Floral Design Tools
Student Vocabulary- Unit 3

You are responsible for understanding the terms from this list. Please review the terms carefully.

Folding Knife -straight or hook bladed knife used to cut floral stems

Floral Foam Knife - extra-long bladed knife used to cut floral foam

Floral Scissors - long, slender bladed scissors used to cut ribbon, wire, fabric, and fine netting

Blade Sharpeners - handheld or stationary tool used to keep scissor and knife blades sharp

Wire Cutters -handheld tool used to cut wire and artificial stems

Utility Wire Cutters -long blades with serrated edges used to cut plastic, floral and chicken wire

Floral Shears -blades with cutting action from both sides used to cut stems without crushing them

Pruning Shears - used to cut through very thick or tough floral material with one cut

Stem Stripper - used to remove thorns and leaves from stems

Floral Adhesive - quick drying, waterproof adhesive which will not brown leaves; available in liquid, spray, and tape forms

Glue Gun - uses glue sticks which are heated to a specified temperature; used to adhere materials to arrangements

Pan Melt Glue - small glue bricks, heated to a high temperature which is used to adhere materials to arrangements

Floral Stem Tape -stretchable tape which adheres to itself, used to lengthen and strengthen stems

Anchor Tape - waterproof, all-purpose tape used to hold floral foam in place

Clear Tape -adheres to dry surfaces and can be used to make grids for flowers in vases

Water Tube - clear plastic tubes with a tight-fitting clear cap; used for boxed flowers

Water Pick - green plastic tubes with a cap and sharp end; can be inserted into floral foam

Waterproof Clay -waterproof and heat proof; used to adhere floral and decorative elements in arrangements

Floral Foam -used as a stem support device

Candle Cup - containers designed to hold taper candles in floral foam

Anchor Pin - secures floral foam firmly to the bottom of a base; also known as foam prongs

Floral Preservative -used to extend the shelf life of the flowers

Leaf Shine - spray used to clean and shine leaves

Floral Wire - thin green wire used to strengthen and lengthen stems

Aluminum Wire -strong, malleable wire used to add decoration and support to designs, available in many different colors

Bullion Wire -used to add sparkle and shine to bouquets and arrangements

Storage Container -used to display flowers in floral coolers

Floral Container - containers which hold floral foam with multiple prongs and have a water reservoir to keep foam saturated

Floral Design Tools Group Activity – Unit 3

Directions: Using the appropriate tools when producing a floral arrangement is key to creating a professional and long-lasting arrangement.

1. You will be divided into groups and each group will choose a design from the

internet or a trade magazine and gather the tools needed to create the design.

2. As a group, create a presentation using Google slides on which tools are required for your design.

> You do not need to create your design but be able to show how those tools aid in the process. You may borrow any tools needed for your presentation from Mrs. Love.
>
> Along with the demonstration your group will also need:
>
> 1.A list of the tools used in the demonstration.
>
> > a. Please refer to your student vocabulary handout and your student notes.
>
> 2. A short report summarizing why these tools are essential to designing a
>
> floral arrangement (summary report should be included in your Google slides)
>
> 3. An approximate list of expenses for the tools required for the design.
>
> > Mrs. Love has copies of Floral Supply Syndicate and Sequoia Wholesale

Floral Supply catalogues for pricing. Please do not use the internet! As florists we would never buy anything at retail unless it was an emergency.

*See Google Classroom for examples.

Group Tool Rubric - Floral Tools

Student Name: _____

	0-2 Points Poor	3 to 5 points Below Average	6 to 8 Points Good	9 to 10 Points Excellent	Score
Understanding	AS A GROUP: •Students have complete lack of understanding of concept. •Students makes no attempt to use a strategy.	AS A GROUP: •Students have limited understanding of the concept. •Students use of strategies are ineffective. •Students attempt to show thinking skills.	AS A GROUP: •Students understanding of the concept is evident. •Students show appropriate use of strategies to arrive at a result. •Students show thinking skills to arrive at conclusion.	AS A GROUP: •Students understanding of concept is clearly evident. •Students use effective strategies to achieve accurate results. •Students use logical thinking to arrive at conclusion.	
Creativity/ Craftsmanship	•End product lacks many elements of interest. •End product has minimal additional features or copies ideas from others with very little attempt to show individuality and cohesive work.	•End product lacks originality and has few details. •End product has evidence of unoriginal ideas and details are minimal.	•End product is expressive, and has some elements which are unique to the students as a group. •End product is good quality.	•End product is unique, and displays elements which are unique to the students group. •End product is clearly high quality.	
Production/Effort	•Students provide minimal care to the quality of the end product and no additional effort is noted to complete the assignment. • Students did not make use of tools provided.	•Students provide little care to the quality of the end product and some additional effort is noted to complete the assignment. •Students used at least 1 tool from the list as visual aid.	•Student adequately used class time for work and provide an adequate level of care to the quality of the end product. •Students used at least 2 tools from the list as visual aid.	•Students use class time to the maximum and time effort are evident in the execution of the end product. • Students used 3 or more tools from list as visual aids for presentation.	
Work Habits/ Participation	•Students are not open to assistance or suggestions. •Students do not participate in presentation. •Students show little to no collaboration as a cohesive unit.	•Students lack openness for suggestions for improvement. •Not all students participate in preparation for presentation. •Students show some collaboration as a team	•Students are respectful and accepts suggestions for improvement. •Students adequately participate in activity. •Students show collaboration as a team. • Most of the students in the group actively participate in presentation.	•Students are very respectful and accept suggestions and provide suggestions to others. •All students participate in preparation and presentation. • Each student took on a personal roll in presentation.	

Teacher Comments:

TOTAL	/40
PERCENTAGE GRADE	%