Mrs. Hepner

The Art and History of Floral Design and Floriculture II

Per. 1, 3, 5 & 6

Assignment # 1

Week 1

Week 1 Instructions

*Each week you will get instructions on completing a packet. All work will be uploaded to West High School site and to Teams to make it accessible to all students. If you have questions, please email Mrs. Hepner mhepner@tusd.net or call (209) 815.7276.
Virtual office hours will be held from 9:00 am to 11:00am Monday-Friday. Please ask for a zoom call or phone call if that is how you wish to communicate. I will respond to texts and emails as soon as possible – At the latest a response will be made by the next day's office hours.

*You are still responsible for SAE hours/FFA points by the end of the semester.

*Please be checking your email frequently for information regarding this course.

***Label the front of your Word document with the following info:**

First and Last Name: _____

Name of class: _____

Per #: _____

Assignment #: 1

Week #: 1

Week # 1 - 4/20 to 4/24 –

Please respond to questions in full sentences (3 sentences each). Floral II students you got to observe the lab in class and have opinions too. Please respond to the questions either about this year's results or last year's results and your experiences.

Your response can be posted to the team site, emailed to mhepner@tusd.net, hand written and a picture taken and/or sent by text. You are responding with your own opinion and you may use information from your notes, friends, internet or text book. (mrshepnersfloral.weebly.com for pictures loaded this week under TUZZY MUZZY.)

Fastest Death Rate - Your results for the Flower life/death lab; the first samples to be declared dead on March 16th (according to Hepner via pictures on the team site and should have been declared dead sooner.) All showed brown petals, crimped stems, head drop, and discolored stems (brown)

a. Period 1 – Table 1 – ¾ cup coke, 2 tsp of water and 1 dropper bleach.
b. Period 1 - Table 8 – tap water and 1 Advil
c. Period 6 – Table 8 – Apple Cider Vinegar and Sprite

Slowest Death Rate - Your results for the Flower life/death lab: Over all longest life and project terminated on March 31st (according to Hepner via pictures on the team site.) {Some of our flowers died because of a lack of solution. They drank all liquid that was provided. We had much better results overall this year.}

a. Period 5 – Table 12 – tap water with cut flower in a Ziploc bag. – Petals were beautiful, but the stem and caylax were showing signs of mold growth and discoloration…
b. Control #1 – Period 1 – cold tap water with a disinfected floral knife lasted the best overall with fewest petals (2) with brown edges.

1. What more research could you have done to develop your flower preservative solution and make your flower last longer?

2. Did you find it easy or hard to communicate and work with your group; what suggestions do you have to make this a better group experience?

3. What could be done by the teacher to improve on this lab experience?

4. Pretend you were going to market/sell your flower preservative formula on Shark Tank. Write about your product details; what would your 'sales pitch' include?