

By the end of this project, the student will identify and explain the design principles when arranging a flower arrangement and creating a magazine cover. Students will demonstrate learning skills that include responsibility, organization, independent work, initiative and self-regulation.



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Introduction

Course Code: TAS10 / THG10 & TGJ10

Destination: Open

Grade Level: 9

Online Project Name:

This project can be utilized in a siloed rotation process or siloed non-rotation

BBT(S) Covered In The Activity

This activity will primarily cover Green Industries & Communication topics. The project can be modified by the teacher to include other components from other broad based technological areas that are connected to the teacher's long term plan. One example would be to include components from Hospitality & Tourism by focusing on edible flowers that can be used for decoration or salads or herbs that are commonly used in the kitchen. The initial activity can also be changed to one of the other broad based technologies and paired with the communications graphic portion to meet your needs.

Project Outline

Student Activities

1. Arrangement
 - a. PPT With Design
 - b. Artificial
 - c. Real
2. Elements and Principles of Design
 - a. PPT Lesson with magazine analysis assignment
 - i. Colour Theory
 - ii. Design Elements
 - iii. Typography
3. Design Software Lesson with Canva
 - a. [Magazine Cover Tutorial](#)
4. Creating a Magazine Cover Using Canva
 - a. View assignment provided in Appendix 6

Planning Notes

This collection of activities is designed as a complete set. You have the ability to run each portion individually as stand alone lessons or a combination of any of the above to meet the needs of your classroom. Below is a list of materials that will be required for each activity to help guide the facilitation of the activities.

For simplicity, the online platform 'Canva' has been used as the design software of choice. Should your board have access to a different software (e.g. Adobe Creative Cloud), the assignment can be easily adapted to incorporate tutorials that better suit the classroom needs of the teacher.

Overall Expectations Covered

These overall expectations listed here assume you are completing all five activities in this package. If you only do some of the activities, understand that you will not meet all the expectations listed.

A1: Initiating and Planning: demonstrate an understanding of fundamental technological concepts and related skills by initiating and planning projects.

A2: Designing and Performing: develop projects that involve creating products and/or services, using a variety of resources and techniques, and record and development of their projects

A3: Analysing and Refining: evaluate and refine processes, products and/or services

A4: Follow Health and Safety Practices: apply an understanding of health and safety practices and procedures when using materials, tools and equipment.

B1: Fundamentals of Technological Development: demonstrate an understanding of how various needs and underlying social, economic and environmental factors drive the evolution of technology.

B2: Impacts of Technology: analyze impacts of various technologies on individuals, society, the economy, and the environment

B3: Careers and Pathways in Technology and the Skilled Trades: explore and describe career in technological fields and the skilled trades, and pathways for entering them

Skilled Trades And Apprenticeship Opportunities

Apprenticeship and Skilled trades information was collected through [Link to skilledtradesontario.ca](#) please ensure to check the website to ensure you are accessing the most recent updated information. For additional skilled trade, apprenticeship, and career opportunity resources visit the [Link to Ontario Council for Technology Education](#) website or contact your schools guidance department.

Trade Name	Trade Code	Classification	Exam	Red Seal	Trade Details
Horticultural Technician	441C	Non-Compulsory	YES	YES	Horticultural Technician Link
Agricultural - Fruit Grower	640F	Non-Compulsory	NO		Agricultural Fruit Grower Link

Engineering Design Process

The engineering design process will allow students to demonstrate their learning through a design process connected to the broad based technology classes.

This [engineering design process](#) has been modified from the [Ministry of Educations](#) model and as part of the expectations this step-by-step guide was developed to help the educator meet those expectations This [engineering design process](#) is to use as the basis of the activity below.

Students will go through the process of Initiating and Planning, Designing and Performing, and Analysing and Refing a project based on a real world problem.

Any engineering design process can be used. Connect with your board to implement the engineering design process that is currently being used in your district.

Fundamental Technological Concepts

The fundamental technological concepts covered in this project include exploring environmentally sustainability, creative, structure, safety, material, innovation & function. [Link to the Fundamental technological concepts from the Ministry of Education](#)

Universal Design For Learning

Through this activity there are opportunities for student influence to reflect the student's heritage and culture. Students are encouraged to reflect on their own influences in their personal lives. Students are encouraged to engage with the lesson through doing as many components as possible. At the conclusion of these lessons the goal is that students will become more aware of the plants that grow in their regions and how to strategically select plants to grow from the place they call home or the location of a client in a different region.

Indigenous Ways Of Knowing, Doing And Learning

This document was written with resources from the place this was written and as educators we need to consider the resources and traditions of the place the teachings are taking place. Please use these resources in this section as a guide. Please reach out to your schools liaison or representation of the Indigenous teachings for your region.

The author has suggested an activity that honours the place from where it was written.

Please consult your school boards First Nation, Metis and Inuit curriculum and / or cultural support team to inform content or activities relevant to communities in your area.

Potential For Community Partnership

Community is greater than the classrooms we are a part of. Consider reaching out to community and school board partners to support in the learning process and extend the learning beyond what is covered in these activities.

- Indigenous Elders
- Indigenous Educators
- Nursery Workers
- Garden Centres
- Seniors Groups
- Broadcasting Corporations
- Florists

Innovations And Emerging Technologies

There are a variety of different technologies that are becoming more and more popular within the green industries field of study. Some of the innovations and technologies that are related to this collection of activities include:

Career Opportunities

This list of potential career opportunities is not a complete list but a list of a variety of different career opportunities with a variety of different educational pathways required to be

successful within the realm of the activities. For additional skilled trade, apprenticeship, and career opportunity resources visit the [this link for the Ontario Council for Technology Education](#) website or contact your schools guidance department.

Other useful websites could include:

- [Link to the website for apprentice search](#)
- [Link to the website for Ontario Colleges](#)
- [Link to website for my Blueprint](#)
- [Link to website for skilled trades Ontario](#)

Assessment And Evaluation

Evidence of student achievement for evaluation is collected through this project from different sources using multiple sources to evaluate student learning. Student products will be in the form of completed activities that can be used for evaluation. Assignments for evaluation include rich performance tasks, demonstration, research, project based on real world setting. Assessment will include the categories of knowledge and understanding, thinking, communication and application.

[Link to the Ministry of Education Achievement Chart](#)

Experiential Learning

This activity has the ability to lead to an experiential learning opportunity through raising plants with different biotic and abiotic factors that will need to be considered. The students should be guided through this lesson with opportunities of reflection and the opportunity to become engaged in the activities through a hands-on approach

Reflection Of Learning

Teachers will ask the students to answer the following questions before, during and after the completion of all activities that conclude the student's presentation:

- What do you already know about the design principles? What would you like to know? What questions do you have now? Explain what you liked and disliked about this project. Why?
- What do you hope to learn? What do you need to know now that you have started? Did you learn something new? What stands out?
- Please provide any feedback you may have for improving this lesson.

Health And Safety Considerations

There are minimal concerns with safety in this project. Using a knife may be required when cutting flowers for the arrangement and should be addressed. Reviewing the following documents would be beneficial and help address any concerns applicable to safety

[Link to Review of "Knife Handling" ToolSAFE Video](#)

[Link to Green Industries SAFEDocs](#) (particularly page 31)

Green Industries workers handle knives frequently to cut plant material and flowers. Workers should know how to use them correctly in order to avoid cuts. Cuts often result from the improper use of knives. A sharp knife is safer than a dull one because it will cut materials more easily and with less pressure.

1. Always use the correct knife.
2. Always use a sharp knife. You are more likely to cut yourself with a dull knife because you will need to use more force.
3. Always cut with the blade facing away from your body.
4. Never let the knife's blade or handle hang over the edge of a table.
5. When carrying a knife, hold it by the handle with the point of the blade facing down at your side. Make sure that the sharp edge is facing behind you.
6. Do not try to catch a falling knife. Step away and let it fall.
7. When you are passing a knife to someone, lay the knife down on the work surface or pass it by carefully holding the dull side of the blade with the handle facing toward the other person.
8. Never use a knife to perform inappropriate tasks, such as opening soil bags or prying something apart. These tasks could damage or even break the blade
9. Carefully wipe the blade from its dull side.
10. Always wash, sanitize, and wipe knives before putting them away.
11. AT ALL TIMES - IF IN DOUBT SEE YOUR INSTRUCTOR

Appendix 1

Using the provided powerpoint document go over the Design Principles for Creating the Perfect Floral Arrangement



Design Principles for Creating the Perfect Floral Arrangement

— A guide to Crafting Stunning
Floral Displays —



[Link to the PowerPoint slide deck](#)

Appendix 2

Floral Arrangements Real Flowers

Planning Notes:

When using live flowers there are many things to consider. I often suggest that you plan to complete this activity around a special holiday so you can sell the floral arrangements after the activity takes place to cover some of the costs or as a fundraiser. Some key arrangements throughout the year are Thanksgiving Centrepiece, Christmas Wreaths or Arrangements, Easter, Mother's Day, and Prom/Grad. These events also provide a theme for the arrangements. When planning the activity, you can purchase flowers first or set your sale price first. Whichever one you decide to do first my usual goal is to have the sale price double the costs.

Materials List:

- Vases/Vessels: I often source my vases from the dollar store. There is a good selection of small glassware that meets the needs of the activity.
- Floral Tape or Oasis: If you are using a transparent vessel, I would suggest clear floral tape to create a support structure for your arrangement. If you are using opaque you can use the floral tape method or Oasis.
- Flowers: I usually aim for 10 – 15 stems per arrangement. 3 of these should be focal flowers and the others can be filler/smaller flowers. This number will change depending on the size of the vessel.
- Greens: Greenery is required for the base of the arrangement. Do not skip this step as it makes a big difference.
- Additional Elements: Floral arrangements need other textural elements. Explore the seasonal section at the dollar store or have your students create something that adds texture and another visual element.
- Tools: Pruners & Scissors

Activity:

Using the design process students will design a floral arrangement that meets the needs of the client/theme/event.

- What is the event that is going to be using the arrangement? What are the colours of the event? What is the budget and scale of the event?
- What in season flowers are available?
- What does the design of the arrangement look like? Is the arrangement symmetrical or asymmetrical? What is the height of the arrangement?
- Does the arrangement meet the needs of the event? How does the arrangement need to be modified?

For educators that do not know how to make a floral arrangement here is a simple video to use to guide your lesson. [Link to How to Arrange Flowers - Easy Step by Step Guide Video](#).

This is a great opportunity to reach out and bring in a florist into your classroom to run a lesson.

Appendix 3

Floral Arrangements Faux Flowers

Planning Notes:

When using faux flowers there are many things to consider. I would suggest that you choose a theme or a holiday that is coming up to focus your arrangements off of. Some key arrangements throughout the year are Thanksgiving Centrepiece, Christmas Wreaths or Arrangements, Easter, Mother's Day, and Prom/Grad. These events also provide a theme for the arrangements.

Materials List:

- Vases/Vessels: I often source my vases from the dollar store. There is a good selection of small glassware that meets the needs of the activity. When using faux flowers consider which type of vase you want to use, as faux flowers will be used multiple times you want to choose a vase size that requires minimal modifications to the faux flowers.
- Floral Tape or Oasis: If you are using a transparent vessel, I would suggest clear floral tape to create a support structure for your arrangement. If you are using opaque you can use the floral tape method or Oasis.
- Faux Flowers: I usually aim for 10 – 15 stems per arrangement. 3 of these should be focal flowers and the others can be filler/smaller flowers. This number will change depending on the size of the vessel. This is considered an investment in your program and should be added to each year to allow a good variety of colours, types and sizes.
- Greens: Greenery is required for the base of the arrangement. Do not skip this step as it makes a big difference.
- Additional Elements: Floral arrangements need other textural elements. Explore the seasonal section at the dollar store or have your students create something that adds texture and another visual element.
- Tools: Pruners, Scissors & Wire Cutter

Activity:

Using the design process students will design a floral arrangement that meets the needs of the client/theme/event.

- What is the event that is going to be using the arrangement? What are the colours of the event? What is the budget and scale of the event?
- What in season flowers are available?
- What does the design of the arrangement look like? Is the arrangement symmetrical or asymmetrical? What is the height of the arrangement?
- Does the arrangement meet the needs of the event? How does the arrangement need to be modified?

For educators that do not know how to make a floral arrangement here is a simple video to use to guide your lesson. [Link to How to Arrange Flowers - Easy Step by Step Guide Video](#).

This is a great opportunity to reach out and bring in a florist into your classroom to run a lesson.

Appendix 4

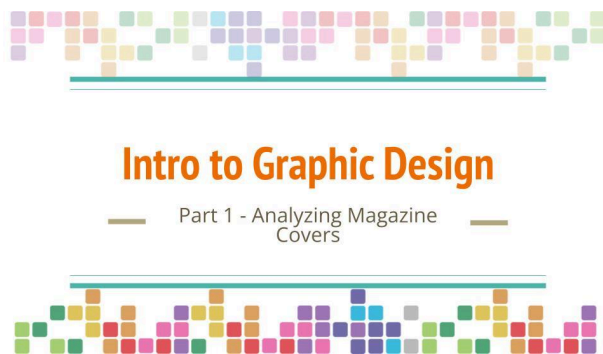
Planning Notes:

This presentation makes use of links to various lessons and examples. Please ensure that all are up to date and working before presenting.

As well, feel free to include additional lessons and sample magazine covers should you wish to.

Principles and Elements of Design

Using the provided powerpoint document go over the Principles and Elements of Design when creating a magazine cover



[Link to Intro to Graphic Design Presentation](#)

Activity:

Using the principles and elements of design, students will analyze a magazine cover of their choosing. Activity is included in the presentation above.

[Link to Magazine Design Analysis Rubric](#)

Appendix 5

Canva Tutorial

Students will now complete the tutorial found using the YouTube link below.

[How To Create A Magazine Cover in Canva | Tutorial Step By Step](#)

Activity:

Submit a sample cover that uses the skills from the tutorial

Appendix 6

Floral Arrangement Magazine Cover

Objective:

Create a visually appealing magazine cover on Canva that showcases a floral arrangement you have made. Your design should effectively use the elements and principles of design and demonstrate thoughtful planning and execution.

Materials Needed:

Access to Canva website

Photos of your floral arrangement

Computer or tablet

Basic understanding of Canva tools and features as well as elements and principles of design

Assignment Steps:

Part 1: Planning Your Floral Arrangement

- Research & Inspiration:
 - Research different types of floral arrangements and magazine covers that feature flowers. Consider the color schemes, textures, and types of flowers used.
 - Choose a theme or style for your floral arrangement (e.g., modern, classic, rustic, etc.).
 - Sketch or create a mood board to visualize your ideas, including the types of flowers, colors, and overall composition you plan to use.
- Planning the Project:
 - List the materials you will need to create your floral arrangement (e.g., flowers, vases, tools).
 - Identify the steps required to create your arrangement, including any necessary preparation (e.g., cutting, arranging, photographing).
 - Consider the time needed for each step and any challenges you may face.

Part 2: Creating the Floral Arrangement

- Assembling the Arrangement:
 - Use your plan to create the floral arrangement. Pay attention to the elements and principles of design, such as balance, contrast, harmony, and proportion.
 - Document the process by taking photographs of each step, ensuring that you capture the key stages of your work.
- Photographing the Arrangement:
 - Once your arrangement is complete, photograph it from different angles. Choose the best photograph to feature on your magazine cover.

- Consider lighting, background, and composition to enhance the visual appeal of your arrangement.

Part 3: Designing the Magazine Cover

- Elements and Principles of Design:
 - Use design software (e.g., Canva) to create a magazine cover that highlights your floral arrangement
 - Incorporate the elements and principles of design, such as color, typography, space, and layout. Consider how these elements will attract the reader’s attention and convey the theme of your arrangement.
- Magazine Cover Content:
 - Include the magazine title, a headline related to the floral arrangement, and other text elements (e.g., article titles, date).
 - Ensure that the text and images are well-balanced and create a cohesive and visually appealing design.
- Evaluation and Refinement:
 - Review your magazine cover design.
 - Evaluate how well it communicates the theme of your floral arrangement and adheres to the elements and principles of design.
 - Seek feedback from peers or the teacher and make any necessary adjustments to improve your design.

Part 4: Reflection and Submission

- Reflection:
 - Write a brief reflection (1-2 paragraphs) on your experience creating the floral arrangement and magazine cover. Consider what you learned about the design process, the challenges you faced, and how you overcame them.
- Submission:
 - Submit your final magazine cover, the photographs of your floral arrangement, and your reflection.
 - Save your magazine cover as a high-resolution PNG or PDF file.
 - Upload your magazine cover to the designated submission platform or email it to your teacher.

Evaluation Criteria:

Creativity and Theme Integration: How well does the design reflect the chosen theme and complement the floral arrangement?

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
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<p>Planning and Research</p>	<p>Thoroughly researched and planned; theme, target audience, and layout are clear and well-considered.</p>	<p>Well-researched and planned; theme, target audience, and layout are evident.</p>	<p>Some research and planning evident; theme and layout are present but may lack clarity.</p>	<p>Minimal research and planning; theme and layout are unclear.</p>
<p>Creativity and Theme Integration</p>	<p>Design creatively reflects the theme and complements the floral arrangement exceptionally well.</p>	<p>Design reflects the theme and complements the floral arrangement well.</p>	<p>Design somewhat reflects the theme; integration with the floral arrangement is moderate.</p>	<p>Design does not effectively reflect the theme or complement the floral arrangement.</p>
<p>Use of Design Elements</p>	<p>Expert use of color, line, shape, texture, and space to create a visually appealing and effective design.</p>	<p>Good use of color, line, shape, texture, and space; some minor issues.</p>	<p>Adequate use of design elements; some elements may be used ineffectively.</p>	<p>Limited or ineffective use of design elements; design lacks visual appeal.</p>
<p>Application of Design Principles</p>	<p>Excellent application of balance, contrast, emphasis, unity, and alignment; design is cohesive and professional.</p>	<p>Good application of design principles; balance, contrast, emphasis, unity, and alignment are mostly effective.</p>	<p>Some application of design principles; issues with balance, contrast, or alignment.</p>	<p>Minimal application of design principles; significant issues with balance, contrast, or alignment.</p>

Overall Design Quality	Design is highly professional, clean, and visually compelling; demonstrates attention to detail and refinement.	Design is professional and visually appealing with minor areas for improvement.	Design is generally clear and appealing but lacks some refinement or polish.	Design is unprofessional or lacks visual appeal; significant issues with clarity or detail.
Adherence to Assignment Guidelines	Fully meets all guidelines; magazine cover is well-organized and follows all instructions.	Meets most guidelines; magazine cover is organized and mostly follows instructions.	Meets some guidelines; magazine cover is somewhat organized but has deviations from instructions.	Does not meet guidelines; magazine cover is disorganized and deviates significantly from instructions.

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