

Wedding Arrangements

Media Type: Video

Duration: 38 minutes

Goal: To develop an understanding of the design and creation of floral arrangements for weddings.

Description:

A wedding consists of numerous floral arrangements. Join us as we take a look at the preparation of floral arrangements for a wedding ceremony and reception. This presentation covers everything from the floral consultation to the final arrangements at the ceremony and reception. Options for numerous floral arrangements and decorations are discussed, along with creation of the most common wedding arrangements. Collaborator: Kelly Marble, AIFD, AAF

Objectives:

1. To identify floral arrangements for weddings.
2. To design specialty arrangements for weddings.
3. To create specialty floral arrangements for weddings.
4. To demonstrate skills related to pricing specialty arrangements.



Agriculture, Food & Natural Resources Career Cluster (AG)

Cluster	Standard
	Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster™.
	Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.
	Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.
Agribusiness Systems Career Pathway (AG-BIZ)	Apply management planning principles in AFNR businesses.
	Apply the principles of classification, plant anatomy and plant physiology to plant production and management.
Plant Systems Career Pathway (AG-PL)	Propagate, culture and harvest plants and plant products based on current industry standards.
	Apply principles of design in plant systems to enhance an environment (e.g., floral, forest, landscape and farm).

College & Career Readiness Anchor Standards for Reading

Reading Standards for Literacy in Science & Technical Subjects

Key Ideas & Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
	9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

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College & Career Readiness Anchor Standards for Reading

Reading Standards for Literacy in Science & Technical Subjects

Craft & Structure	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
	9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
Integration of Knowledge & Ideas	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	
	9-10.7	Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically into words.
	11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

College & Career Readiness Anchor Standards for Writing

Writing Standards for Literacy in History/Social Studies & Technical Subjects

Text Types & Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
	9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Production & Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
	9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Research to Build & Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	9-10.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.	

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College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards

Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
	9-10.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	9-10.2	Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
	11-12.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
Presentation of Knowledge & Ideas	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
	9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	9-10.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	11-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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Lesson Plan

Class 1: Distribute the *Wedding Arrangements Vocabulary Handout* and *Worksheet* to be filled out during the presentation. Show the *Wedding Arrangements - Part 1* and *Wedding Arrangement - Part 2* segments. Assign the *Wedding Planning Project* and allow students to work on it in class.



Video
7 min.

Class 2: Show the *Wedding Arrangements - Part 3* segment. Complete the *Bridal Bouquet Activity*. Assign the *Career Research Project* for homework.



Video
7 min.

Class 3: Show the *Wedding Arrangements - Part 4*, *Wedding Arrangements - Part 5* and *Wedding Arrangements - Part 6* segments. Complete the *Wedding Party Boutonnieres Activity*.



Video
10 min.

Class 4: Show the *Wedding Arrangements - Part 7* and *Wedding Arrangements - Part 8* segments. Assign the *Color Coordination Project* and allow students to work on it during class.



Video
7 min.

Class 5: Show the *Wedding Arrangements - Part 9*, *Wedding Arrangements - Part 10*, *Wedding Arrangements - Part 11* and *Wedding Arrangements - Part 12* segments. Complete the *Reception Centerpiece Activity*.



Video
7 min.

Class 6: Complete the *Wedding Arrangements Crossword*. Administer the *Wedding Arrangements Assessment*. Allow to students to work on and finish their *Projects*.



Lesson Links

American Floral Distributors

- <http://www.weddingflowersofamerica.com>

TheKnot.com

- <http://www.theknot.com>

Brides.com

- <http://www.brides.com>



Career & Technical Student Organizations

FFA

- Floriculture

Skills USA

- Action Skills
- Job Skill Demonstration

FCCLA

- Life Event Planning



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50684, Sat Batth, Greenhouse Manager
- iCEV50831, Dennis Haley, President, Lubbock
- Wholesale Florist
- iCEV51102, Scott McMahon, Curator, Desert Botanical Garden
- iCEV51104, Elaine McGinn, Director of Planning & Exhibits, Desert Botanical Garden

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Lab Activities

Bridal Bouquet

Directions:

Students will design and create a hand tied bridal bouquet. Distribute the *Bridal Bouquet* activity sheet to students to use as a reference. Each student will fill out a *Sales Ticket* form upon completion of their design. Prices can be obtained from the Internet and/or a local florist. Activity may also be done in small groups of three to four students.

Boutonnieres

Directions:

Students will plan the boutonnieres for a wedding party. For this activity, the boutonnieres for the groomsmen, fathers, ushers and other male guest must be different from each other. Students will sketch the design for each group of boutonnieres and create a materials list. If floral materials are available to the students, instruct students to make the boutonnieres they have designed. If floral materials are not available, students will price the boutonnieres and write up a sales ticket using the *Sales Ticket* form.

Reception Centerpiece

Directions:

Students will create a small wedding centerpiece to be placed on a table at a wedding reception. Remind students to keep in mind the centerpiece must be visually appealing and a low arrangement so wedding guests can still talk over the arrangement. Encourage students to be creative and incorporate more elements in addition to floral materials into their centerpieces. Students need to fill out a *Sales Ticket Form*. Prices can be obtained from the Internet and/or a local florist.



Projects

Wedding Planning

Directions:

Divide students into groups of three or four. Give each group a budget for which to buy floral arrangements and decorations. Distribute the *Wedding Arrangement* list to each group to reference for possible floral arrangements to plan. Have students write a blog about their wedding and how they plan to use their budget to purchase floral arrangements.

Career Research

Directions:

Students will interview a wedding planner or florist. Students will then write a two to three page paper on the skill set required for the career of the person they interviewed. The students should relate the skills they possess currently to the career and how they could increase their skills through education, certification programs and on the job training.

Color Coordination

Directions:

Each student needs to select a color scheme to use while planning their wedding flowers. After choosing a color scheme and flowers, allow students to create an online portfolio. In the portfolio, have students explain why their choices would create an eye appealing wedding, and incorporate not only their colors but the season in which their wedding will take place. A good website for students to use would be <http://poster.4teachers.org/>.