member learned through completing a project. County fair entries typically match the activities included in the project literature and may include other activities that are being emphasized in your county. One of your roles is to help maintain the focus of members and parents on the goal of 4-H, which is to develop blue ribbon kids. Talk with members about what they learned about each of their fair entries from the judging process. Help members celebrate their accomplishments regardless of the color of ribbon each project member received at the fair. This may be done through individual encouragement or at a meeting following the fair. While entering and displaying a project at the County Fair is the traditional method of public affirmation, there may be other means of exhibition such as a club tour, open house, community celebrations or others.

### **Who can I go to if I need someone to help me during the project meetings?**

If you are leading beginning level project meetings, ask older members in the project to help you. This is a great leadership experience for them! Parents are another excellent source of help. Don't hesitate to ask them to stay for the meeting and be actively involved in their child's project work.